



College Community

FROM THE PRINCIPAL

It is a delight to share with you our 2024 Annual Report. The theme of this year's report, Faith: The Better Story, speaks to who we seek to be as a College. As you read through this report, it is important to reflect and consider: What does the better story mean?

In a world which largely measures itself on achievement, where individuals often feel they need to be the best, the absence of faith makes it easy to feel disappointed. While schools are a place for learning the curriculum to achieve academically, in sport or creatively, we believe there is so much more that young people need to know to flourish. As a College community, we believe so strongly about this that all aspects of what we do follow the Building Purposeful Life Framework.

While academics are important and we want to see each student achieve to their full potential, faith is essential. Perhaps the big question is: where do you choose to put that faith? At Norwest, our faith is centred on the personal, powerful and promise-keeping God we serve. He is the maker, the creator and the only One who can deliver us. The way we interact, design lessons, relate to one another and grow as a community speaks to the story we are seeking to build: one of purpose through faith, virtue, wisdom and service. It is a delight to share with you some of the amazing things which have been happening within our community.

Over the past 12 months, we have been seeing young people increasingly respond positively to getting to know their maker. We are thrilled to share that we have been able to grow our missions' programs, working strategically to provide young people with opportunities to serve their God, their Saviour. We have expanded offerings for Connect Groups in Secondary Years and expanded our chaplaincy program. Two Year 12 graduates were given roles upon completion of their schooling, demonstrating that young people are desperate to know the author of the better story. It has been exciting to see young people run their own bible study groups, engage in prayer groups and boldly share their faith at Chapel times.

The journey of Our Norwest is reflective of who we are. Where we have landed is this: Our Norwest is our community. It's parents, students, grandparents, caregivers, alumni, staff – everyone who has a touchpoint at the College. We are excited about this space and know that it will be an encouragement to all. Our Bush Dance in 2024 was a way of uniting everyone and you will read more about the impact of this later in this Report. Part of this has been working out how we could expand. Ongoing work with the DA to Hills Shire Council, planning our Box Hill Campus and stepping forward in faith is one way we can add to The Better Story. We want this to be the story for our community.

Romans 8:28 states *And we know that for those who love God all things work together for good, for those who are called according to His purpose.* So, while we are asking our young people to think about the stories that shape them, two questions emerge. **What are you building your life on? What stories are shaping you?**

We want Faith to be the story for Our Norwest. The story for our community. The story for you. We are constantly discovering ways where faith is the story for our community.



Our 2024 Annual Report seeks to capture all that matters at Norwest: the relationships, the curriculum, the activities, the staff, the parents and, the students. It all matters, and each person's contribution makes a powerful difference in the lives of our young people.

I 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

It is my privilege to present the Board Chair's report for 2024 — a year marked by continued growth, a deepening of our mission, and God's faithful provision for our learning community.

As a Board, we are constantly reminded that our responsibility is not only one of governance and stewardship, but also of spiritual leadership — ensuring the College remains firmly anchored in the truth of God's Word. This year, we have seen the fruit of that commitment, with students thriving academically, socially, and spiritually in an environment that unashamedly centres on Jesus Christ. It is this foundation that propels our students forward with strength of purpose, clarity of identity, and a spirit of selfless love.

Key milestones in 2024 included the expansion of learning pathways within both the College and our Ngarra Christian College, the maturing of our leadership and staff development programs, and significant progress towards the development of our new Gables campus. Each of these steps reflects our commitment to thoughtful innovation and growth, while remaining true to our vision of nurturing students of godly character who are equipped to engage the world with courage and conviction.

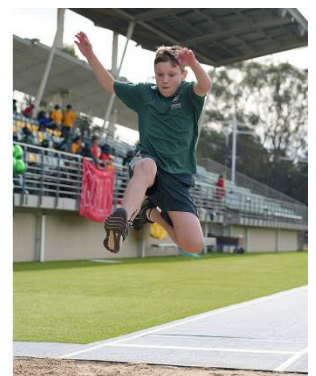
We are especially thankful for the faithful leadership of our Principal and Executive Team, whose Christ-centred vision continues to foster a culture of excellence and care. We also deeply appreciate the dedication of our teaching and support staff, who embody the College's values in their daily service. As a parent of three students at Norwest, I'm personally moved by the way our teachers form deep, caring relationships with our children — relationships that are foundational to their learning and growth.

On behalf of the Board, I want to thank our broader College community — parents, carers, alumni, and supporters — for your prayerful partnership throughout the year. Your trust and encouragement sustain the momentum of our shared mission. We never take for granted the privilege of partnering with you in the formation of your children.

As we look to 2025 and beyond, we do so with a sense of expectancy. While there will always be headwinds to navigate, we remain confident in God's faithfulness and believe He is leading us into a new season of opportunity. As a Board, we are committed to stewarding the College's future with humility, wisdom, and faith.

We continue to pray for God's kindness and favour over you and your family.

Hugh Thomson
Board Chairman



FROM THE COLLEGE CAPTAINS

Serving as College Captains in 2024 was both a fulfilling experience and a blessing, as we witnessed the foundations laid in previous years begin to take shape. These foundations can be seen through our ever growing and loving community. Our role as Captains was a blessing, as we were granted the opportunity to insightfully engage with the College at large, and with fellow peers and staff. Our leadership team had a vision of togetherness. Part of this meant encouraging an authentic sense of self built upon Christ, accomplished through curating a sense of community and unity, especially as Norwest grew with an emphasis on being bold in personal faith. We are grateful to witness the College continue growing into a loving community with Christ at its foundation, and we sincerely hope and believe that this culture will continue in the College's future.

The integral mission of the leadership team was to continue the close sense of community that was at the heart of the College we grew up in, even as Norwest continued to grow. This meant a more diverse community filled with a range of cultures, one that our leadership team was extremely proud of. As a result, we had a cultural dress day, known as Imago Day, in which students were encouraged to come to school dressed in traditional clothing. As a basis, this allowed students to engage in what made them different but what made them similar as we were all made in the image of God, fulfilling our goals of unity.

Our leadership had a thorough mindset toward worship and ministry, which worked in tandem with the sense of community we tried to reinforce. This manifested within our leadership team's hosting of various chapels, in which senior students hosted and gave personal testimonies as well as answering questions about personal faith. The goal was to engage with younger students and display how faith can be worked in the open and it is something to be proud of. This was an avid success throughout the year and led to the creation of an entire worship day. The day was structured as two hours of praise and worship hosted by our Year 12 band, and two hours of testimonies and messaging with great crowd engagement. It was an absolute blessing and brought the best out of our community. God really worked. It truly felt like the culmination of the leadership team's goals throughout the year, and we hope that it will be a day to look forward to as future Leadership Teams put their personal spin on it.

A special thanks to Mrs Maforimbo, Mrs Marlow and Mr Hinton for both encouraging our ideas and expression, as well as keeping us accountable for our actions. Without them, we would not have been able to reach our potential as a leadership team and truly share our vision for the College. We firmly believe that in our short time as leaders that we were able to affect the thinking of younger cohorts and encourage faithfulness in the open. We sincerely appreciate the College for the opportunities it gave us, and the opportunities it will continue to give students. We continue to pray for our Norwest community as we step into our new journey and that our vision is strengthened through the years to come.

Jemma Hubbard and Josiah Viray

College Captains



FROM THE COLLEGE PARENTS

It is a joy reflecting on 2024; a year when the College community once again came together to achieve great moments in the lives of our children, the parents and staff. It was a year full of firsts, new friends, fun together as we served and so many smiles.

Some of the highlights of this year can be summed up with some numbers and names:

- Clean Up Australia Day saw hundreds of people from Norwest walked around Riverstone and Schofields, cleaning up our patch of Australia
- Four local professional photographers partnered with the P&F to provide families in our community with the chance to have family portraits done for Mother's Day. Over 80 families took up this opportunity
- There were six events where the Parents and Friends Association (P&F) organised food for students, staff and parents of Norwest. These included the Celebration Morning Tea, where many parents baked and bought things for us to enjoy together, Hot Cross Bun Day, Sausage Sizzle after the Secondary Colour Run, and the New Families Picnic Afternoon, which is always a great way to welcome the new cohort of parents and students who will begin their journey at Norwest in the new year
- Approximately 950 meals were prepped, packed and distributed at Know Your Norwest in Term 1
- Around 1000 ice blocks were given to students after they completed Cross Country

In addition to these huge numbers, we also had the chance to:

- Order personalised plates and mugs made for the dads of our College
- Run TWO Colour Run Days for the first time, due to poor weather
- Held our first ever Bush Dance – which we're hoping will evolve into a Winter Festival in 2025 and give the community a chance for everyone to come together, enjoy time together, have great music, fun activities, delicious food and make precious memories together again
- Hear from Patricia Weerakoon at a parent seminar on helping our children be safe in a hyper-sexualised online world
- Contribute seed funding to see School Lego kits bought which we cannot wait to see put into use

Every opportunity to work together to love and serve the people of this College has been 100% time well spent!

This College is a special place, and I have been encouraged to see how joyfully all the staff, students and parents have become involved in the events we've done together. Let me finish by encouraging you to continue to put your hand up to get involved as we enter the new year in 2025.

Katie Smith

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 very long waiting lists. We currently have our 3 Prep rooms, capped at 20 children per day, with 2 Preschool rooms of 15 children per day. Late in the year, we were given approval from the Department of Education to move to 20 in each Preschool room per day, however we will need to wait until we can staff accordingly to officially increase these numbers. In 2024, the ELC said goodbye to Miss Suzi as their amazing director of 5 years. Suzi was able to make incredible changes to the ELC, especially in the area of compliance. Miss Amy and Miss Preetima covered a 5-week period before the new director, Miss Rosie started in September. At the very end of the year, Miss Susan stepped into a new Assistant Director role to replace Miss Amy as Pedagogical Leader. This role covers more aspects of a traditional ZIC role, while encompassing a portfolio in pedagogical leadership to better support the needs of a growing ELC.

Activities

The children were able to partake in a range on excursions and incursions, directly linked to their areas of interest.

The educators continued to inspire the children with their love of music and singing, joining them each morning for our praise and worship time. Learning about the love of Jesus for each child is deeply embedded into all we do in the ELC.

Our priorities for improvement in 2024 included:

Quality Area 1 – Educational Program and Practice

- 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 planning

Quality Area 2 – Children’s Health and Safety

- Educators confidently using Child Safe Standards knowledge in their daily practice

Quality Area 3 – Physical Environment

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

Quality Area 4 – Staffing Arrangements

- N/A

Quality Area 5 – Relationships with Children

- 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

- N/A

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. The service was not involved in an Assessment and Rating visit in 2024, however we had an unexpected spot check from the Department in the period of time between Directors, where some minor changes were made to policies. Staff continue to reflect and engage with families to review the Service strengths and identified areas for improvement.

Rosie Harriott

Director, Early Learning Centre and OSHC

FROM THE HEAD OF PRIMARY YEARS

In 2024, 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 camps where they learned to work in teams and collaborate on tasks, helping 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 were also able 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 implemented the new English and Mathematics 3-6 programs.



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, and our participation increased with 74% 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.

Our extension group continued 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 had the opportunity to participate in the Da Vinci Decathlon. Our two teams earned a total of six 'Top 16' placings across the ten disciplines. Primary students from Years 4 – 6 competed in the Western Sydney Regional Tournament of Minds Competition. We had two teams participating; one in the STEM discipline and one in the Social Sciences discipline, with our STEM team earning Honours in the competition.

Specific Programs:

Biblical Studies

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

Music

Music activities have significantly enriched the cultural aspects of College life. Music 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 Years 4 - 6 opted in for an elective band program. Years 5 - 6 attended general music classes.

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 at Norwest Christian College is a dynamic, Christ-centred learning community where students, teachers, and parents collaborate in the pursuit of knowledge and spiritual growth. Our shared commitment is to deepen our understanding and love of God, fulfill our God-given purpose, and develop our capacities to serve Him both locally and globally. It is a privilege to work alongside our dedicated educators as we strive to honour God through the inspiration and equipping of our students.

Student Wellbeing

Our pastoral care structures and processes are designed to support the learning and wellbeing needs of each student, both now and into the future. Fortnightly House meetings provide students with opportunities to build connections across different year groups, fostering a sense of belonging and community. Year-based Mentor Groups offer a dedicated space to address wellbeing topics relevant to specific developmental stages, ensuring that students receive age-appropriate guidance aligned with the College's values. Through these structures, students feel known and supported by their Mentors while also strengthening relationships with their peers. Mentors engage in formal goal-setting discussions with students, focusing on academic, co-curricular, and Christian development objectives, with regular reviews and strategy adjustments throughout the year.

Student Leadership

Student leaders play a pivotal role in fostering student engagement and voice within the College. They work closely with staff, peers, and the broader community, leading initiatives that enhance school culture and student experiences. The Peer Support Program continues to thrive, with Year 10 students receiving training and applying their skills to mentor Year 7 students. The Year 11 Leadership Program remains a cornerstone in equipping senior students with leadership competencies. Additionally, the Student Representative Council (SRC) provides a structured platform for students in Years 7-11 to contribute to College initiatives while developing their leadership abilities.

Chapel and Biblical Studies

Under the guidance of Mr. Julian Elton, College Chaplain, Biblical Studies is taught across Years 7 to 12, complemented by the College-wide Chapel program. Mr. Elton, in partnership with the student ministry team, faithfully presents the gospel message. Chapel services are tailored to different age groups, with separate sessions for Years 7-9 and Years 10-12, allowing for more focused and relevant content. Students are actively involved in Chapel Bands, further enriching their worship experience. The Student Christian Fellowship Group, known as G.O.A.T. (God of All Things), continues to provide a supportive environment for students to deepen their faith. In 2024, a select group of students and staff attended a Camp at the Katoomba Youth Convention Conference, further strengthening their spiritual growth.

Service Learning and Mission

Each Year Group partners with a charitable organization to support throughout the year, reinforcing our commitment to Christian service. Partner organizations include Compassion, Christian Ministry Society, Mission Aviation Fellowship, A21, and Samaritan's Purse. Students engage in meaningful service, such as preparing meals for Blacktown CareVan and assisting students with special needs at South Creek School. Senior students also contributed by serving at Ngarra Christian College. A highlight of the year was the international mission trip to Fiji, providing students with a transformative opportunity to serve and deepen their understanding of God's work globally.

Sport

The College continued its participation in the Hills Zone Sports Association (HZSA) and the Christian Schools Sports Association (CSSA), increasing the number of teams competing. Students engaged in a diverse range of sports, including Cricket, Touch Football, Soccer, Volleyball, Netball, Basketball, and Futsal. These sporting opportunities foster excellence, resilience, and teamwork, allowing students to develop their skills in a competitive yet supportive environment.



Excursions & Incursions

Educational excursions and incursions enhance student learning by providing opportunities beyond the classroom. These experiences allow students to engage with new environments, cultural institutions, and professional organisations, fostering deeper understanding through real-world application. In 2024, students participated in excursions to Sydney Zoo, the Australian War Memorial, the Blue Mountains, Cabbage Tree Bay Aquatic Reserve, Richmond RAAF base, theatrical performances, and HSC exhibitions, and more.

Camp Program

The College's camp program is strategically scheduled in Term 1 to foster strong relationships between students and staff from the outset of the academic year. Students in Years 7, 8, 9, 10, and 12 attended camp, while Year 11 participated in activities at school. These camps provide valuable opportunities for students to build friendships, develop resilience, and challenge themselves both mentally and physically. Christian development remains central to the camp experience, with staff and students actively participating. The Year 11 Snow Camp in Term 3 was particularly memorable, as students developed new skills on the ski fields while deepening their connections with peers.

Academic Competitions and the Premier's Reading Challenge

Students had the opportunity to participate in various external academic competitions across disciplines such as Science, Writing, Digital Technologies, English, Mathematics, and Rocket Building. Many students achieved outstanding results in the International Competitions and Assessments for Schools (ICAS), earning Distinctions and High Distinctions. The Premier's Reading Challenge engaged students in Years 7-9, with several participants receiving the Premier's Medal for continuous involvement throughout their schooling.

Summary

The College is blessed with a dedicated team of teachers who are committed to sharing God's love through their teaching and interactions with students. As a learning community, we are deeply invested in our faith journey and relationships, forming lifelong connections and friendships. Our students are encouraged to serve others with empathy and compassion, using their gifts to glorify God.

Students at Norwest Christian College take ownership of their learning, navigate change with confidence, and work diligently to achieve success. They set purposeful goals and approach their education with excellence, demonstrating resilience and self-efficacy.

The Secondary Years at Norwest Christian College provides a nurturing and enriching environment where students are encouraged to grow academically, spiritually, and personally. Through a holistic approach to education, we equip students with the knowledge, faith, and character necessary to fulfill their God-given purpose and serve both their local and global communities.

Mr Daryl Hinton

Head of Secondary Years



COMMUNITY SATISFACTION

In the 2024 academic year, Norwest Christian College community consisted of 1137 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 64% of students are known to regularly attend a Christian church, 16% belong to another religion.

Students attending the College come from diverse localities. Bus services provide the means of transport for many of our students. The student catchment for the College extends from Kurrajong Heights to Castlereagh, Glenorie and out to Wilberforce, with our largest concentration of students coming from Riverstone, Schofields, Quakers Hill, Marsden Park, The Ponds, Stanhope Gardens, Kellyville, Rouse Hill, and Box Hill.

Teacher Satisfaction

Teaching staff responded as follows:

Norwest Christian College is a great place to work.

Primary & Secondary

84.2% agree

15.8% neutral

0% disagree

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

Primary

85% agree

15% neutral

0% disagree

Secondary

80% agree

20% neutral

0% disagree

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

Primary

95% agree

5% neutral

0% disagree

Secondary

80% agree

20% neutral

0% disagree

Primary Student Satisfaction

Primary students reported that:

My teachers have high academic expectations of me.

78.2% agree

19.3% neutral

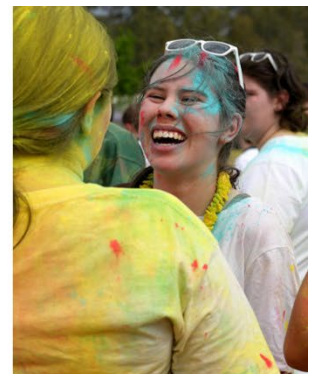
2.5% disagree

I understand the behaviour expectations in the classroom.

92% agree

7.6% neutral

0.4% disagree



The College environment is safe.

- 83.6% agree
- 11.3% neutral
- 5.1% disagree

Secondary Student Satisfaction

Secondary students reported that:

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

- 75.1% agree
- 23% neutral
- 1.9% disagree

I feel cared for by my teachers.

- 66.3% agree
- 25.4% neutral
- 8.3% disagree

I value the role of my Mentor as a support for my general wellbeing.

- 79.5% agree
- 12.2% neutral
- 8.3% disagree

I have built positive relationships with my mentor teacher.

- 82.4% agree
- 14.2% neutral
- 3.4% disagree

The College environment is safe.

- 79.5% agree
- 15.1% neutral
- 5.4% 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

2024 was another great year of the Norwest and Ngarra Christian 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, 2024 Strategic Plan update is available as an Appendix here.



College Staff

STAFFING COMPOSITION

In 2024, the College employed 185 individuals with full and part time roles and engaged 87 casual staff, none of whom were Indigenous Australians.

Of the 185 employees:

- 96 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 91%.

EDUCATOR RETENTION

81 of the 85 teaching staff from 2023 returned in 2024, representing a retention rate of 95%.

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 2024, the College had 5 educators who completed their Proficiency status as a NESA Accredited Teacher. A further 8 educators were engaged in post-graduate studies in an education or 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. The College is also continuing to support staff through providing support accessing relevant and meaningful professional learning which contributes to the 100 hours required by proficient teachers every 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.

STAFF PROFESSIONAL LEARNING

Throughout 2024, all staff had the opportunity to participate in whole-school professional learning events, engage with international thought leaders in Christian education, and develop personalised professional learning goals.

In alignment with the College's Professional Learning Policy, each staff member was required to create, maintain, and implement a Professional Learning Plan. These plans, reviewed throughout the year in collaboration with supervisors, guided staff in setting and working toward two specific professional learning goals, including actionable steps for achieving them.

The 2024 College value focus centred on the **Faith** quadrant of the *Building Purposeful Lives* framework. This theme was introduced at the **One Purpose Conference** in January, where all staff participated in a full day of professional development on *Faith: A Better Story*. Karl Faase led the training, drawing from the *Faith Runs Deep* series, which explored the stories that shape our values, narratives, and identities.

Mid-year, staff reconvened for the **Passengers to Pilots Conference**, where they were inspired by keynote speaker Professor David Smith, a globally recognised thought leader in Christian education.



EDUCATOR'S PROFESSIONAL LEARNING

In 2024, faculty learning hubs continued to explore and implement Project-Based Learning (PBL) strategies, engaging throughout the year with consultants from New Tech Network Australia. Four trainers led differentiated workshops designed to equip and challenge educators in the development of project-based units of work.

James Nottingham, creator of *The Learning Pit*, delivered a full day of professional learning focused on fostering challenge and providing effective, timely feedback. This was followed by a series of collaborative meetings centred around his latest book, *Teach Brilliantly*.

In addition to in-house training, staff participated in a variety of external professional development courses offered by AIS, CSA, STNSW, IPSHA, and other professional associations. With the rollout of the NSW Curriculum Reform, educators were required to become familiar with the changes and revise programs to align with the new syllabus requirements. Many staff members underwent intensive, subject-specific training through NESA and AIS to meet these demands.

Twenty-four new teaching staff across ELC, Ngarra, Primary, and Secondary completed the year-long *Building Purposeful Lives (BPL)* induction program. This program gradually introduces foundational principles of the BPL framework into teaching practice and is supported by BPL Learning Champions through instructional coaching, lesson observations, and professional feedback conversations.

Twelve staff members completed *Teaching for Discipleship*, a six-month professional learning journey into Christian education, guided by Donovan Graham's book *Teaching Redemptively* and supported by resources from The Excellence Centre.

Selected executive staff attended the CSA Policy Forum and the National Leadership Summit, engaging with broader leadership and governance discussions relevant to Christian education.



College Students

ATTENDANCE

Infants		Primary		Secondary	
Cohort	Average Attendance	Cohort	Average Attendance	Cohort	Average Attendance
Kindergarten	93%	Year 3	92%	Year 7	92%
Year 1	93%	Year 4	92%	Year 8	91%
Year 2	93%	Year 5	93%	Year 9	90%
		Year 6	92%	Year 10	87%
				Year 11	88%
				Year 12	92%
Infants	93%	Primary	92%	Secondary	90%
Overall Attendance	91%				

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%
2022	83%	79%
2023	86%	80%
2024	88%	70%



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.

Proficiency Level

NAPLAN is reported across the country using the achievement bands of Exceeding, Strong, Developing, and Needs Additional Support. As these bands changed in 2023, comparisons to previous years are irrelevant, though we can draw some significant conclusions when examining the level of proficiency students have reached within each year group and the examination completed. All NAPLAN tests are now completed online where the questions are adapted to suit the level of proficiency of the student which helps the process feel more achievable.

The College results are pleasing, reflecting that most students are proficient in each of the tested areas. 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 – Proficiency Levels

The Percentage of Students who performed at a proficiency level of *Strong* or *Exceeding* provides a high-level view of a school’s cohort percentage in NAPLAN for the selected assessment and domain.

Year 3 Cohort: Strong or Exceeding Proficiency:

- 67% achieving in Grammar and Punctuation
- 85% achieving in Reading
- 74% achieving in Spelling
- 95% achieving in Writing
- 79% achieving in Numeracy

Year 5 Cohort: Strong or Exceeding Proficiency:

- 77% achieving in Grammar and Punctuation
- 84% achieving in Reading
- 86% achieving in Spelling
- 90% achieving in Writing
- 86% achieving in Numeracy



Year 7 Cohort: Strong or Exceeding Proficiency:
 84% achieving in Grammar and Punctuation
 91% achieving in Reading
 90% achieving in Spelling
 90% achieving in Writing
 88% achieving in Numeracy

Year 9 Cohort: Strong or Exceeding Proficiency:
 77% achieving in Grammar and Punctuation
 90% achieving in Reading
 87% achieving in Spelling
 84% achieving in Writing
 87% 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 2024, 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 results were above the State average and above the Statistically Similar School Group (SSSG) average.

Domain	Year Group	NWCC	SSSG	State
Reading	3	441	429	412
	5	530	519	498
	7	584	572	545
	9	614	590	573
Writing	3	455	436	428
	5	518	508	495
	7	591	576	551
	9	626	602	584
Spelling	3	432	422	413
	5	527	510	496
	7	581	568	550
	9	590	583	575
Grammar and Punctuation	3	458	436	418
	5	531	525	507
	7	593	577	547
	9	610	584	566
Numeracy	3	447	425	413
	5	529	514	498
	7	591	578	552
	9	614	590	578



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 2024 due to the change in reporting from Achievement Bands to Proficiency Levels.

HIGHER SCHOOL CERTIFICATE

In 2024, 52 students studied the HSC at the College, with all students participating in the formal exam process. VET students were supported to study the Automotive and Hospitality Industry, through our *Alliance* partnership, along with other external providers for School Based Training and Apprenticeships in Allied Health, Nursing, Retail and Music Performance.

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.

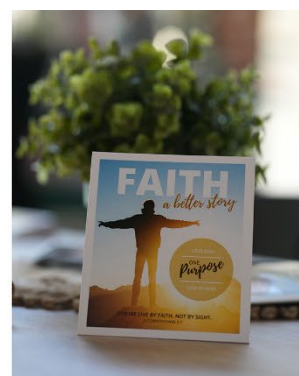
Course	NWCC 2022	State 2022	NWCC 2023	State 2023	NWCC 2024	State 2024
Automotive (Mechanical Technology)		45	0	41	100	44
Biology	42	53	50	64	84	70
Business Studies	75	65	79	64	73	64
Chemistry	40	64	62	66	78	67
Community and Family Services	76	74	80	72	67	72
Design & Technology	100	82	80	78	100	77
Drama	100	88	100	88	100	92
Economics			83	77	43	78
Engineering Studies			80	69	100	68



English Advanced	93	93	100	95	100	97
English Standard	55	56	59	60	65	67
Food Technology	75	57	67	65	89	61
Hospitality					100	74
Human Services	100	64	0	65	50	63
Information Processes and Technology					100	63
German Beginners					100	83
Legal Studies	100	66	67	69	42	69
Mathematics Standard 1 (Examination)	0	65	71	61	88	58
Mathematics Standard 2	70	54	78	58	74	59
Mathematics Advanced	100	76	92	75	94	77
Modern History	100	68	75	64	86	72
Music 1	100	89	100	90	100	90
Music 2			100	99	100	98
PDHPE	33	50	50	83	39	67
Physics	50	68	33	67	40	65
Society and Culture	67	75	71	80	100	78
Software Design & Development			100	65	100	68
Visual Arts	100	92	100	91	100	94

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

Extension Course	NWCC 2022	State 2022	NWCC 2023	State 2023	NWCC 2024	State 2024
Mathematics Extension 1	100	73	100	72	100	80
English Extension 1	100	92	100	94	100	95
Mathematics Extension 2			100	86	100	86



Achievements of Note:

- Highest College ATAR - 92.35 – Marian U
- Distinguished Achievers List - >90% in course ~ 17 individual Distinguished Achievements in the following subjects:
 - Drama
 - English Advanced
 - English Extension 1
 - German Beginners
 - Mathematics Advanced
 - Mathematics Standards 2
 - Mathematics Extension 1
 - Modern History
 - Personal Development Health and Physical Education
 - Automotive Examination
- 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.
- Success rate of 6.32% above state average and many similar schools in the area

HSC Academic Improvement Priorities for 2025

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
- Fostering healthy competition and exposure to candidates from other schools with guest speakers, workshops, double marking



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 eight students who completed VET courses or Schools Based Training (SBAT courses) for their HSC, seven of whom opted for the elective HSC Examination so that their course would count towards their ATAR:
- Automotive (Mechanical Technology) – 3 candidates
- Music Industry – 1 candidate
- Retail – 1 candidate
- Hospitality – 1 candidate
- Human Services – 2 candidates

POST SCHOOL DESTINATIONS

2024 Year 12 graduates entered into various post-school options in 2025 as follows:

- University – 72%
- Workforce – 10%
- TAFE / Diploma – 14%
- Defence Force – 4%

UNIVERSITY ENTRANTS

The majority of Year 12 graduates progressed on to tertiary education, and we have seen a growth in those who have embarked on their careers with traineeships and apprenticeships. Many of those who entered into tertiary education 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, in disciplines including Architecture, Business, Game Design, Finance, Law, Psychology, Media and Communications, Paramedicine, Podiatry, Primary and Secondary Education, Software Engineering, Nursing, Criminology, Biomedical Science and Exercise & Sports Science.



College Policies

POLICY REVIEW

The below table highlights the relevant Policy changes updated throughout 2024.

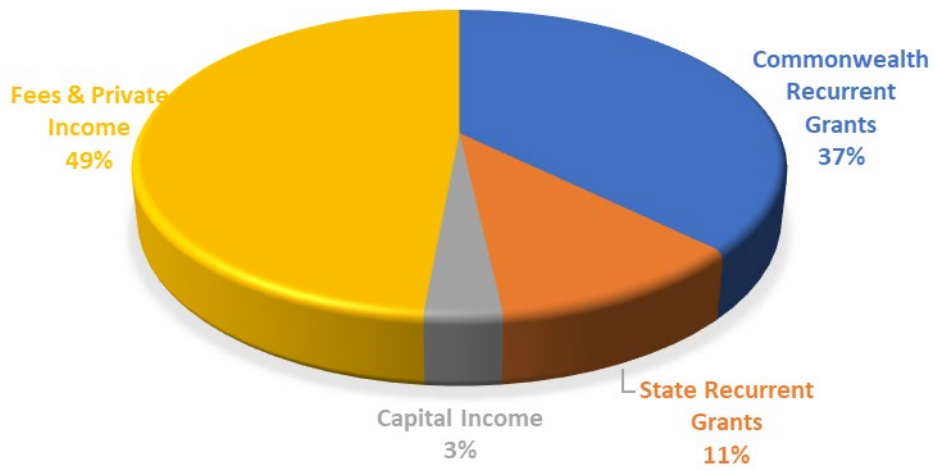
	Changes	Location	Access
Enrolment Policy	This policy is currently under review	Compliance Team, Canvas	Staff access via Canvas
	The next review will be in 2030		
Safe and Supportive Environment			
Student Welfare Management	The Child Protection Policy was last reviewed in 2024	Compliance Team, Canvas, Website	Staff access via Canvas, Public access via website
	The next review will be in 2029		
Student Behaviour Management	This policy is scheduled for review in 2025	Compliance Team, Canvas	Staff access via Canvas, Public access via website
Student Attendance	This policy is scheduled for review in 2025	Compliance Team, Canvas	Staff access via Canvas
	The next review will be in 2030		
Bullying and Harassment	This policy is scheduled for review in 2025	Compliance Team, Canvas, Website	Staff access via Canvas, Public access via website
Complaints and Appeals	This policy is scheduled for review in 2025	Compliance Team, 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 2022	Compliance Team, Canvas, Website	Staff access via Canvas, Public access via website
	This policy is scheduled for review in 2025		
Community Service	This policy is scheduled for review in 2025	Compliance Team, Canvas	Staff access via Canvas
Curriculum	This policy is scheduled for review in 2025	Compliance Team, Canvas	Staff access via Canvas



College Financial Summary

FINANCIAL SUMMARY GRAPHS

INCOME



EXPENDITURE

