

Excellence in Education

Norwest Christian College

**Annual Report
2012**

Like a tree planted by streams of water
that yield its fruit in season and
its leaf does not wither.

Psalm 1:3a

Christianity in Action

COLLEGE CONTEXT

Norwest Christian College is a dynamic Christian educational community catering for students from Prep to Year 12. It is set on fifteen acres of rural land in Riverstone, at the heart of Sydney's Norwest development sector. We aim to build on the three decades of service to our community by continuing to provide cost-effective, quality Christian schooling to Sydney's fastest growing region.

The College's mission is Excellence in Education, Christianity in Action. College staff, parents and students form a community committed to achieving the highest academic outcomes possible for each student, whilst maintaining an emphasis on values and a Christian perspective. This community also demonstrates the character of Christ in its active care and support of its students.

MESSAGES FROM KEY BODIES

BOARD OF DIRECTORS

We never cease to be amazed as we sense God moving among us making it possible to imagine a future for the College which stretches far beyond anything that we could have ever dared dream of just a few years ago. The last twelve months have been both challenging and rewarding, yet as a Christian community we feel blessed to be able to rely on His care and leading, knowing that we are called to serve and that we are not only called, but are being continually equipped to run the race before us.

If anything, the greatest achievements are seen in the spiritual quality and caring nature of our students and the academic talent that is expressed not only in the individual but in the tight knit community that blends students of all academic standing into a cohesive 'one'. Driven by the leading, dedication and skill of our academic staff this is no better expressed than in the community spirit of the students displayed at the performing arts and awards functions held at the end of the year.

From an operational perspective, perhaps the two things that stand out the most are firstly, the completion of the College's Building Education Revolution (BER) project, where we have seen refurbishment to the College's Primary school class rooms, auditorium and associated facilities; and secondly, the quality of the support we have received in managing the flow-on effects of the economy,

where education has been hit the hardest. Every aspect of independent schooling has been challenged as government seeks reforms that place far greater onus on both curriculum and financial performance.

Even so, we have been able to take the College into the 2013 year with greatly improved facilities and a new fee structure that should greatly assist families to continue to meet their children's needs for educational excellence in the years ahead. In this, your Board of Directors have worked closely with management throughout the year to build strengthening relationships and a clarity of roles of Board and management that will see the College improve its deliverables over the coming years both as a key provider of quality Christian education in the region and an innovator in education delivery. These qualities will combine to ensure that our students are given the best opportunity to achieve not only high academic standing but the interpersonal skills that will place them well to be future leaders in the community.

The future is our students, and we seek to nurture them to be the people that God intends them to be right from their first steps into our community. This starts from the very engagement of a child in the educational process. One of our key objectives for 2013 is to provide greatly improved Early Learning Centre (ELC) experiences that are both intuitive and interactive. Children can be not only engaged but encouraged at an early stage in their development through experiential learning in a context that feels as much as possible like family. Under the direction of Linsey Moir, our new Director of ELC, much progress has been made towards making the new ELC facilities and programs conducive to these goals.

As with any progress, change is inevitable. We want to thank those staff members who have moved on in 2012 for their deep commitment to the College over many years and the unreserved care that they have given to their students. On the other side we have gained a number of academic staff who bring with them fresh insight into the teaching model and a rich enthusiasm to nurture our students to realise academic achievement at their highest level. We have also been able to bring David Griffiths to the role of Business Manager following the recent retirement of Gerry Hallam. David has a long history in management roles in education and for many years held the position of Director of Development in one of the State's largest independent Christian Colleges. We trust that you will find David caring of your needs and ready to assist at any time.



We are not only challenged but inspired by the changes that are taking place in our community and thank Ian Maynard our Principal for his unswerving energy and dedication to bring the latest innovation and facilitation to education excellence within the College.

We must thank the Baptist community for their ongoing support for the College, and remain indebted to you, our parents, for the trust you show through your support of the College community. To our staff we are continually grateful for their dedication and continuing commitment to achieve the best in learning outcomes for each student.

In June of 2013 your Board, with the College's management, will participate in a retreat to refresh our vision and build further bridges toward continuing the development and the delivery of "Excellence in Education, Christianity in Action" - themes central to the College's core values. We believe that the 2013 year will be a watershed year for the College as our focus is directed to capitalise on the continuing growth of the College and the expansion of educational offerings for students, seeking to maximise their potential as fruitful members of our community.

As a Christian College we are committed to moving ahead with Christ as our head, remembering that it is His grace that has brought us here and His grace that will carry us to excel in every way in 2013.

For and on behalf of the Board

Brian McSweeney
Chairman

PARENTS & FRIENDS

The Parents and Friends Association (P&F) work very closely with the Principal and the College to support the students at Norwest. We have found that the best way we can do that is to balance the focus of our activities between building community through following our Christian ethos, and building contribute to the College via fundraising.

The P&F seek to:

- nurture an inclusive community among College parents and friends;
- inform and equip College parents and friends with relevant knowledge and skills to support their children in their education and in the development of their character and faith;
- support the College; its students, families, Board and staff in prayer; and
- raise funds to support the College in improving its facilities.

Together with the College we chose focus activities to enhance our community and to support the school with fundraising. Many successful events have been held in 2012 including:

- Tears and Tissues Morning Tea
- Welcome Dinner
- Primary Years Disco
- Mother's Day Market Stall Night
- Family Fun Fair
- Canteen at the 'Beauty and the Beast' musical
- Two Bunnings Warehouse BBQs
- Secondary Years Disco
- Canteen at GLOW

Through fundraising, the P&F have been able to purchase seating, which has been installed around the Primary Quadrangle, as well as portable units for events, as well as a BBQ and Snow Cone machine.

The Committee implemented an information session at the beginning of each public meeting, so as to give parents an opportunity to speak with staff more.

Throughout the year we have been successful in gathering new parents and growing the P&F substantially. The parent-led prayer group, Mums in Touch, also continues to grow with its support.

On behalf of the Parents and Friends Executive, I sincerely thank everyone who has contributed to organising and participating so enthusiastically and generously in all of the P&F activities in 2012.

Linc Marlow
President

STUDENT LEADERSHIP

'it is not about the destination but it is about the journey'

There are many highlights of this year's journey which signify the great achievements of the talented students at Norwest.

Stage 4, compiled of the eager Year 7 and 8, have been proactive during CIA groups in fundraising for non-for-profit organisations such as Tear Fund, The Breast Cancer Foundation, Canteen, Anglicare's Toys n Tucker, Westmead Children's Hospital, The Salvation Army, and most recently assembling Christmas packages for Blacktown's homeless women. By serving those less fortunate, Stage 4 learned that despite their age they are still able to make a difference. The Year 7 and 8 girls have also seized the opportunity to serve the College through activities such as volunteering in the College canteen.



A highlight on the Stage 4 English calendar is the annual Book Expo, with Year 7 this year stepping up the already amazingly high level of presentations enjoyed by the entire Secondary Years. Another Stage 4 highlight was the camp to Port Hacking and the disco that has become a recent tradition, which saw teachers breaking out into some moves with questionable skill.

Stage 4 achieved the greatest number of students to receive the Principal's Platinum Award. In a number of assemblies this year they have also had the highest number of students achieving Outstanding Effort Awards for each interim report cycle. Year 7 and 8 should be very proud these achievements.

Moving to Stage 5, the highlight of Year 9 was the camp to Mt Kosciusko and Canberra, while Year 10's was the traditional snow camp in August. For Year 10 this was the first year without the school certificate, but business week and work experience still remains a great opportunity for the students.

As a part of their community service activities, Stage 5 partnered with Stage 4 to prepare meals and scones for Blacktown's homeless and raised money for Westmead Children's Hospital. We are also very proud of those students from Stage 5 who completed the Duke of Edinburgh Bronze and Silver awards in a first for the College. These awards, as I am sure many of you know, are not easily achieved; requiring three arduous overnight hikes, three months spent volunteering and participating in a sport and a hobby, with one of these extending to six months.

Stage 6 began with the Year 11 and 12 camp. While the Year 11's were out having a great time around the city, the Year 12's were studying hard. Back at school the stress was eased a little by our study periods, but staying up to the earlier hours of the morning completing assessments was still common place – as was a very sleepy approach to the period 5 classes the following day!

This year, Year 12 took a more restrained approach to muck up day, (for which Mr Day was grateful!). They did make the traditionally outrageous fashion statement at their muck-up day photo but showed their real class at their formal at Oatlands House.

Other thoroughly enjoyable highlights were the College fair, performance evenings, the Senior Soiree and Glow. The musical, Beauty and the Beast, put together by the Art and Drama department and the talented students of the Secondary Years, was a great success.

Norwest was privileged to have Treasurer Wayne Swan visit the college, greeted the apprehensive teachers and questioned by the bolder economics students.

We leave 2012 richer for the countless memories we each have and will look back on fondly over the coming years. My hope for each of us is that we increase our knowledge and growth in the Lord Jesus Christ remembering life is best journeyed with His lordship firmly established in our lives.

Melanie Sequeira
School Captain

PRINCIPAL'S REPORT

INTRODUCTION

In 2012, Norwest Christian College continued to prove that when a community looks to the Lord to both lead and provide He will be ever faithful and will abundantly provide more than we could ever ask or imagine. This particular year will forever be remembered as the year that God closed one chapter in the life of the College and started something new. We all look forward to discovering what this new chapter contains.

The year will also be remembered for the visit of our nation's treasurer, Mr Wayne Swan and the member for Greenway, Ms Michelle Rowland. Ms Rowland is a very strong supporter of the College and Mr Swan was very impressed with the College and our wonderful students.

The tangible presence of God continued to be a defining characteristic of our culture ensuring the College maintained its reputation as a quality Christian school with a positive student culture and learning environment. This health and vibrancy is a testimony to God's grace and the ongoing faithfulness of the Board and the staff team.

The Board of Directors, under the inspirational leadership of Mr Brian McSweeney, continued to provide quality governance and advocacy on the College's behalf, throughout 2012, giving attention to all strategic and operational matters that serve the College's purpose and vision.

The team of highly professional staff remain completely committed to the well-being and education of each child, whilst actively engaged in the ministry of sharing their living faith with their students. After 23 years of faithful service to our youngest students Mrs Jacqui Trimmer left the College. After a briefer but no less significant period of service our Head of Secondary Years, Mr Adam Day returned to country NSW. Five others who either still held or previously held positions of leadership within the College took positions elsewhere; Mr David Butler, Mr Troy Lethlean, Mr Stuart McCormack, Mrs Melinda Mumberson, and Mr Stewart van Bentum. Other long serving staff that moved on at the end of the year were Mr



Angus Lamont and Mrs Esther Neate. In addition Mrs Karen Krahe, Mrs Felicity Marlow, Mr Stefan Obbink and Mrs Bethany Thompson also moved on. Each of these wonderful people have left holes in our team that were always going to be difficult to fill, but our faithful Lord met each of our needs, sending highly qualified professionals that will bring their own unique contribution to our ever-evolving school.

A team of highly committed parents and grandparents support our community in a multitude of ways providing much needed practical help in Primary classrooms, the library, at carnivals and on the College grounds, as well as contributing to the College through active involvement in the Parents and Friends Association.

2012 IMPROVEMENT TARGETS

Student Learning

Primary teachers focused on improving each student's achievement in reading and training students in sound Habits of Mind through the implementation of embedded language and strategies across the Primary Years. Secondary teachers focused on collaborative planning and programming for improved student achievement and differentiation of content to meet individual students' needs.

The partnership between parents and College staff in supporting each child's learning was enhanced by the provision of online access to the College's database that now informs parents of their child's progress and gives them access to a range of other useful information.

Mission Focus

A review of the programs and activities the College undertakes to fulfil its calling as a Christian school led to the articulation of its Christian Growth and Mission Policy that includes the following statements. The College is committed to:

- partnering with parents and supporting them in raising their children in a Godly manner and growing in their knowledge of, and their relationship to, the Lord Jesus Christ;
- nurturing faith in each member of the College community (students, staff and others), acknowledging that each one is at a different place in their unique faith journey;
- preparing each student well to take their place in society and with a God-given passion for impacting their world and making a contribution to the well-being of others;

- providing opportunities for all members of the College community to be involved in age-appropriate acts of service that will inspire and encourage young people to be actively involved; and
- providing service options within the College, as well as locally, regionally and internationally.

Performing Arts Distinctive

The Secondary Years' performance of the musical 'Beauty and the Beast' was a spectacular entertainment event and demonstrative of the talent of our students and staff as well as the hard work and commitment of all involved.

Classrooms and Grounds

Completion of the BER building project was completed and the rooms continue to be enjoyed by all Primary students.

2013 IMPROVEMENT TARGETS

Student Learning

College teachers plan to develop their current teaching and learning programs to meet the requirements of the Australian Curriculum and accommodate the expansion of the College's stage-based classes.

Secondary students will begin formally documenting their learning and academic improvement goals, reviewing them and planning for the achievement of these goals with their mentors.

Professional Development

Teachers will spend the year developing their skills in the use of technology in the learning environment to ready themselves for the 2014 implementation of the College's Bring Your Own Technology program.

Mission Focus

The College will continue planning for the reintroduction of International Mission Trips for students in Years 9-12, with Mission Cambodia leaving at the end of 2013 and Mission Vanuatu likely to operate the following year.

Student Well-Being

The College plans to embed Habits of Mind and a Peacewise approach to conflict management into the practice of teachers and educators across the whole College to enhance student organisation, achievement and well-being.



A Secondary Home Program will be instituted providing each student with a mentor to focus on their specific needs and coach them in strategies that will enable them to develop as a student and a citizen.

Performing Arts Distinctive

The Primary Music and Drama program will focus on the production of the musical 'Alice in Wonderland' starring all Primary students.

Classrooms and Grounds

Significant resources will be directed into the following projects throughout 2013:

- Refurbishment of the ELC classrooms;
- Development of a shade structure in the outdoor area of the ELC; and
- Development of the main College car park to facilitate safe pedestrian passage on and off campus.

LOOKING FORWARD

College management and the Board of Directors, trust and pray that throughout 2013 the College will continue to flourish, that many new families will discover our precious community, and that each and every one of our current students discovers the joy of a Christ-filled life.

Ian Maynard
Principal

OVERVIEW OF 2012

PRIMARY YEARS

The Primary Years are an exciting part of the College community where students are challenged and engaged academically, physically, socially, and spiritually. 2012 has seen many recent initiatives embed themselves into the culture of the Primary Years, whilst others are developing with careful planning and research.

Curriculum

The College's high quality teaching programs have Christian perspectives embedded where appropriate, and teachers brought a Christian worldview into their lessons daily. Teachers consistently looked for ways to improve their pedagogy and curriculum delivery for students of all abilities. Extension and support materials and strategies are part of everyday learning in the classroom and reflect a differentiated approach to learning. Plans for assessment are appropriate and demonstrate student performance, including the ways this is monitored and recorded. Teachers also use formative and summative feedback to make strong links between planning and future learning -

writing and reviewing teaching and learning programs collaboratively and periodically through the year.

Academic Priorities

The Primary Years teaching staff identified Reading as a priority for professional development in 2012 and sourced expert consultants to review current practices and implement evidence-based approaches. This professional development emphasised that systematic, direct and explicit phonics instruction was essential for children to master essential reading skills. Reading will continue to be a priority into 2013 while this project is developed and embedded across the Primary Years.

This year was the second that Stage 3 classes have employed the Spelling Mastery program. This was the first year, however, that the College was able to compare NAPLAN spelling results of its Year 7 cohort with their Year 5 results, having completed the interim year with Spelling Mastery. The results of students were much improved with this systematic, direct instruction approach to spelling. In 2013 the Spelling Mastery program will move into Stage 2 also.

Christian Program

The 2012 Biblical Studies and Chapel programs were developed by the Chaplain and were focused upon College and Biblical Values, as well as the life of Christ. Students were encouraged to explore their own personal faith and apply their learning to their lives.

Creative Arts Program

The Primary Years Band program continued to strengthen under the instruction of our specialist music teacher Mr Christie. Both the Stage 3 bands are taught in music classes and are supplemented by small group lunchtime tutor sessions with specialist instructors. Both bands had opportunities to perform at College functions and others in the wider community, and each time performed admirably.

Preparatory Program

The Preparatory program was this year under a new set of national standards for early years learning called the Education and Care Services National Regulations. These new regulations were in effect for 0-5 years services from this year and were adopted by the College Preschool and Preparatory programs. The regulations set out the guide for Approvals, Assessments and Ratings, Operational Requirements; Review, Enforcement and Compliance and other provisions. Plans are underway for a refurbishment of the indoor and outdoor play spaces in the centre with an emphasis on bright and engaging colour palettes,



creative play spaces, natural environmental features, and shade.

Highlights

Highlights of the year included:

- Harmony and Cultural Day Celebrations;
- Prep-Year 6 Life Education Experience;
- Stage 1 Swim School;
- Individual and Team sporting pursuits at high levels;
- Movimento and other Creative Arts Performance opportunities;
- Leadership training, including in ministry;
- Ministry for Kids lunchtime groups;
- Lunchtime clubs, including drama, artworks and gardening;
- Excursions and Incursions for Prep – Year 6;
- Outdoor Education Camps for Years 3 and 4;
- Our first Bathurst Goldmine Camp for Years 5 and 6; and
- Special Celebrations throughout the year

Mrs Geraldine Paynter

Head of Primary Years

SECONDARY YEARS

It was a pleasure to continue leading the Secondary Years in 2012 and to guide Secondary students through their schooling as they grow into responsible, capable well-adjusted and caring young citizens.

Student Leadership

The Student Leadership Team continued to grow in strength under the leadership of Mrs Esther Neate (Student Leaders Advisor), with the appointment of seven new Year 11 students to work with the six existing Year 12 students. Melanie Sequeira and Joocho Lee were appointed as College Captains, heading up the student leaders. In November, most Student Leaders attended the Halogen National Young Leaders Day at Sydney Convention Centre, learning valuable leadership skills and how to develop their own abilities. Portfolios were given to Student Leaders in the areas of student mentoring, student ministry, chapel, event support and student participation, environmental awareness, justice awareness, and sport. The students were active in their portfolios and all made contributions to College life.

Student Well-Being and Learning

The Directors of Learning continued to manage the wellbeing and learning of each student in their Stage. Stage 4 focused on starting well in high school and managing the necessary changes as they transition from primary school.

Stage 5 focused on developing quality school routines in both study and time management, as well as preparing students for the HSC. Stage 6 focused on excellence for the HSC and developing students self-motivation and self-directed learning as they prepare for life after school.

The College continued to provide up to six academic reports to each student and maintained the Attitudes to Learning systems in which students are given an indicator between one and six on their own attitude to each of the three areas of learning. A new system was introduced to respond to the data collected by each report. This system saw Directors of Learning monitor individual student progress in regard to their Attitudes to Learning, undertaking process of intervention for students struggling to maintain satisfactory attitudes to learning, as well as recognising the outstanding achievements of those who try their best.

Chaplain

Mr Stephen Deuble was appointed College Chaplain at the start of 2012, overseeing the teaching of Biblical Studies to students from K-11 and the Chapel program. Mr Deuble worked with Mrs Neate and the Student Leadership Team to introduce new concepts in Chapel making it as relevant and exciting as possible. Mr Deuble provided the CIA teachers with quality material for small group sessions, and Mrs Marlow and Mr Page continued to develop the two College Chapel bands which regularly led the student body in worship at Chapel.

The College held both an Easter and Christmas service and sent two outreach teams to help with Fusion Australia's Easter missions in Parramatta and the city.

Creative & Performing Arts

The Creative & Performing Arts (CAPA) department had a huge year staging the musical 'Beauty and the Beast' in October, the first Secondary production of its type at Norwest in over 5 years. The students staged three wonderful shows that amazed audiences with their talents and passion for acting, singing and dancing. Other CAPA events in 2012 included three Live@Norwests, the Stage 4 Performance Night, the Senior Soiree, and our Christmas outreach event, 'Glow'.

The 'Stage Band' continued to go from strength to strength under the leadership of Mrs Marlow, performing at several events throughout the year. A new 'Vocal Ensemble' also commenced at the start of 2012, which saw around 12 students regularly attend rehearsals and perform.



The Instrumental Tuition program continued to operate through 2012, with tuition available in piano, voice, guitar, bass guitar, drums, saxophone, clarinet, violin, trumpet, and trombone.

Excursions & Incursions

Throughout 2012, there were numerous excursions and incursions that teachers programmed for students. These contributed to their well-rounded education, through relevant experiences that complemented their classroom learning. Some examples of excursions and incursions that took place are: Encore, On Stage, Macquarie University, Picasso exhibition, Brewongle, Legally Blonde the Musical, Jewish Museum, Ocean World, Observatory, Careers expo, Mathematics enrichment day, Lucas Heights Nuclear Research Facility, Ruby Moon, Romeo and Juliet, Sydney Symphony, Australian Museum, Maritime Museum, Biennale, and Vietnam Veterans.

Students in Year 10 also participated in 'Business Week' in which four teams were formed to undertake simulated scenarios, competing to be the number one business.

Camp Program

In Term One, students in Year 7, 8, 9, 11 & 12 had the opportunity to pack their bags and undertake their annual school camp (and Year 10 in Term Three). Camp provided a wonderful opportunity for students to form strong friendships, hear regular teachings from the Bible and in most cases, conquer both mental and physical challenges. Year 7 and 8 went to Deer Park in Port Hacking for land and water based outdoor education including both physical and mental challenges.

Year 9 students went to Mt Kosciusko as part of their outdoor education and mandatory field study. Year 10 went to Perisher for a recreational skiing and snowboarding camp. Year 11 and 12 went to Naamaroo in Lindfield, Year 11 for a city activity adventure and Year 12 for study.

Duke of Edinburgh

The Duke of Edinburgh Award continued to operate in 2012, with students in Year 9 coordinated by Miss Kelly Ophel and Year 10 by Miss Emily Cooper. This program allows students to undertake a diverse set of activities centred around their interests within a limited time-frame. Both one and two overnight hikes were undertaken as students move towards achieving their Bronze and Silver awards.

Academic Competitions

Students again had the opportunity to enter a number of competitions in Science, Spelling/Writing, Computer,

English and Maths throughout the year. International Competitions and Assessments for Schools (ICAS) implement independent tests worldwide for schools and their students to undertake as an opportunity to both test and enrich student learning. Students received a good range of results including Distinctions and High Distinctions.

Summary

2012 proved to be another successful year for the Secondary Years at the College, with much consolidation and development of routines that will provide the College with stability for growth in the coming years. Norwest Christian College has gained a reputation for providing students with a safe place to grow and develop into well-adjusted young adults as they prepare to take their place in the world as people with an excellent education and strong values.

Mr Adam Day

Head of Secondary Years

INFORMATION SERVICES

Information Technology is a key enabler for the many activities that take place on the campus. Norwest Christian College has embraced the advances in access to web-based technologies to improve communication between parents, students, teachers and administrators.

Our student management software, Edumate, has significantly improved our ability to track and report on student academic performance and behaviour, and improve communication with parents. Reports are now produced and emailed at regular intervals, and the parent portal in Edumate allows live access to each student's assessment results as they are made available by teachers, view current and past academic reports and behaviour data.

The College has rolled out new equipment across the campus to improve access to information. All classrooms now have a data projector installed, and interactive white boards have been introduced in a few rooms. Next year will see the introduction of more wireless devices as students are encouraged to bring their own technology. This will increase the load on wireless access points, network traffic and internet usage as each new device connects to the network. To improve capacity, the wireless network has been expanded further, with an addition of twenty new access points before the start of the 2013 academic year. The links between buildings have been upgraded, with 10Gb fibre between the server room, library and the Primary Years. The links to the "E Block" will be improved with the addition of two more 1Gb fibre connections to the Library.



Internet access has had a significant upgrade, with the replacement of one of the ADSL connections with an Ethernet connection. This has provided faster internet for students and higher bandwidth for access to iNsite and staff to access the Intranet from outside of the College.

The telephone system has been replaced, using a multiline system, increasing efficacy and reducing cost. We have also changed our faxing system, reducing our carbon footprint by eliminating the need to print incoming faxes as they are distributed via email.

We look forward to the NBN being available in Riverstone, as this will improve our access to the internet while reducing the cost of providing high speed multimedia and interactive content to students and teachers, and allow for the best use of the new technologies available to meet the College's Mission and Vision.

Mr Mervyn Moodley
Director of Technology

COMINGS AND GOINGS

STUDENT MOVEMENTS & ATTENDANCE

COHORT	AVERAGE ATTENDANCE
Kindergarten	97.1%
Year 1	96.7%
Year 2	94.9%
Year 3	97.3%
Year 4	97.3%
Year 5	97.5%
Year 6	97.3%
Year 7	95.3%
Year 8	94.8%
Year 9	95.4%
Year 10	94.3%
Year 11	91.2%
Year 12	95.9%
Primary (K-6)	96.9%
Years 7-10	95.0%
Years 11-12	93.6%
Overall Secondary	94.3%

PERFORMANCE IN STATE-WIDE TESTS AND EXAMINATIONS

HIGHER SCHOOL CERTIFICATE

In 2012, 37 students studied the HSC at the College in 21 subjects. All of these students were awarded the Higher School Certificate.

Each cohort of students is unique and they express vastly different strengths and HSC results vary accordingly

The highlights of the 2012 HSC cohort included:

Drama – 100% of students scored in the top 2 bands compared with 43% of the State.

English Advanced – 100% of students scored in the top 3 bands compared to 87% of the State. 45% of students scored in the top 2 bands.

Legal Studies – 25% in the top band compared to 10% of the State.

Mathematics Extension 2 – 100% in top 2 bands compared to 89% of the State.

Visual Arts – 72% of students in top 2 bands compared with 54% of the State.

The following table represents the proportion of students who achieved results in the top two bands (E3 & E4) in Extension courses.

Course	2012	
	NWCC	State
Maths Ext 1	67	85
Maths Ext 2	100	89
English Ext 1	88	87
English Ext 2	75	78

Throughout 2012 the College addressed a number of key areas to bring about improvements in the 2011 HSC results. A focus on English and Science, and some hard work from students across the board has produced some very pleasing results.



The following table represents the proportion of students who achieved results in the top three bands (4-6).

Course	2012		2011	
	NWCC	State	NWCC	State
Biology	63	63	0	61
Business Studies	61	68	67	66
Chemistry	80	71	0	72
Drama	100	83	N/A	N/A
Economics	30	72	38	71
English (Adv)	100	89	14	88
English (Std)	65	52	31	39
General Maths	48	51	39	50
Industrial Tech	40	62	100	60
Legal Studies	88	70	50	69
Mathematics	50	79	33	79
Modern History	88	75	77	75
Music I	100	91	100	88
PDHPE	50	64	39	68
Physics	67	67	0	71
Visual Arts	100	89	100	86

NAPLAN

The NAPLAN results for Years 3, 5, 7 and 9 show strengths in Norwest student achievement in Literacy (particularly Reading) and Numeracy.

Literacy

The overall Literacy results demonstrate above average growth as students move through the College.

Norwest Year 3 students' average scores were above the national average for Reading, Spelling and Grammar and Punctuation.

Norwest Year 5 students' average reading score was on or above the national average. 100% were above the national minimum standard.

Norwest Year 7 students' average score was on or above the national average in all areas of literacy.

Norwest Year 9 students' average score was above the state average in all areas of literacy.

Numeracy

The overall Numeracy results demonstrate above average growth as students move through the College.

100% of Norwest Year 3 students were above national minimum standards and their average score was above the national average in numeracy.

Norwest Year 5 students' average scores were above the national average.

Norwest Year 7 students performed on or above the state average in all areas of numeracy. 100% of students were above national minimum standards.

Norwest Year 9 students' average score for numeracy was above the national average. 100% of students were above national minimum standards.

POST-COMPULSORY EDUCATION

RECORDS OF SCHOOL ACHIEVEMENT

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

In 2012 the College did not award any RoSAs.

POST-COMPULSORY EDUCATION - STUDENT RETENTION RATES

Following particularly small cohorts in previous years, the College is now experiencing much higher retention rates.

Apparent Retention rates Year 10 to Year 12:

2008	77%
2009	63%
2010	35%
2011	75%
2012	87%

Actual Retention rates Year 10 to Year 12 (not including new enrolments)

2008	72%
2009	58%
2010	33%
2011	73%
2012	59%



POST-SCHOOL DESTINATIONS – 2012 YEAR 12 COHORT

The vast majority of Year 12 graduates progressed on to tertiary education.

Further Study	85%
Trade or Vocational Courses	6%
Workforce	9%

POLICIES

Norwest Christian College has policies governing all aspects of the College's operation. All policies relevant to parents, including the key policies that are highlighted below, can be found on the Community section of the College's intranet, titled Insite. A link to Insite is available on the College's website.

ENROLMENT

Norwest Christian College was established to support Christian families in the nurture and education of their children. Whilst continuing to perform this role for many Christian families, the College now welcomes a broader group of families from the community, offering their children a quality Christian education in a safe, loving and nurturing environment.

The College will enrol students where the family:

1. seeks a Christian Education for their children;
2. declares all information relevant to the enrolment decision, including health, learning or behavioural difficulties;
3. support all College policies, practices, values, ethos and its Statement of Faith;
4. forms an effective partnership with the College in their children's education;
5. agree to comply with the Student and Parent Codes of Conduct and where the Principal believes that they have the capacity and commitment to do so;
6. commits to pay their fees in accordance with College policies; and
7. commits to provide uniform and equipment as required.

Where any of the conditions outlined above cease to be the case, or it is found that they were not the case at enrolment, the College reserves its right to terminate the enrolment.

The College seeks to maintain a high proportion of students from Christian families and in situations where the number of applicants exceeds the number of vacancies preference will be given to children from Christian families.

Each enrolment decision will be assessed on its individual merits and governed by the capacity of the College to cater for the student's academic, social, psychological, emotional and physical needs. The College may administer testing, or require professional testing at the parents' expense, to identify the specific needs of a student prior to an offer of enrolment. The College may contact current or prior schools for information.

Where the Principal deems it necessary students may be offered probationary enrolment, or an enrolment conditional upon an individual plan for the management, outlining any provisions the College makes for the student and any conditions regarding student behaviour and/or parent behaviour.

Applicants for Kindergarten will be required to undergo a readiness assessment prior to enrolment. The College may recommend deferral of enrolment for students it deems not ready.

The College will comply with the Education Act 1990 and relevant discrimination legislation.

The College's Board of Directors is responsible for final decisions regarding enrolment.

STUDENT WELFARE: SAFE SUPPORTIVE ENVIRONMENT

Norwest Christian College recognises the importance of a safe, positive and supportive College community to the learning process and takes its responsibility to provide such an environment very seriously. This requires both clear policies and guidelines, and a commitment from families to work with the College. Parents frequently comment on how much their children enjoy the experience of coming to school, including those children who have experienced difficult communities elsewhere.

The following summaries of key policies will give some indication as to the nature of these policies. Full policy statements are available on the community section of the College's intranet, Insite, and can be made available by application at the College office.

Student Welfare Management

The College reviewed its Student Welfare Management policy in 2012 and made no changes.

The College aims to promote effective relationships within the context of a community. These relationships provide the care and guidance that each child needs to make their way through their school life. The College maintains a positive Christian culture and learning environment that is spiritually, emotionally and physically safe for all members



of the community, strengthening a sense of belonging and wellbeing in which students are able to flourish. Teachers are equipped as confident, skilled and proactive agents in the management of student welfare issues.

All student welfare within the College occurs within a Biblical framework and a desire to restore fractured relationships. Student Welfare Management is not confined to a list of responses chosen to address certain behaviours; it embodies counsel, follow-up and on-going encouragement. The College emphasises the importance of community and relationships, and highlights the impact that people have on those around them.

The College has a range of policies aimed at managing student welfare in a coherent and coordinated approach. The program is managed and organised by appropriately qualified and experienced personnel.

Student Behaviour

The College reviewed its Student Behaviour Management policy in 2012 and made no changes.

The College aims to ensure that students behave in a safe, respectful, responsible, supportive and conscientious manner. In order to achieve this College staff will:

- monitor student behaviour;
- reward positive behaviour in an age-appropriate manner;
- be pro-active in their interactions with students, preventing high risk or negative situations from arising where possible;
- take personal responsibility for intervening in instances of negative behaviour;
- follow documented procedures and apply appropriate consequences for instances of negative behaviour; and
- initiate contact with parents where appropriate to clarify the behaviour/event, the consequence and to reiterate the College's expectations.

So that learning can progress at an appropriate rate for each student through quality educational experiences, supported by a positive learning environment throughout the school day:

- classroom teachers will take responsibility for the creation and maintenance of a positive learning environment; and
- teachers will receive significant on-going, practical support from College management.

The College complies with the NSW Education Reform Amendment Act (1995) in the requirement that corporal punishment is not to be implemented in or endorsed by schools.

Student Attendance

The College keeps formal records of the attendance of its students on all scheduled school days, whether on or off-campus. Parents are notified each morning by SMS to their nominated mobile telephone if their child is absent. Parents can reply to the SMS to provide a reason or approval for the absence, or alternatively, provide a written note to the College within two days of their return to school. Absences that have remained unexplained for two days after the return of the student will be followed up by another SMS to the parent requesting a response. No response at this stage will result in the absence being recorded as 'unapproved' on the formal College attendance records.

The parents of a student absent for three consecutive days are contacted on the third day to inquire about the student and offer any assistance to the family, including coursework if the student is able to continue with their studies at home.

The College reports annually to the Federal Department of Education, Employment and Workplace Relations regarding attendance.

BULLYING & HARASSMENT

The College acknowledges that people's behaviour affects their well-being, the well-being of others, as well as the relationships that underpin the College's culture. It also acknowledges that the skills required to establish positive relationships should be taught and modelled.

The College seeks to promote an environment where all community members are treated with respect at all times and individual differences not only accepted, but celebrated.

Members of the College community are to be able to participate in College life free from harassment and are encouraged to report all incidents of harassment. The College aims to respond quickly and effectively to all reports of harassment with a view to bringing about a modification of behaviour and a restoration of the relationships involved. The College does not exclude the possibility of legal referral where it is warranted.

COMPLAINTS & GRIEVANCES

From time to time, concerns, complaints or grievances arise regarding the College's practices or specific incidents. College policy requires individuals to seek an immediate interpersonal resolution in the first instance where possible, avoiding any unnecessary escalation or conflict. Beyond this, the College has guidelines for dealing with



complaints promptly and effectively. This policy remains unchanged since the last Annual Report.

NATURAL JUSTICE & PROCEDURAL FAIRNESS

Procedural fairness requires staff to ensure that at all times, natural justice practices are adopted. Natural justice and procedural fairness are taken to include opportunity to be heard, the absence of bias and the swift handling of complaints. The College's administrators and teachers bear these principles in mind when dealing with any complaints or allegations. These procedures remain unchanged since the last Annual Report.

RESPECT & RESPONSIBILITY

Norwest promotes respect and responsibility in a variety of ways.

Code of Conduct

Students, parents, volunteers and staff are each encouraged, taught and expected to abide by a specifically targeted Code of Conduct. These have been created and distributed since the last Annual Report.

The Student Code of Conduct can be summarised by the following motto:

- Be safe
- Be respectful
- Be supportive
- Be conscientious
- Be responsible

Specifically, students must respect:

- their relationships with others; and
- all boundaries set by the College community in the learning process

Community Service

The College supports and promotes community service among its students via:

- the Norwest Challenge
- Primary School Leadership program
- Secondary Leadership Portfolios

Curriculum

Civics and citizenship is the focus of a number of College programs:

- Primary Christian Education program, Chapel program and all HSIE units (esp. Australian government); and
- Secondary Home Group and Chapel programs, Stage 4 and 5 HSIE, and a range of other Secondary units.

COMMUNITY MATTERS

STUDENT POPULATION

In the 2012 academic year Norwest Christian College hosted 381 students between the years of Kindergarten to Year 12.

The gender ratio was close to even with 54% of students being female and 46% of students being male.

48% of students indicated that they regularly attend A Christian church, 1% indicated belonging to another religion.

COMMUNITY LOCALITY

Students attending the College come from diverse localities. Bus services provide the means of transport for the majority of students. The key drawing areas include:

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

COMMUNITY SATISFACTION

Surveys of community perception and opinion are conducted and inform the College's planning processes. A sample of the results from these surveys are included below. As always, the College is encouraged by the feedback that staff, parents and students have given.

Parent Satisfaction

How would you rate the quality of the teaching at the College?

81% either good or high

17% average

1% below average

0% poor



How would you rate the ability of the College to care for your child?

94% either good or high

6% average

This represents a significant improvement on previous years

How safe have you found the College environment for your child?

88% either good or high

10% average

1% below average

0% poor

This too represents an improvement on previous years

How would you rate the quality of the College's learning facilities?

79% either good or high

20% average

1% below average

0% poor

Do you recommend Norwest as a schooling option to your friends? The responses were:

68% always

20% yes

10% sometimes

2% not often

In addition to these very encouraging responses 100% of parents expressed satisfaction with the College's Christian culture, content and programs and are supportive of the College's Chaplain.

Teacher Satisfaction

When asked their opinion of the College as a place to work many teachers expressed the following sentiments:

- a great love for the College;
- they appreciate that they are able to openly share their faith with the students;
- the students are wonderful;
- the culture is very calm and caring;
- they are required to work hard; and
- they are always busy with the many activities that take place on campus.

How do you rate Norwest as a place to work?

81% either good or high quality

17% average

2% below average

Student Satisfaction

When parents were asked to what degree their child enjoys school:

89% responded with good or very high

10% indicated an intermediate response

1% stated that their child did not

When students were asked the following questions their responses are indicated:

Norwest is a great place to learn.

79% agreed with this statement

16% made an intermediate response

5% disagreed with this statement

The College has good facilities to help me learn.

68% agreed with this statement

28% made an intermediate response

4% disagreed with this statement

STAFF STATISTICS

STAFFING COMPOSITION

In 2012, the College employed 57 individuals and engaged five casual staff none of which were indigenous Australians. Of the 57, 34 were teachers and 23 were employed in non-teaching roles. Ten employees held positions of responsibility.

STAFF ATTENDANCE

The attendance of College staff was high at 97%.

TEACHER QUALIFICATIONS

All teaching staff have graduate qualifications from a higher education institution within Australia or overseas (as recognised within the National Office of Overseas Skills Recognition guidelines).



TEACHING STAFF RETENTION

30 of the 34 teaching staff from 2011 returned in 2012. This is a retention rate of 88%. Whilst it is always sad to see colleagues leave, vacancies give us an amazing opportunity to employ staff members who can bring new skills and perspectives to the College.

TEACHER PROFESSIONAL DEVELOPMENT

The College's teachers throughout 2012 have engaged in professional development to improve their capacity to meet the learning needs of their students. Priorities for the year included:

- preparation for the Australian Curriculum in English and Mathematics for 2014;
- looking at data to improve learning outcomes in literacy and numeracy; and
- student welfare and positive behaviour management.

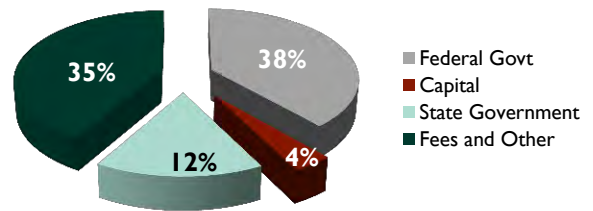
In the Primary Years teachers continued their focus on Literacy and Numeracy skills developed working groups to enhance the teaching of Reading and Spelling. In the Secondary Years specialist teachers focused on their own areas of responsibility – Stage 6 teachers developed their expertise in HSC courses. Education support staff attended network meetings and facilitated visiting speakers for whole staff development. Senior staff also developed their expertise in supporting and monitoring New Scheme teachers through focused courses and the services of a mentor provided to the College through an AIS grant.

College teaching staff participated in professional development/learning in 2012 for an average of 11.0 days per teacher. The average expenditure on professional development was \$3600 per teacher.

Professional development occurred both at external courses and at school-based workshops. Teachers were encouraged to undertake professional networking, school visits and HSC marking to enhance their professional growth.

FINANCIAL INFORMATION

INCOME



EXPENDITURE

