

norWEST

CHRISTIAN COLLEGE

STRENGTH OF PURPOSE

'Your passion will lead you
right into your purpose.'

- Bishop T.D. Jakes



Annual Report
2013

COLLEGE CONTEXT

Norwest Christian College has over thirty years' experience in Christian Education and partnering with parents whose vision for their children is similar to ours. The College caters for students from 3 years old until their graduation in Year 12 and is committed to achieving the highest academic outcomes possible for each student. Our team of highly qualified, talented and dedicated teachers work respectfully, thoughtfully, and prayerfully with each child and their parents. As our students grow in capacity, self-confidence, and clarity of purpose their teachers endeavour to support them on their journey to becoming remarkable young people.

Our goal is that each child in our care learns to maintain a vibrant inner life full of hope and optimism driven by their own sense of purpose. We all know that education builds capacity and that a loving environment lays the foundation for a healthy self-confidence. However at Norwest we believe that it is clarity of purpose that provides direction to our lives. The programs in operation at Norwest Christian College bring all three of these elements together to enable children to equip themselves with the skills, knowledge and self-confidence to discover and pursue their purpose with passion and intent.

MESSAGES FROM KEY BODIES

BOARD OF DIRECTORS

Sense of Purpose

Once again we have been blessed by the way God's Spirit has led the Board to become better at what we do: particularly in the way our minds have been opened to serve the community that He has so dearly entrusted to us.

Defining a refreshed vision for the College has been a central theme during the year, centring on the Board's mid-year retreat where we felt graced and led by the Spirit to reassess not only the College's objectives but the Board's role in governance and leadership. That process has called for a closer understanding of what it means to be nurturers as well as educators of the students entrusted to our care. To understand our own sense of purpose as a Board.

To develop a real sense of purpose in every child is the driving force behind our vision for the future; a sense of God-given purpose so that every student at every level, can attain not only the best in education that fits that purpose, but a sense of self that will produce the confidence and conviction to make a difference in this world.

Review of 2013

The year has seen a strong growth in numbers and a harmony and commitment from staff, families and students that will carry us into the next stage of development. We have seen improvements on all fronts with the commissioning of new primary classrooms, further development of the early learning facilities, the adoption of new technologies, and the commencement of a new missions program for senior students and the inaugural trip to Cambodia with the Principal.

Wellbeing has also been a major theme with programs implemented to assist teachers and educators across the College to achieve enhanced facilitation of students through mentoring and the development of community skills that will prove invaluable in ensuring that each student's capability is maximised both educationally and in achieving the unique purpose they see for their life.

Cultural development is also important. As society is continually challenged by new ideas and the drive for individuality, relationships can easily fail. We need to be rounded in not only individual expression but in the ethic of community, of relationship building, and spiritual wellbeing. We are always continually encouraged by the values and deep sense of community spirit reflected in the many events that bring real value, living value to the students in facing these worldly challenges. Mission and community, leadership and team play become essential elements of the learning spectrum. This is no more demonstrated than in the presentation of the Junior School musical 'Alice in Wonderland' and the Senior School Soiree. We share these events with an immense sense of pride in our student body.

We are also always mindful of the significant contribution of the faculty, support and administrative staff to make to not only the academic but cultural lives of our students a priority. They have worked tirelessly throughout the year to bring about a community that is not only vibrant but grounded in integrity and a true faith ethos. Our thanks and congratulations go to each one of our staff members as well as the parents, the Baptist denomination, and those in local government and



community who have given without favour and unrelentingly to make the College the place it is today.

Looking Forward

This coming year will indeed be a watershed as our community grows and we grow with the community around us. It will be a year where the initiatives taken in 2013 will not only begin to realise but transform our community and position the College for the future as one of the premium educational institutions in the Norwest region.

As we continue to review the vision, mission and values that are central to the future of the College we will be calling on community to also share their vision, a vision that is an integral part of our future.

We will continue to be challenged by Government in the areas of education deliverables, academic excellence, and curriculum development, to build people of the future that will ensure that Australia remains a peak nation. Our focus will remain on equipping Norwest students to be leaders in their chosen field of endeavour, whatever that may be – to be people of purpose that make a real difference in the world.

The Board is also committed to excellence in education within the broader framework of community. To consider and plan for this longer term, the linking of tradition and experience for our students as they move into the workforce is essential. We are now examining the possibility of an alumni body that will reflect in the world community the strengths of association with Norwest Christian College as a premier brand in education.

A program to further develop the Senior College to provide students with the best possible environment in which to grow, both academically and spiritually is the core essential. To this end we welcomed Graeme Phillips to the position of Deputy Principal in January 2014 to assist the Principal, Ian Maynard, with the operational aspects of the College and in the development of curriculum options that will broaden the scope of academic and life based skills for all students.

Through their leadership, and the commitment and meticulous care shown by Ms Linsey Moir, our Director of ELC and every member of our ELC staff, and Mrs Tara Waller (Infants Coordinator) and Mrs Leanne Ditton (Primary Coordinator) and the Primary School staff, our younger years are now flourishing. We are committed to develop additional facilities to expand our intake capacity over the coming year ready for 2015 for wait-listed

enrolments. These facilities include the redevelopment of existing buildings to initially accommodate three innovative new learning spaces that will reflect the Primary classroom theme of inviting, open, and technology driven learning.

New bus links will also be developed into new residential areas surrounding the Riverstone area to facilitate the growing number of new families entering the Norwest/Windsor corridor, particularly with Government commitment to modern and fast rail networking to the area.

You will also notice new branding being introduced that better aligns with the College's vision for the future as not only an educator but a key life skills facilitator that is centred on the Christian life ethos.

All in all it's an exciting year ahead as we prepare the way for 2015. This year is already shaping up to be a watershed for what is to come and enrolment enquiry for 2015 is already high.

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

We also wish to again thank all those who have committed over the past year to making Norwest Christian College a true place of excellence where students can excel in their God given purpose in life, where families and students may discover the joys of being a part of our Christ centred community.

For and on behalf of the Board

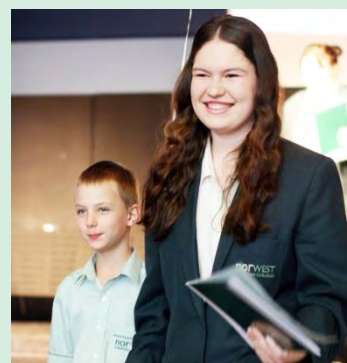
Brian McSweeney

Chairman

PARENTS & FRIENDS

The Parents and Friends Association of Norwest Christian College had another very productive and successful year in 2013. The College was again able to benefit from the parent body coming together to provide wonderful events for its community.

Term 1 started with the traditional Tears and Tissues Morning Tea, which is designed to make a very early connection with new parents in the College community. This was followed with great success by the Welcome dinner where the P&F and College faculty hosted over 300 people.



The Committee then topped off Term 1 by holding our primary school disco.

In Term 2 the "Courageous" Movie Night was held. This was an opportunity for the P&F to offer a wonderfully inspiring Christian film, which was promoted for high school students and their parents.

In Term 3 the P&F successfully hosted a very well attended Family Fun Fair and Fireworks evening. This was only made possible through the hard work of Belinda Craig, the fair coordinator. This was one of the best P&F events the College has seen and was very well received by both the community at large and the College community.

In Term 4, the P&F co-hosted a parent seminar with College staff and provided dinner at the event. This again was a great opportunity for the P&F to partner with staff to offer the parents a great opportunity to learn.

In 2013 the P&F donated \$15,000 to the college, which was used to purchase photography equipment and develop a video studio for students.

Throughout the year College representatives attended all public meetings and provided information regarding school events to parents, giving parents an opportunity to learn more about college life and directions.

The "Mums in Touch" prayer group continued strongly, and provided a safe and inclusive time of reflection and prayer for the college and its staff.

I would like to take this opportunity to thank the P&F Executive Committee for their hard work throughout the year.

On behalf of the Executive Committee

Linc Marlow

2013 President

STUDENT LEADERSHIP

'It is good to have an end to journey toward, but it is the journey that matters in the end'

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

College fundraising for 2013 through student leadership and Home Groups has seen students eagerly supporting not-for-profit organisations such as Jeans for Genes, Cystic Fibrosis research, and Blacktown Carevan; where about 850 meals for the homeless were prepared and 42

Christmas care packs were compiled. In 2013 we have raised funds for College families, Mission Cambodia, and the Bushfire Appeal via Springwood Baptist Church. By serving those less fortunate in our community and further afield, students have learnt that they can make a difference in the world despite their age.

Stage 4, compiled of the eager Year 7 and 8 students, experienced the first ever Slum Survivor to be held at the College. The overnight experience had students building shanty shelters, some of which survived the dreaded "Cyclone Barnett", walking 300 metres for every drop of water needed, eating minimally and most discovered that sleeping on a hard floor makes for a poor night's sleep. The introduction of a unique cross curricula course studying Sustainability culminated in an extremely impressive recycled orchestra playing at the end of year Expo which also showcased work completed across numerous subjects. Other successful highlights for Stage 4 in 2013 included the Port Hacking Camp and the ever popular Performance Night, particularly one class' parody of Australia's Got Talent showcasing this stage's acting and musical talent.

The highlights of Stage 5 were their camps; Year 9's camp to Mt Kosciusko and Canberra and Year 10's traditional snow camp in August. Also, through their participation in Business Week, Year 10 had the chance to simulate the real world and open their eyes to the hard work needed to succeed beyond College boundaries. A new initiative by Stage 5 Coordinator, Miss Lituri, saw Focus on the Family present excellent seminars to Stage 5 and 6. Miss Lituri also arranged a service trip to the Operation Christmas Child warehouse to check and repack boxes of gifts for children in developing countries - another first for Stage 5.

In the early part of 2013 Stage 6 had the opportunity to attend a beach study camp, which may appear to be a contradiction in terms! Friendships were deepened and the teachers showed they can be real people, even slightly funny, although not capable of mixing it with the demanding workout session they set up for the students in the heat of the day. Study skills were enhanced by the guest speakers and this, along with the formal, were



times we will always treasure. Of course navigating the HSC occupied a lot of our time and we are thankful for the hours of support provided by our teachers.

The lunchtime group Tenacious gave the students a chance to deepen their awareness of Jesus Christ in a positive and encouraging atmosphere. Led by Stage 6 students with our chaplain Mr Deuble, this weekly group enjoyed games and challenges every Friday lunchtime followed an impacting message from a student leader ending with discussion and prayer groups.

Other enjoyable evening events were the College Fair, the Senior Soiree showcasing the creativity and hard work of Stage 6, Performance Evenings and the annual Christmas Carol community evening, Glow.

At the conclusion of 2013, as we reflect on the many priceless memories made throughout this school year, my hope is that each of us will continue to grow and bring glory to God as we seek His will and fulfil our purpose.

Sergio Santos
School Captain

PRINCIPAL'S REPORT

INTRODUCTION

In 2013, the first year in a new era for Norwest Christian College, the Lord continued to be faithful in leading and providing. With this new focus in mind the College's team of outstanding professional educators remained extraordinarily committed and completely focused on ensuring that every one of our students receives an excellent education and experiences the love and care that each child deserves.

Two teachers who achieved this for many students throughout their extensive service to the College left at the end of 2013. Mrs Judy Driver retired after many years as a Primary teacher and Mrs Nicola Glew returned to her homeland across the ditch after years of service as a member of the College's leadership. Both of these wonderful people 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.

2013 IMPROVEMENT TARGETS

In 2013, the College achieved significant progress towards its improvement targets.

Programming Learning

Teachers made significant progress towards developing their teaching and learning programs to meet the requirements of the Australian Curriculum and successfully accommodated the transition to stage-based classes.

Student Learning

Secondary students intermittently documented their learning and academic improvement goals, reviewing them and planning for the achievement of these goals with their mentors.

Professional Development

Teachers spent 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

A team of twelve students, one teacher, and one parent accompanied the Principal on the inaugural Mission Cambodia trip. The mission was very successful in touching the lives of participants and the many Khmer children with which they interacted.

Student Well-Being

Steps were made throughout 2013 to embed Habits of Mind and a Peacewise approach to conflict management into the practice of teachers and educators across the College to enhance student organisation, achievement and well-being. In addition, a Secondary Home Program was instituted to provide 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

Primary students and staff produced a very successful musical rendition of 'Alice in Wonderland Jr' which thrilled all that were privileged to see it.



Classrooms and Grounds

Significant resources were directed throughout 2013 towards the refurbishment of the ELC classrooms, the installation of a shade structure in the outdoor area of the ELC, and the development of the main College car park to facilitate safe pedestrian passage on and off campus.

2014 IMPROVEMENT TARGETS

Review and Planning

The Board, in consultation with College staff, parents and students, will review its vision, mission and values. College leadership will then review the College's strategic plan and plan for relevant improvements for the coming years.

Student Learning

The College has chosen a special focus on literacy for the immediate future. Primary educators will focus on literacy via embedded language and targeted strategies. Secondary teachers will seek to make literacy more explicit in their teaching of all Key Learning Areas. A whole-of-College approach to the teaching of literacy will be researched and developed for implementation in 2015.

Professional Learning

The College will institute a regime of professional learning for all staff that includes professional learning plans targeting professional development and mentoring.

Communication

The College will focus on improving all forms of communication, including communications between staff as well as communications with students, parents, and families outside of the College. Avenues for improvement include verbal communications as well as digital tools such as Edumate, email, and a new College website.

Classrooms

Further Primary classrooms will be developed to accommodate the enrolment growth being experienced in the College.

LOOKING FORWARD

College management and the Board of Directors are thankful for the efforts of staff, students and parents, and for all that, as a community, we have managed to achieve. We also trust and pray that throughout 2014 the College will continue to flourish, that many new families will discover the joys of being a part of our community, and that each and every one of our current students discovers a compelling purpose that drives them to a meaningful engagement in life.

Ian Maynard

Principal

OVERVIEW OF 2013

EARLY LEARNING CENTRE

For more than 10 years the College has been providing quality education and care for children in the years prior to Kindergarten. This is a very exciting time for development and growth as children are engaged in a range of activities to challenge and nurture them academically, physically, socially and spiritually.

Our Early Learning Centre has built a very good reputation in the wider community for its school readiness program and 2013 saw many improvements as we further consolidated our Pre-School Program to complement our Preparatory Program.

I began as Director at the same time that Mrs Amy McCoy commenced with us as our new Early Childhood Teacher and Mrs Melissa Churchward took on the responsibility for the younger Pre-School aged children. We started the year with freshly painted rooms and a wonderful new outdoor shade area. Together we formed a fresh vision for early childhood education at Norwest Christian College and, supported by the new National Quality Framework, set about implementing programs to further enhance the development of young children whilst maintaining the well-established school readiness program.



Specialist Activities

2013 also saw the introduction of scheduled music lessons with our Primary Music Teacher, Mr Peter Christie. The children's love of music grew with many of them taking up the opportunity to engage private music tutors (here at the College) to learn piano, guitar, and drums. We definitely have some budding musicians amongst our children.

The children also enjoyed weekly visits to the College library for a story time and the opportunity to borrow books to take home. We strongly encourage reading with our children both at the ELC and at home. Growing a love of reading at an early age benefits a child's education and development as they move through school.

Community Events

It is often difficult for some parents to find time to look around the Centre or meet other families. The children go home talking about their friends but parents often do not know who is who at the Centre. During 2013 we provided an opportunity each term for families to gather at one of our complimentary 'Meet and Greet Sausage Sizzles' to meet other parents, their child's friends, and to look around the Centre.

School Holiday Activities

There was also a significant change to the structure of the school holiday program. We developed a program alongside the Vacation Care and, where possible combined some of the activities including excursions where the bus trip was considered by some as exciting as the actual venue. In July we went to Manly Sealife Sanctuary, ate lunch on the beach, and finished the day with games in the sand and an ice-cream. In October we went to Calmsley Hill City Farm where the children experienced farm life and even had an opportunity to milk a cow.

As the year progressed our enrolments increased as we welcomed many more children and their families into our community. By the end of the year we had in excess of 70 children enrolled in the ELC; which made our end of year performance at the Annual Glow event in December quite a challenge.

Linsey Moir

Director ELC/OSHC

PRIMARY YEARS

The Primary Years are an amazing time of growth and development where students are challenged and supported in their academic, physical, social and spiritual growth. Our Primary school community is a wonderful place for this growth to take place; a calm and focused place where each and every student receives the respect and care that they deserve, from staff and students.

2013 saw some of our recent initiatives established and benefits starting to flow through to our students and the wider college community.

Curriculum

The curriculum taught at the College has Christian perspectives embedded where appropriate, and teachers ensure that a biblical worldview is included into their daily lessons. Teachers are constantly searching for ways to develop their skills and ways to improve and refine their pedagogy and delivery of curriculum for students of all abilities. Lessons are always differentiated to best meet the needs of all students in the classroom, with enrichment activities provided for gifted and talented students, as well as support for remediation where required. Assessment is an ongoing element to the teaching and learning cycles in all classes. Teachers use this formative and summative assessment data to make strong links between planning and future learning. Teachers are involved in clear review and assessment of teaching and learning programs so that they can best support the learning of each individual in the classroom.

Academic Priorities

Throughout 2013 Primary Years teachers worked towards the smooth implementation of the new English Syllabus. This has seen a shift in the way that staff teach and will ensure that students are more prepared for new learning styles.

This year was the third that Stage 3 classes have employed the Spelling Mastery program. The NAPLAN results show pleasing growth in spelling achievement. The results of students were much improved with this systematic, direct instructional approach to spelling. In 2013 the Spelling Mastery program moved into Stage 2 also.



Christian Program

The 2013 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.

Highlights

Highlights of the year included:

- Harmony and Cultural Day Celebrations;
- Kindergarten-Year 6 Life Education Experience;
- Stage 1 Swim School;
- Individual and Team sporting pursuits at high levels;
- 'Alice in Wonderland Jnr' Musical, Movimento and other Creative Arts Performance opportunities;
- Leadership training, including in ministry;
- Ministry for Kids lunchtime group;
- Lunchtime clubs, chess, drawing and gardening;
- Excursions and Incursions for Kindergarten – Year 6;
- Outdoor Education Camps for Years 3 and 4;
- Bathurst Goldmine Camp for Years 5 and 6; and
- Special Celebrations throughout the year

Mrs Tara Waller

Head of Primary Years (Infants Coordinator 2013)

OUTSIDE SCHOOL HOURS CARE CENTRE

The College has been providing Before and After School Care, and Vacation Care for more than 10 years, serving the families of our College and other local schools. During 2013 we continued implementing the changes under the National Quality Framework for School Aged Children, known as My Time, Our Place.

Some children have quite an early start to their day with the Centre opening at 6.30am; whilst others have a late day with the centre closing at 6.30pm. There are a range of activities for the children to undertake as well as the opportunity to just relax after a long day of learning.

During Vacation Care the children always look forward to their regular trip to the cinema as well as a range of other activities to entertain them throughout their school holidays including treasure hunts, clay modelling, and technology.

Linsey Moir

Director ELC/OSHC

SECONDARY YEARS

In my first year as Head of Secondary Years I found a staff and student body who were a pleasure to lead. Our students are kind and considerate young people with a heart for their local and global communities, eager to meet the needs also of people in need within the College. Many programs had been initiated by my predecessor, Mr. Adam Day, and as such it was a year of embedding these into the culture and personality of our Secondary Years.

Student Leadership

The Student Leadership Team was elected based upon areas of student passion, including community, sport, creative arts, and ministry. Students undertook leadership training as a group under the guidance of teacher-mentors. This year saw an increase in the visible presence of student leaders across the College and improving the profile of student leaders is a priority over the coming years also. College Captains Naomi Krahe and Sergio Santos, supported by Jessica Miokovic as Vice Captain, were instrumental in increasing student involvement in ministry-based activity and led our lunch-group Tenacious extremely well, nurturing leaders under them to ensure longevity of this important facet of College life in the Secondary Years.

Student Well-Being

The Student Well-Being program was led by the Head of Secondary Years, the Director of Student Welfare and Secondary Stage Coordinators. It aims to deliver a co-curricular program designed to equip students across a broad spectrum of areas including study and academic skills, interpersonal skills, goal setting, and leadership.

The program monitors and manages student wellbeing and learning progress in regard to reported Attitudes to Learning. Stage Coordinators undertake a process of intervention for students struggling to maintain satisfactory learning outcomes, as well as recognise with Mentors the outstanding achievements of those who are



consistent in their behaviours, demonstrate College values, and consistently strive for success.

Goal setting and accountability to Teacher Mentors for these goals was a significant part of the program each semester and these goals were available for parents to see live on their child's student profile on Edumate. Parents were encouraged to engage with their child/ren by referring to them often and involving themselves in the learning process of their child. Mentors and students also spent much time on interpersonal skills, approaching relationships and relationship building from a biblical perspective.

Chaplain

Mr Stephen Deuble oversees the teaching of Biblical Studies to students from Years 3 to Year 10 and the College-wide Chapel program. Biblical Studies is taught by classroom teachers in the ELC to Year 2. Mr Deuble worked with student leadership ministry portfolios to develop their gifts and talents in presenting the gospel message across many platforms. Students were active in Chapel and lunch groups, initiating activities and engendering a sense of relationship value across the College.

Creative & Performing Arts

The Creative Arts teachers in the College led many wonderful events across the year. Live@Norwest (three events), Chapel, Easter Service, Fusion Outreach, Performance Evenings, Senior Soiree, Christmas service, Glow, and Presentation events are all supported and led by this team of teachers and students who enjoy the creativity and performance opportunities available.

The 'Stage Band' continued under the leadership of Mr Greg Page, performing at several events throughout the year. A Vocal Ensemble also continued, which saw students regularly attend rehearsals and perform at local events and a church service at Riverstone Baptist Church.

The Instrumental Tuition program continued to operate through 2013, with tuition available in piano, voice, guitar, bass guitar, drums, saxophone, clarinet, violin, trumpet, and trombone.

Excursions & Incursions

Throughout 2013 there were numerous excursions and incursions that teachers programmed for students. These are curriculum, well-being or ministry focused and included fieldwork at Brewongle Field Studies Centre, visits to the NSW Art Gallery and various museums,

Senior Study Days, the Supreme and District Courts, State Library, theatre performances, Careers Expo, Elevate Education, OnStage Drama, Fusion, Writer's Workshop, University of Sydney lectures, and others.

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

A highlight of the Year 7 calendar was the participation in the Slum Survivor overnight experience on campus. Term 4 saw a co-curricular approach to Year 7 studies focusing upon the Australian Curriculum priority of Sustainability. The College partnered with TEAR to raise awareness of global poverty and develop a sense of empathy as students slept in cardboard constructed dwellings for the evening and cooked meals of the calibre and quantity of the many disadvantaged in the world who experience these hardships every day.

Camp Program

In Term 1, students in Years 7, 8, 9, 11 & 12 packed their bags to attend their annual school camp. Camps provide a wonderful opportunity for students to form lasting friendships, hear regular teachings from the Bible, and in most cases conquer both mental and physical challenges while extending their own concept of self.

- Stage 4 went to the Anglican Youthworks facility at Deer Park in Port Hacking for land and water based outdoor education.
- Year 9 students went to Mt Kosciusko as part of their outdoor education and mandatory field study.
- Year 11 went on their City Mission camp, staying in hostel accommodation in Pyrmont and supporting urban charities such as Our Big Kitchen and The Wayside Chapel.
- Year 12 went to the Collaroy Centre for study camp and extra activities including circus training.

In Term 3, Year 10 went to Perisher for a recreational skiing and snowboarding camp.

Duke of Edinburgh

The Duke of Edinburgh Award continued to operate in 2013 with students coordinated by Ms. Kelly Andersen and Ms. Emily Cooper. This program allows students to undertake a diverse set of activities centred on their interests within a limited time-frame. Both one- and two-



night 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 external competitions in Science, Spelling/Writing, Computer Technology, English and Mathematics throughout the year to both test and enrich their learning. Students received a pleasing range of results in the independent International Competitions and Assessments for Schools (ICAS), including Distinctions and High Distinctions across a number of areas.

Summary

The Secondary Years has a growing reputation in the community for providing students with a safe place to learn and developing young adults who have a Christ-like perspective and a desire to care for and serve their world. 2013 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.

Mrs Geraldine Paynter

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 technology advancements allowing greater access to web-based technologies. This has improved the communication between parents, students, teachers and administrators.

Our student management software, Edumate, has continued to significantly improve our ability to track and report on student academic performance and behaviour, as well as improve communication with parents. The parent portal in Edumate has been updated giving them access to financial information. At the beginning of 2014, the system for approvals of Excursions being submitted online, will be introduced.

The College has rolled out new equipment across the campus improving access to the network. Parents and students response to the voluntary BYOT program in 2013 resulted in more wireless devices connecting to the network. The load on wireless access points, network traffic and internet usage has increased. The increase is due to each new device connecting to the network. This

increase is now possible due to the improved network 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 "E Block" will be improved with the addition of a 10 gig fibre connection to the Library in 2014.

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, it has also given the staff the ability to access the Intranet from outside the College. A Forigate appliance was added to improve the security of the network as well as to speedup the processing of the filtering software. This device also provides anti-virus protection at the "gateway" to all devices that use the College's internet. We hope to have the NBN Fibre connection in 2014.

We have reduced the amount of printed communication with the increased use of email and SMS communication. This has resulted in a substantial reduction in our cost of printing, increasing efficiencies with the processing of communication between the College and the College Community. In 2014 this process will be further refined to ensure that the whole community has increased access to information when it is needed.

We look forward to the increase use of technology in 2014 when each student from years 3 to year 12 will have a device in the compulsory BYOT program. Online textbooks, eDiaries and Cloud storage will mean that students will have fewer books to carry and always have access to their work with both online and offline storage. Students having their own devices will allow teachers to capitalize on students learning, preparing them to live in a world that is increasing reliant on its citizens being computer literate.

Mr Mervyn Moodley

Director of Systems and Technology



COMINGS AND GOINGS

STUDENT MOVEMENTS & ATTENDANCE

COHORT	AVERAGE ATTENDANCE
Kindergarten	98.0%
Year 1	98.9%
Year 2	98.3%
Year 3	96.2%
Year 4	98.9%
Year 5	98.4%
Year 6	98.5%
Year 7	98.8%
Year 8	97.2%
Year 9	97.7%
Year 10	96.8%
Year 11	96.8%
Year 12	93.2%
Primary (K-6)	98.2%
Years 7-10	97.6%
Years 11-12	95.0%
Overall Secondary	96.3%

EXTERNAL ASSESSMENTS

HIGHER SCHOOL CERTIFICATE

In 2013, 26 Year 12 students studied the HSC at the College in 17 subjects. 25 of these students were awarded the Higher School Certificate.

For the first time, 36 students from Year 11 completed one of four HSC subject as a one year 'focused' subject comprising Preliminary and HSC courses in one academic year.

Each cohort of students is unique. They express vastly different strengths and HSC results vary accordingly. After a strong 2012 cohort, the College's 2013 HSC cohort were one of the College's weaker groups as results demonstrate. The majority of these results however represent outstanding effort and achievements by both teachers and students, all of whom we are very proud.

The following table represents the proportion of students who achieved results in the top three bands (4-6). The variable nature of results from year to year is reflective of the strength of cohorts rather than any change in the nature of the College's teaching.

Course	2013		2012	
	NWCC	State	NWCC	State
Biology	66	67	63	63
Business Studies	38	66	61	68
Chemistry	25	73	80	71
Drama	67	84	100	83
Economics	N/A		30	72
English (Adv)	25	86	100	89
English (Std)	17	34	65	52
Food Technology	45	56	N/A	
General Maths	6	42	48	51
Industrial Tech	20	60	40	62
Legal Studies	92	69	88	70
Mathematics	37	76	50	79
Modern History	42	76	88	75
Music 1	100	83	100	91
PDHPE	0	59	50	64
Physics	44	65	67	67
Software Design & Development	64	90	N/A	
Visual Arts	90	88	100	89

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

Extension Course	2013		2012	
	NWCC	State	NWCC	State
Maths Ext 1	100	83	67	85
Maths Ext 2	N/A		100	89
English Ext 1	N/A		88	87
English Ext 2	N/A		75	78



The highlights however included:

Legal Studies (focused) – 92% of students scored in the top 3 bands compared to 69% State-wide.

Maths Ext 1– 100% of students scored in the top two bands (E3 and E4), compared to 83% of the State.

Music 1 – 100% of students in the top 3 bands compared with 85% of the State

Physics (focused) – The Year 11 cohort performed well with 40% of those taking scoring in the top two bands compared to 33% in the State.

Visual Arts – 60% of students in the top two bands compared with 51% of the State.

NAPLAN

The NAPLAN results for Years 3, 5, 7 and 9 show strengths in Norwest student achievement in Literacy (particularly Writing) and Numeracy as well as various weaknesses of which the College is aware and working to strengthen.

Literacy

The 2013 NAPLAN literacy results show strengths in various areas.

In Year 3, 38% of students were in the top band for Reading – well above the State average. Year 3 girls' average scores were well above average in all areas of Literacy. All year 3 students were above the national minimum standard.

In Year 5, 48 % of students scored in the top two bands for Reading compared with 37% in the State. The Year 5 cohort, as a whole, showed strengths in Spelling, performing well above State average. Year 5 boys' average scores for Reading and Grammar and Punctuation were also above average.

In Year 7, Norwest students performed above the State average in Reading, Writing and Spelling, and the boys were well above the average in all areas. 26% of students were in the top two bands for Writing compared with 21% for the State.

Norwest Year 9 students' average score for Writing was above the state average. There were no students below the National Minimum Standards for Reading.

Numeracy

The 2013 NAPLAN numeracy results show strengths in various areas.

In Year 3 the percentage of Norwest students in the top two bands for Data, Measurement, Space and Geometry was higher than that of the State. The Girls in Year 3 scored well above the State average in both Numeracy and Number, Patterns and Algebra.

In Year 5, Norwest students' average was above the State average in every area of Numeracy. The boys in Year 5 showed particular strengths in all three aspects.

In Numeracy Year 7 students achieved above the State average growth and 61% Year 9 of students showed greater than or equal to expected growth. These patterns of growth will lead to a strengthening of the College's Secondary student Numeracy performances over time.

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 2013 the College awarded two RoSAs.

VOCATIONAL EDUCATION

11% of Year 12 students in 2013 completed Vocational Education courses as part of their studies.

STUDENT RETENTION RATES

Apparent Retention rates Year 10 to Year 12:

2008	77%
2009	63%
2010	35%
2011	75%
2012	87%
2013	60%



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

2008	72%
2009	58%
2010	33%
2011	73%
2012	59%
2013	56%

POST-SCHOOL DESTINATIONS

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

Further Study	67%
Trade or Vocational Courses	16%
Workforce	17%

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 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. seek a Christian Education for the student;
2. declare 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. form 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. commit to pay their fees in accordance with College policies;
7. commit to provide uniform and equipment as required; and
8. commit to comply with all relevant legislation and regulations.

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.

This policy remains unchanged since the last Annual Report.

STUDENT WELFARE: SAFE SUPPORTIVE ENVIRONMENT

The College recognises its responsibility for, and the value of, creating and supporting safe and supportive environments for the members of its community, including students, parents and staff. This requires both clear policies and guidelines, and a commitment from



families to partner with the College. Issues are frequently addressed by referring to the Codes of Conduct in place and the expectations of the community as a whole upon each of its members. The following summaries of key policies will give some indication as to the nature of the College's operations in this area. Full policy statements are available on the College website and can be made available by application at the College office.

Student Welfare Management

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 retain valued relationship. 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 highlights the impact that people have on those around them. A Peacewise approach to the restoration of relationship is undertaken as appropriate.

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.

This policy remains unchanged since the last Annual Report.

Student Behaviour

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 as required.

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.

This policy remains unchanged since the last Annual Report.

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. Attendance, including partial absences, is also recorded on formal College student reports and is available to view live by parents on Edumate.

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.

This policy remains unchanged since the last Annual Report.

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.

The College's policy covering these matters remains unchanged since the last annual report.

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 remain unchanged 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 2013 academic year Norwest Christian College hosted 388 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.



40% of students indicated that they regularly attend A Christian church, 3% 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 College teachers?

- 80% either good or high
- 15% average
- 5% below average
- 0% poor

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

- 78% either good or high
- 16% average
- 5% below average
- 0% poor

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

- 89% either good or high
- 11% average
- 0% below average or poor

Do you recommend Norwest as a schooling option to those you know? The responses were:

- 84% always
- 13% yes
- 4% sometimes

This represents a significant improvement on previous years

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 sense of calling to be here;
- 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 are generally very busy.

How do you rate Norwest as a place to work?

- 81% either good or high quality
- 15% average
- 3% below average

Student Satisfaction

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

- 73% responded with good or very high
- 20% indicated an intermediate response
- 7% stated that their child did not

Students responded as follows to the statements below:

I am learning well in my classes.

- 72% agreed with this statement
- 25% made an intermediate response
- 3% disagreed with this statement

I am proud to be a student of Norwest Christian College.

- 88% agreed with this statement
- 9% made an intermediate response
- 3% disagreed with this statement



STAFF STATISTICS

Norwest Christian College is blessed with the most amazing team of teachers and support staff who approach their roles with passion and professionalism because God has called them to the College and their every effort is an act of

STAFFING COMPOSITION

In 2013, the College employed 61 individuals and engaged 6 casual staff, none of which were indigenous Australians. Of the 61, 33 were teachers and 23 were employed in non-teaching roles. 10 employees held positions of responsibility.

STAFF ATTENDANCE

The attendance of College staff was high at 96%.

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 33 teaching staff from 2013 returned in 2014. This is a retention rate of 91%. 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 2013 have engaged in professional development to improve their capacity to meet the learning needs of their students. 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. A delegation of teachers attended the CSA State conference in July and networked with teachers from other Christian schools.

Priorities for the year included:

- reviewing internal and external data to improve learning outcomes in literacy and numeracy;
- integrating technology to enhance learning outcomes; and

- student welfare and positive behaviour management.

In the Primary Years teachers continued their focus on Literacy and Numeracy skills, and developed working groups to enhance the teaching of Reading and Spelling.

In the Secondary Years specialist teachers focused on preparation for the Australian Curriculum in English, History, Science and Mathematics for introduction into Secondary Years in 2014. Stage 6 teachers developed their expertise in HSC courses, including new prescriptions for the 2015 HSC English course.

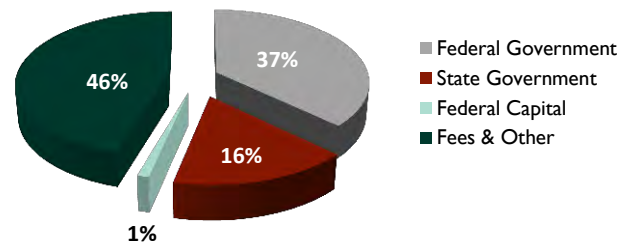
Education support staff attended network meetings and facilitated visiting speakers for whole staff development.

Senior staff also continued to develop their expertise in supporting and monitoring New Scheme teachers.

College teaching staff participated in professional development/learning in 2013 for an average of 12.2 days per teacher, with average expenditure of \$4646 per teacher.

FINANCIAL INFORMATION

INCOME



EXPENDITURE

