

norWEST CHRISTIAN COLLEGE

STRENGTH OF PURPOSE

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

- Bishop T.D. Jakes



Annual Report
2014

INTRODUCTION

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.

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 hope that each one comes to know the love of God and grows an active faith in the Lord Jesus Christ. 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.

2014 was a year of growing momentum for Norwest Christian College. The traditional elements of College life and a range of recent initiatives orchestrated to further enrich the lives of our students. As always, our quiet spacious campus provided opportunities for students of all ages to 'breathe'. The remodelled Early Learning Centre playground provided an expansive field of discovery for our youngest learners. The Mandarin language programme and the Stage 3 Band programme, having been established in previous years ran smoothly and provided stimulus for growing creative minds. The measured implementation of our Focused HSC in Stage 6 and its flow-on effect of a Term 4 rollover for all Secondary students continued as a natural part of College life providing an increased range of courses for our senior students.

Ian Maynard
Principal

MESSAGES FROM KEY BODIES

BOARD OF DIRECTORS

Seeing the Bigger Picture

Last year I mentioned the way our minds have been refreshed in a special way as we sought to serve the community that God has so dearly entrusted to us. It is so easy to have our focus on the things that drive our busy lives day to day, so much so that we often forget the true context in which we live; in relationship with God. It's a much bigger plan than we can imagine.

Defining a fresh vision for the College and its vibrant student community, bringing it into that far bigger context, has been a driving force for the College Board over the last eighteen months. In some ways it's reflective of our personal search for the College's true role in that bigger plan.

To grow, that vision must be continually reflected on as we work to serve our community in the care, education and leadership of our students and the broader community. Our vision is that each student in our care will attain their personal best in education and self-awareness to live their lives with a real sense of God centeredness that will produce the confidence and conviction to make a real and positive difference in this world.

Review of 2014

2014 was a year of both consolidation and growth, both for the Board and the College as a whole as we accommodated growing student numbers and a revitalised team.

Wellbeing continues to be a major theme with programs implemented last year to assist teachers across the College in mentoring students in the development of community skills that will prove invaluable in later life. As I mentioned last year we need our students to be not only focussed on individual expression but in the ethic of community, of relationship building and spiritual wellbeing.



Again the year has seen a growth in numbers and a harmony and commitment from staff, families and students to carry the College into the next stage of its development. The early leaning facilities (ELC) have been substantially and innovatively upgraded with great outcomes. For the first time in recent years we are back to a full contingent of young students in Primary school a waiting list for ELC, which will provide the impetus for long term growth of the College.

As a Board we are ever cognisant of the increasing governance requirements spearheaded particularly by Government initiatives to drive better educational outcomes. This last year has been no exception. We have had a deep focus on process improvement and understanding a better governance framework for the College's future.

Congratulations go to all of our wonderful staff for the grace we have received in and through them in seeing a strong growth in all sectors, particularly in the ELC and Primary school which augers well for the future of the College. 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. Further, without the wonderful contribution of the parents, the Parents and Friends Association, the Baptist denomination, and those in local government and community who have given so much support throughout the year, the College couldn't be the special and blessed community that it is for our students and families.

This has recently shone through in the presentation of awards for 2014. The presentations, confidence and spiritual appreciation of our student community is a true reflection of the wonderful College that we have. Teaching our students to embrace a wider world view is no better demonstrated than in the recent field trips and the stories that our Year 11 and Year 12 students were able to bring: they were both humbling and encouraging that we are able to reach out into the poorer communities of this world, particularly Cambodia, and express something of God's love for others. We have taken time to not only reach out to Cambodia through the very successful senior years mission trip but to develop our contact with China and South Korea throughout the year, cementing crucial ties for the future.

Looking Forward

Looking forward we have a special year ahead in 2015 as new initiatives take shape, from the restyled branding of the College to our new classroom facilities that are

opening up so many new opportunities in learning. God is taking us into a new space where the efforts of the last six years are blossoming and showing fruit, and fruit in abundance.

Of course with any change there are growing pains, however we are indeed at a watershed in transforming our community and positioning the College as one of the premium educational institutions in the Norwest region. We will be calling on our community to also share their vision, a vision that is an integral part of our future.

As a Board we will be particularly focussed on governance, and how we can contribute to assist management in the ongoing improvement of educational outcomes and the raising of capital funds to support these improvements. We are looking to bring new technologies to the learning processes for our students of all ages, increasing community awareness, and providing new and exciting learning spaces. Our Principal, Ian Maynard has targeted four key areas in 2015 for growth. These are in the areas of review and planning strategies, student learning, professional learning for our faculty designed to bring experiential outcomes for students and core messaging with a focus on the contextualisation of our lives within the greater creation.

We have reached our student number target that will launch the College into a new era. As we see the community develop around us we expect a steady growth in these numbers over the coming years, which will create an environment for the continuing development of the College's facilities.

In the Secondary school we are already examining ways to bring new and exciting subject offerings as we target increasing our student cohort through retention strategies focussed on the flow through of our Primary classes over the three to five years. We will also be examining over the coming years ways in which we can provide extension courseware that will bridge the gap between high school and further tertiary qualifications.

Growth will not be without its challenges as new school plants in the area take hold. However we believe that with God's leading, and careful management of our vision to be a premium College in the region, all things are possible. We have to dream and encourage our community to dream the dream with us. Our alumni body has already been established through which we hope to build life-long connection and friendships for our students.



The Board remains committed to excellence in education within the broader framework of community. Our focus will remain on equipping Norwest students to be leaders in their chosen field of endeavour, whatever that may be. Our aim is to remain a premium College, not just for academic purpose but a delivering a rounded education that cements our students as real contributors to a better world, recognised as young people of purpose who indeed make a real difference in the lives of others.

We indeed have an exciting year ahead leading into 2016 and in the years ahead we are anticipating significant student number growth as the surrounding areas are populated with new residential developments. We are not only challenged but inspired by the changes that are taking place in our community.

We thank Ian Maynard, our Principal and all of our staff for their unswerving dedication to bring the latest innovation in education excellence through the facilitation of our College: not only academic excellence based on individual achievement but importantly, personal development and growth in the spiritual life of each student.

We owe much to God in all of that has been achieved over many years and above all seek to bring Him the praise and glory echoed in the lives of our community and particularly our students.

We also thank our College members for their unfailing faithfulness and support, and all those who have committed so much over the past year to making Norwest Christian College a true place of excellence where students can excel in their God given purpose, where families and students may discover the joys of simply being a part of Christ's community.

And lastly, to our Board of Directors, who meet often in the dark hours of the night and have worked tirelessly to bring innovation, vision and lasting change to our College as well a special kind of caring and support for its management, I say thank you for your dedication and support.

For and on behalf of the Board of Directors

Brian McSweeney
Chairman

PARENTS & FRIENDS ASSOCIATION

The Norwest Christian College Parents and Friends Association (P&F) enjoyed a very efficient and resourceful year in 2014.

Term 1 began with a "Celebration Morning Tea" designed to assist new parents in making early connections within the College community. This was closely followed by the annual "Know Your Norwest" evening, which included the fabulous Welcome Dinner. This was very well attended, with a complimentary dinner served to nearly 400 people. On the night, the College Principal, Ian Maynard, was presented with a cheque from the P&F for \$10,000 towards the Auditorium Sound Equipment - the P&F fundraising focus over 2013.

In 2014, one of the aims of the P&F was to contribute towards the College's planned improvements to both the Early Learning Centre (ELC) Outdoor Area and further Auditorium lighting. During Term 2, the P&F held a superb Subway Fundraiser, open to all students and staff. Later in Term 4, both ELC and Primary students had an amazing time together at the "Spots & Stripes Disco". This was a lovely opportunity for parents and their children to gather socially within the College community and have lots of fun. P&F has been present at College Open Days and supported the College in a variety of ways.

Each P&F Public Meeting included a College Representative's presentation, which gave excellent insight to those in attendance into the programs, events and directions of the College. Thank you to each of these College Representatives for their time and their interesting and valuable contributions.

The "Mums In Touch" prayer group continued to meet faithfully and pray with thanksgiving and in confidence for the staff, students and families of the College and for wider Community issues and events.

The P&F AGM held in October 2014 included the successful election of a full P&F Executive Committee for 2015. Thank you very much to the 2014 P&F Executive Committee for their commitment and dedication during the year; and to all the parent volunteers who volunteered their time to help out - thank you - we couldn't do this without you!

On behalf of the Executive Committee

Sheryll Dustin
2014 Secretary

Julie McCorkell
2014 Treasurer



STUDENT LEADERSHIP

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

In the area of service, throughout the year, each stage-group has worked diligently to raise money and awareness for a nominated charitable organisation. Students had their choice of charities, and as such we were able to make a significant impact in the areas where the students felt committed and passionate. Through these activities the students have learned that they are able to bring about a positive difference and influence regardless of their age.

This year students held cake stalls, sausage sizzles, and car washes to raise money for their causes. Crazy Hair Day supported research into Cystic Fibrosis, a condition that affects members of our own community. Stage 4 have dedicated their time and effort to sponsor their Compassion child, Asiku Collins from Uganda. During sport times, students from all stages joined together to donate ingredients and make over 800 meals for the homeless in support and sponsorship of Blacktown Carevan. With support from Secondary Home groups, the Primary Years and the ELC, students created boxes in collaboration with Operation Christmas Child, an effort by Samaritan's Purse to give a gift to those less fortunate across the globe. Students also gave their time to help the Salvation Army and similar organisations, including their own churches. Each of these represents an outstanding effort from the college students. It is simply what we do.

The extra-curricular arm of the College continues to grow each year, and 2014 was no different. These pursuits often give greater context to classroom learning and extend student's interests and hobbies, and ultimately their sense of wellbeing and confidence.

These activities included Stage 4's and the Mission Cambodia teams participating in Tear Fund's Slum Survivor challenge, where student created their own accommodation out of timber pallets and cardboard, braving the elements on campus for one night. Food was limited and all were made to work to earn it by the Slum Lords, aka, our teachers! A weary Year 7 emerged afterwards, physically worse for wear, but richer in experience and compassion for those whose daily lives are like this.

The spectacular effort in this year's musical, Seussical Jr., was not missed by many. Those who attended were treated to a professional production of extraordinarily talented performers and support crew.

Other creative highlights have included the exhibition of students talents in performance evenings, as well as the whole school participation in Glow.

Theatre sports competitions, the Duke of Edinburgh outdoor education program, academic competitions and challenges, such as the recent Stage 4 History Challenge, were also opportunities taken up by many.

This year, the Year 11 students participated in Enterprise week, creating products and learning skills in business – a week that followed Senior Summit, a program centred around the themes of equip, educate and inspire with guests addressing topics of financial literacy, mental health and well-being, and social justice.

Outdoor education, mission and study camps feature early on the year's calendar. Stage 4 attend the Youthworks conference centre in Port Hacking each year and experience hikes, canoeing, archery, abseiling and other bush craft activities.

For the first time this year, Year 9 students attended the Urban Challenge, which is similar to an amazing race around Sydney, hunting for clues and competing in teams. Whilst a lot of fun, the focus is on leadership development and teamwork.

Year 10 took their annual snow camp this year with most students mastering their ski or snowboard skills easily.

Year 11 went on their City Mission Camp, serving at venues such as the wayside Chapel in Kings Cross and Our Big Kitchen in Bondi.

For Year 12 study camp was the order of the day as we were supported by senior teachers for upcoming examinations.

The lunchtime ministry groups Ministry for Kids in Primary and Tenacious in Secondary continued to grow and provide students a positive and encouraging atmosphere to learn about Jesus Christ. Activities and messages by students and members of staff have brought the attending students closer together and have created a supportive community within the student body.



Whilst learning in the classroom happens every day, teachers provided opportunities for us to consolidate our learning with experience beyond the classroom. Excursions to the Art Galleries, Museums, and Parliaments have broadened our cultural and political knowledge, in addition to visits to University faculties, Creative Festivals; including those for writers and artists, Leadership training providers, the Botanical Gardens, Environmental Education centres, Temples and Theatres have broadened our knowledge of the world around us.

Norwest Christian College has an excellent and committed sporting community, with students participating in the annual carnivals, Cross Country Athletics and Swimming. This year featured as exceptional in student efforts in the Triathlon, Netball, Basketball and Football competitions.

At the end of 2014 we are thankful for all that was, and for the priceless memories gained throughout this school year. We also look ahead at the exciting future each and every student here will have, one filled with promise and purpose.

Mitchell Brown
School Captain

Georgia Maynard
School Vice-Captain

PRINCIPAL'S REPORT

2014 was a year where every Norwest Christian College student took a giant step towards what for them is a very bright future. There were many moments that made this possible for each and every one, and all of those moments together constitute what we celebrate in this report. It is the role of others herein to reflect on the many specific activities that contributed to making 2014 so special and how they are each woven into the fabric of College life. My focus is on recognising the significant contributions of community members and the broad areas in which the College sought to deliver improvements that would benefit students transformation.

Our Deputy Principal, Mr Graeme Phillips began in January 2014, focused on College operations and apart from the steady hand he has applied to areas of organisation, he has immediately introduced a fresh energy and vibrancy to daily life at the College. Ms Linsey Moir, our Director of ELC/OSHC has led the ELC and OSHC admirably such that students are thriving and her staff are well loved.

Mrs Tara Waller, the Head of Primary Years has forged into a new era of learning, with great innovation and expertise in both cultural and educational initiatives. Mrs Geraldine Paynter, the Head of Secondary Years and Mrs Elizabeth Cox, the Head of Curriculum and Pedagogy have with an outstanding combination of innovation, heart and flare co-led the Secondary Years team that continues to provide high quality care and education to our oldest students. Finally, Mr David Griffiths, our Business Manager has led a team of support staff that not only fulfil their commission extraordinarily well but also add great value to the College in their own right, maintaining the campus, administering events and communications, and the big change for 2014, improving our website.

I must also thank the staff team as a whole, who throughout 2014 remained extraordinarily committed to serving the needs of students and ensuring they reached significant growth milestones in their learning, emotional, social, and physical development. Our Early Learning, Primary and Secondary educators each did an outstanding job supported ably by a lean and highly skilled team of Administration and Facilities staff, together a unified team of highly professional Christian people who are a wonderful asset to the College.

A number of staff left in 2014 and for their service we are very thankful. Mrs Martha Parkinson has moved to Tara and Mr Ben Herman undertook a tree change. Ms Emily Cooper enrolled in Bible College, Mrs Kelly Anderson now applies her skills to adult education, and Mrs Jess Retamal is growing her family. Each of these highly professional educators were very difficult to replace but our Heavenly Father met each of our needs, sending highly qualified professionals that will bring their own unique contribution to our ever-evolving school.

I must also give thanks to God for continuing to bless the College not only with a beautiful culture that reflects His character and for His presence that makes us a community of peace. I am continually encouraged by the deep sense of community reflected in the many high quality events that we offer each year; the Welcome Dinner, Harmony Day, Grandparent's Day, Mother's Day Morning Tea, the various performance evenings and the annual Musical - Seussical, our Father's Day Breakfast, and our Christmas carols - Glow. These events draw us together, keep us connected, cause us to celebrate and demonstrate the value we have for our students, for each other and for our Lord Jesus Christ.



We also thank the Lord for bringing about a period of enrolment growth that will progressively open up options for students and enhance the programmes that we are able to provide.

2014 IMPROVEMENT TARGETS

In 2014, the College achieved significant progress towards its improvement targets.

Review and Planning

The Board, in consultation with College staff, began the process of reviewing its vision, mission and values and updating its branding. College leadership reviewed the College's strategic plan and developed a variety of Quality Improvement Plans that would be implemented in 2015 and over the coming three year period.

Student Learning

The College chose not to pursue a whole-of-College approach to the teaching of literacy, but rather a range of approaches that would serve each section best. Primary educators focused on literacy via both embedded and targeted language strategies that include explicit instruction in all areas of the English syllabus. Stages 2 and 3 specifically focused on comprehension skills, while Kindergarten and Stage 1 focused strongly on understanding and applying a range of persuasive, informative and expressive writing skills. Secondary teachers use a range of strategies to make literacy more explicit in their teaching of all Key Learning Areas.

The College's own testing, supported by NAPLAN data suggests that the literacy focus which started in 2013 had started to bear fruit by the end of the 2014 academic year. Between 2012 and 2014 all cohorts improved in all aspects of literacy with significant progress in the following areas. The reading of Year 9 students exceeds that of their Year 7 selves substantially. Persuasive Writing improved in all cohorts. A significant spelling deficit in our 2012 Year 5 cohort has almost been remedied in 2014, and the grammar and punctuation deficit of the same year group has been turned into a relative strength, exceeding national averages.

Professional Learning

The College implemented and fully embedded its Professional Learning Program for teachers. All teachers developed Professional Learning Plans targeting specific professional learning goals focused on improving academic outcomes for students.

Plans included post-graduate study, professional development courses, in-house training, professional reading, reciprocal classroom visitation, and mentoring.

Communication

The College spent the year in review of its communication, including communications between staff, communications with students and parents, and communication with the broader community. As a result modifications were made to the staff meeting cycle, the College's weekly newsletter - Directions, the use of Edumate, email and SMS, and the launching of a new College website.

Classrooms

Two additional Primary classrooms were developed to accommodate the enrolment growth being experienced in the Primary Years.

2015 IMPROVEMENT TARGETS

Review and Planning

The Board, in consultation with College staff, parents and students, will continue the review of its vision, mission and values. College leadership will consolidate the strategic plan and continue to implement relevant improvements.

Student Learning

The College will continue its focus on literacy. Primary educators will seek to embed a new approach to the teaching of spelling in K-2. Secondary teachers will continue to make literacy explicit in the teaching of all Key Learning Areas.

Professional Learning

The College will continue its implementation of its Professional Learning Program, extending it to the broader staff group. Teachers will revise and refine their Professional Learning Plans and seek to demonstrate a resultant improvement in outcomes for students.

Core Messaging

The College will review the means by which it communicates with its students that God has created them as a unique individual, with gifts and talents that will enable them to fulfil a special role in His world.

Classrooms

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



LOOKING FORWARD

On behalf of the whole College staff team I must also express my thanks to our students and parents, who due to their many individual efforts and their commitment to our community have made our work so enjoyable. It is also their very positive word-of-mouth referrals that have caused the College to grow. We trust and pray that throughout 2015 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 2014

EARLY LEARNING CENTRE

The College has been providing quality education and care for children in the years prior to Kindergarten, for more than 15 years. 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 a very good reputation in the wider community for its school readiness program. In 2014 we continued to develop our outdoor learning areas, including our garden beds, our slide in the hill, a larger play area including more room for riding bikes and a bigger sandpit.

During 2014 our Early Learning Teacher, Mrs Amy McCoy left the Centre with Mrs Melissa Churchward becoming the Butterfly Room Leader and Miss Elianne Traynor joining our team as our full time Caterpillar room leader.

Specialist Activities

During 2014 children continued to receive 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 at the College to learn piano, guitar, and drums.

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 2014 we continued to provide opportunities 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

The highlights for many children throughout the year were the opportunities to enjoy an excursion outside the College grounds. Quite often the thrill of a bus ride was the most exciting part of the day. The children thoroughly enjoyed our trips to Taronga Park Zoo, the Powerhouse Museum and Ten Pin Bowling. As the year progressed our enrolments grew and we welcomed many more children and their families into our community.

Linsey Moir

Director ELC/OSHC

PRIMARY YEARS

The Primary years are a time of great growth and development. Students are challenged and supported in their academic, physical, social and spiritual growth. The Primary school community is a safe, calm and focussed place where every student receives the respect and care that they deserve, from staff and students.

2014 saw some of our recent initiatives established and benefits starting to flow through to our students and the wider college community. The Positive Behaviour for Schools focus on clear behavioural standards has greatly benefited the Primary school, in a greater awareness of behavioural expectations for both staff and students.

Classes were named after precious stones, using the bible verse of Proverbs 20: 15: 'There is gold and abundance of costly stones, but the lips of knowledge are a precious jewel.' We are aiming for all children to understand that they are unique and precious.

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 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 2014 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. We have planned and prepared for the introduction of the new Mathematics and Science and Technology syllabuses.

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

There has been a greater focus on Reading across the Primary School this year. In Infants classrooms, teachers have focused on the explicit teaching of skills from Kindergarten through to Year 2, with students in Years 3 to 6 focusing on comprehension skills. Students have also been encouraged to participate in the Premier's Reading Challenge, with approximately 60% of students completing the challenge this year, a much higher participation in the program than in previous years.

Christian Program

The 2014 Biblical Studies and Chapel programs used the God Space curriculum as a focus for lessons this year 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. Biblical Studies lessons were taught by the College Chaplain for all students in Years 3 to 6. These lessons are taught by class teachers in Kindergarten to Year 2.

Creative Arts Program

The Primary Years Band program continued to strengthen under the instruction of our specialist Music teacher Mr. Christie. The Year 5 and Year 6 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, including a Year 6 Band Tour and each team performed admirably.

Highlights

Highlights of the year included:

- 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 group;
- Lunchtime clubs: chess, drawing, gardening, lego, dance, drama and movement,
- Excursions and Incursions for Kindergarten – Year 6;
- Outdoor Education Camps for Years 3 and 4;
- Canberra Camp for Years 5 and 6;
- Special Celebrations throughout the year;
- Premier's Reading Challenge; and
- Choir and Band performances

Mrs Tara Waller

Head of Primary Years

OUTSIDE SCHOOL HOURS CARE CENTRE

The College has been providing Before and After School Care, and Vacation Care for more than 15 years, serving the families of our College and other local schools. During 2014 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 and providing breakfast; whilst others have a late day with the centre closing at 6.30pm. There are a range of activities for the children to undertake, including an opportunity to complete homework, play active games, enjoy creating with craft or just relaxing 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 excursions and activities to entertain them throughout their school holidays including pampering days, science experiments, cooking, music and trivia.

Linsey Moir

Director ELC/OSHC

SECONDARY YEARS

It is my pleasure to lead in the role of Head of Secondary Years at the College. The Secondary Years for students are an important time whereas emerging adults, students are encouraged to form their own personal ideas and ideals within a supportive Christian context. Our students are initiators, open to the needs of those around them at a local and broader level and willing to serve and build for themselves and others a bright future. The Secondary educational staff are committed to meeting the needs of students academically, spiritually and pastorally, and supporting parents as they navigate the adolescent years with their children.

Student Well-Being

The Secondary Student Well-Being program is planned with the assistance of the College's 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 development from a biblical perspective where appropriate. Specific areas included in the program were careers learning, time management, organisation skills, emotional intelligence, the Habits of Mind and respectful relationships. A goal of the welfare team for 2015 is to develop a uniquely Norwest well-being program that will meet the needs of our own students within a Christian framework.

Stage Coordinators are supported by mentors who manage student wellbeing and learning in Home Groups. Where necessary, they undertake a partnership approach with parents in a process of intervention for students struggling to maintain satisfactory learning outcomes, as well as recognise the outstanding achievements of those who are consistent in their behaviours, demonstrate College values, and consistently strive for success.

Goal setting and accountability to Mentors for these goals was a significant part of the program each semester, and these goals have been available for parents to see live on

their child's online student profile. Parents have been encouraged to engage with their child/ren by referring to their student profile often, involving themselves in the learning process and co-curricular lives of their child.

Student Leadership

Student leaders interact closely with staff, the student body, and the local community. Leaders initiate and assist in organising a broad range of activities, events, College improvement programs, student support and mediation programs. Student Leaders liaise with the student body and College staff on matters of importance to students.

The 2014 Student Leadership Team was elected based upon specific areas of student passion, including sport, the creative arts, community and ministry. Students undertake leadership training under the guidance of mentors in Home Group through the Well Being Program. This year again saw an increase in the visible presence of student leaders across the College. College Captains Amy Evans and Mitchell Brown, supported by Georgia Maynard and Gemma Paynter as Vice Captains, were instrumental in increasing student involvement in various interest groups, including our growing student ministry lunch group Tenacious. Leaders are assigned general responsibilities, but also understand that they are key Norwest ambassadors, responsible for maintaining and growing culture that is honouring to God.

Chaplain

Mr Stephen Deuble oversees the teaching of Biblical Studies to students from Years 3 to 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 the gifts and talents of students in presenting the gospel message across many platforms. Students were active in Chapel and lunch groups, initiating activities and engendering a sense of belonging and relationship across the College.

Service Leading

This year saw the intentional focus upon service learning in the Secondary Years, where students are encouraged to be intentional about their acts of service and look outward to the needs of those around them. The College continued for its second year its support of Blacktown Carevan, cooking meals each week for those who are homeless in our local community. Our work with Carevan earned the College a prestigious National Anti-Poverty Encouragement Award from Connections UnitingCare.



The Award was given in Melbourne in October, and accepted by Mrs. Gina Galea and Mrs. Sharon Brozgesi on behalf of the College.

In Term 4 the College also initiated a relationship with local Riverstone Public School (RPS). Each week our student volunteers visit RPS and organise lunchtime games and activities, then spend the remainder of the day in classrooms supporting teachers and providing a positive role model for learners. The program has been very well received by staff and students alike who value the connections we have made between our two communities. This program follows on from the success of our own Primary Partners Program within 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, Stage 4 & 5 Performance Evenings, Senior Soiree, Christmas Service, Glow, and Presentation events are all supported and led by this team and are in integral part of the creative culture of the College.

The Band Programs and Vocal Ensembles continued under the leadership of Mr Greg Page, performing at several events throughout the year.

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

The College also entered its first Theatresports team in the local schools competition with a talented team of drama enthusiasts.

The highlight of the 2014 creative calendar was the staging of the musical, Seussical Jr. Led by Mrs. Kelly Andersen, the cast of over 60 students rehearsed for months with a support crew of another 20 students who designed and built sets and costumes for this spectacular event. An invitation was extended to students at St Johns Primary School, Riverstone who appreciated the immense talents of our students. Three successful shows were staged in our Performance Space to the delight of many family and friends in the audience.

Excursions & Incursions

Throughout 2014 there were numerous opportunities for students to experience learning in an environment outside of the College. These opportunities are curriculum, well-being, leadership or ministry focused,

and included a Playbuilding workshop, Hamlet performance, Careers Expo visit, fieldwork at Brewongle Field Studies Centre, visits to the NSW Art Gallery and various museums, Senior Study Days, OnStage Drama, the Sydney Writer's Festival, Titration Stakes and Duke of Edinburgh.

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 cross curricular 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.

Camp Program

In Term 1, students in Years 7, 8, 9, 11 & 12 packed their bags to attend their annual school camp. College camps provide a wonderful opportunity for students to form lasting friendships and in most cases, conquer both mental and physical challenges while extending their own concept of self. Each camp presents its own context for Christian development with input from staff and students alike.

Stage 4 attended the Anglican Youthworks facility at Deer Park in Port Hacking for land and water based outdoor education activities including hiking, dragon boat racing, sailing, fishing, archery and abseiling.

Year 9 students for the first time participated in an 'amazing race' style camp across the Sydney CBD. The camp had an emphasis on leadership and teamwork and promises to be a highlight of our camping program.

Year 11 attended their City Mission camp, staying in hostel accommodation in Pymont and supporting urban charities such as Our Big Kitchen, Rough Edges and The Wayside Chapel.

Year 12 attended the Naamaroo Uniting Venue in Lane Cove National Park for study camp and recreation amongst a beautiful bush land setting.

In Term 3, Year 10 went to the ski fields for a recreational skiing and snowboarding camp in our alpine region.



Duke of Edinburgh

The Duke of Edinburgh Award continued to operate in 2014 with students coordinated by 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 awards.

Academic Competitions

Students again had the opportunity to enter a number of external competitions in Science, Writing, Computer Technology, English and Mathematics throughout the year to both test and enrich their learning. Our 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 secure and safe place to learn and grow, and for developing young adults who have a Christ-like perspective and a desire to care for and serve their world. 2014 proved to a successful year for the Secondary Years at the College, with continuing traditions and the development of new 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 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 Edumate server has now been moved to a hosted solution to increase reliability while taking advantage of the improved NBN internet connections to the College. The upgrade to Edumate 5 integrates the student diary function within Edumate. This results in more accurate data in the students diary as it is now linked to the

students timetable, College Events and scheduled Assessment Tasks.

The College has rolled out new equipment across the campus improving access to the network. Parents and students response to the voluntary BYOD program increased the number of wireless devices connecting to the network. With the disconnection of the copper network by Telstra, the phone system has been changed to a SIP system. These two changes have increased the load on wireless access points, network traffic and internet usage. The College has invested to new core switch that can cope with the increased demand. A second switch will be added to improve the connection between the Primary College and the Library.

The wireless network has been expanded further, with an addition of new centrally managed access points. The links to "E Block" has been upgraded to a 10GB to the library, completing the 10GB "backbone" across the college.

Internet access has had a significant upgrade, with the replacement of all ADSL connections with two fast NBN connections. This has provided faster internet for students and staff who can now use the higher bandwidth to access multimedia content available via links on online texts and Educational websites. It has also given students and staff faster access to the College's Intranet. The existing Forigate appliance provides security of the network as well as fast processing of the filtering software. This device also provides anti-virus protection at the "gateway" to all devices that use the College's internet.

A Second "Untangled" gateway was added to handle all internet traffic from the Secondary College.

With the successful launch of the BYOD program all students from year 3 to 12 are required to bring a personal device for use in class. Students can now access educational content and engage in learning on their own devices. The BYOD program allows students to take control of their own data and learn to produce better digital objects that they create both in the class and at home. With the increased use of Google Drive, students are learning to share documents with teachers and each other. The Stage Four and Stage Five students now have access to all their textbooks via JacPlus. Other Stages use online texts where available.

We have continued to reduced the amount of printed communication with the increased use of electronic communication, including the use of email and SMS,



improvements to the College Website, online booking systems and Edumate. This has resulted in increasing efficiencies with the processing of communication between the College and the College Community.

We look forward to the ongoing increase use of technology in 2015 with the improved content being made available to students and teachers. The continued use of online textbooks, 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 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

ATTENDANCE

COHORT	AVERAGE ATTENDANCE
Kindergarten	97.8%
Year 1	97.6%
Year 2	98.3%
Year 3	98.3%
Year 4	97.9%
Year 5	97.5%
Year 6	97.6%
Overall Primary	97.9%

Year 7	98.1%
Year 8	96.0%
Year 9	96.5%
Year 10	93.9%
Year 11	95.9%
Year 12	94.5%
Years 7-10	96.1%
Years 11-12	95.2%
Overall Secondary	95.8%

EXTERNAL ASSESSMENTS

HIGHER SCHOOL CERTIFICATE

In 2014, 36 Year 12 students studied the HSC at the College in 19 subjects. All of these students were awarded the Higher School Certificate.

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

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	2014		2013	
	NWCC	State	NWCC	State
Ancient History	74	57	N/A	
Biology	89	62	66	67
Business Studies	69	67	38	66
Chemistry	82	75	25	73
Drama	N/A		67	84
Economics	30	73	N/A	
English (Adv)	100	92	25	86
English (Std)	42	40	17	34
Food Technology	30	54	45	56
IPT	67	67	N/A	
General Maths 2	100	51	6	42
Industrial Tech	N/A		20	60
Legal Studies	N/A		92	69
Mathematics	67	82	37	76
Modern History	90	75	42	76
Music 1	100	89	100	83
PDHPE	58	63	0	59
Physics	N/A		44	65
Software Design & Development	N/A		64	90
Visual Arts	100	85	90	88



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

Extension Course	2014		2013	
	NWCC	State	NWCC	State
Maths Ext 1	60	74	100	83
Maths Ext 2	0	76	N/A	
English Ext 1	86	93	N/A	
English Ext 2	66	77	N/A	

Other highlights included:

- Music 1
33% of students scored in the top band compared with 18% statewide
- General Mathematics 2
59% of students scored in the top 2 bands compared to 27% statewide.

NAPLAN

The 2014 NAPLAN results for Years 3, 5, 7 and 9 show strengths in Norwest student achievement in Literacy (particularly Reading) and Numeracy as well as various weaknesses of which the College is aware and working to strengthen.

The pleasing Year 9 results across all areas demonstrate the results of an increased focus by all secondary staff on Literacy and Numeracy.

Literacy

The percentage of Norwest Year 9 students represented in the top two bands of every area – Reading, Writing, Spelling, Grammar and Punctuation and Numeracy - was above the State average and in most cases, significantly so.

This was also highlighted in the significant growth of our students in the Literacy area, where in Reading 72.4% of students' growth was above or equal to expected growth and in Writing 82% of boys were in that category.

In Year 3, 61% of students were in the top band for Writing – well above the State average. The girls in Year 3 showed particular strengths: 45% in top Band for Reading compared to 30% statewide and 82% in the top 2 bands for Writing compared with 57% statewide.

In Year 5, 43% of students scored in the top two bands for Reading compared with 35% in the State. 52% of boys were in the top 2 bands for Spelling compared with 36% statewide.

In Year 7, Norwest students performed above the State average in Reading and 66.7% showed greater than or equal to expected growth. 42% of Year 7 girls were in the top two bands for reading compared with 33% statewide.

Some additional highlights of the Year 9 cohort include 23% of girls in the top band for grammar and punctuation compared to 9% statewide and 45% of boys in the top 2 bands for Reading compared to 25% statewide.

Numeracy

The 2014 NAPLAN numeracy results show strengths in various areas.

Year 9 students again were well above State average in Numeracy, and 72.7% of Year 9 boys showed growth above or equal to expected growth. 45% of boys were in the top 2 bands compared to 32% statewide in Number, Patterns and Algebra.

In Year 3 Number, Patterns and Algebra the number of girls in the top band was almost double the state figure (27.3% to 14.9%)

In Year 5 the majority of students showed greater than or equal to expected growth in Numeracy.

77% of Year 7 boys and 62% of Year 7 girls showed greater than or equal to expected growth in Numeracy.

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 2014 three students left formal education and qualified to receive a Record of School Achievement.

VOCATIONAL EDUCATION

The College had no Year 12 students complete Vocational Education courses in 2014 as part of their studies.



STUDENT RETENTION RATES

Apparent Retention rates Year 10 to Year 12:

2009	63%
2010	35%
2011	75%
2012	87%
2013	60%
2014	84%

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

2008	72%
2009	58%
2010	33%
2011	73%
2012	59%
2013	56%
2014	80%

POST-SCHOOL DESTINATIONS

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

University	56%
TAFE or Vocational Education	3%
Workforce/Traineeship	41%

University Entrants

The average ATAR for all University courses offered to Norwest graduates was 79.55, with 16% of those students being offered entrance to courses with an ATAR cut-off over 90.00.

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 positive relationships within the context of its 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 nurture 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 highlights the impact that people have on those around them. A Peacewise approach to the restoration of relationship is undertaken as the situation requires.

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 in the 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 an email 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 2014 academic year Norwest Christian College community consisted of 405 students between the years of Kindergarten to Year 12.

The gender ratio was close to even with 53% of students being female and 47% of students being male.

45% of are known to regularly attend a Christian church, 2% belong 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?

89% either good or high (up 9% on 2013)
11% average
0% below average or poor

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

91% either good or high (up 13% on 2013)
8% average
1% below average
0% poor

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

95% either good or high (up 6% on 2013)
4% average
1% below average
0% poor

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

89% always (up 5% on 2013)
11% yes
0% sometimes

These responses represent significant improvements on the already positive results from previous years in all areas. In addition to these very encouraging responses 97% 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?

92% either good or high quality
8% average
0% below average



Student Satisfaction

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

- 83% responded with good or very high
- 15% indicated an intermediate response
- 2% stated that their child did not

Students responded as follows to the statement "I am learning well in my classes."

Primary

- 76% agreed with this statement
- 24% made an intermediate response
- 0% disagreed with this statement

Secondary

- 77% agreed with this statement
- 20% 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 2014, the College employed 66 individuals and engaged 5 casual staff, none of which were indigenous Australians. Of the 66, 34 were teachers and 32 were employed in non-teaching roles. 10 employees held formal 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

28 of the 33 teaching staff from 2014 returned in 2015. This is a retention rate of 85%.

TEACHER PROFESSIONAL LEARNING

Throughout the course of 2014, the College's teaching staff engaged in a program of guided, individual professional learning, centered on self-selected professional learning goals. Primary teaching staff worked with the Head of Primary, while all Secondary teaching staff worked with the Director of Professional Learning to develop individual professional learning plans to guide individual professional learning journeys.

The College established an over-arching professional learning goal of improving the capacity of teaching staff to engage students in literacy development. Teaching staff additionally, self-selected other goals including a range of pedagogy foci, such as positive classroom management, incorporation of ICT, numeracy strategies and increasing student engagement.

Additionally, teaching staff were assigned a mentor and engaged in an ongoing process of reciprocal lesson observation. Teachers and mentors provided valuable feedback on each other's classroom practice, using the National Teaching Standards as a framework, and encouraging reflective practice.

Teaching staff participated in a range of both internal and external professional development opportunities. These included multiple teaching staff conducting workshops focusing on their professional learning goals, as well as attending a range of courses offered by external providers.

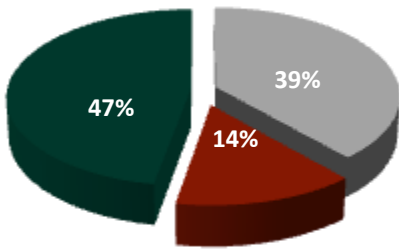
College teaching staff participated in professional development/learning in 2014 for an average of 11.7 days per teacher, with average expenditure of \$4536 per teacher.

At the conclusion of 2014, all teaching staff met with the Principal and the Director of Professional Learning to review the extent to which teacher capacity to improve student learning outcomes had been increased through the professional learning program. The review meetings revealed thorough engagement with the professional learning program across all sectors of the school.



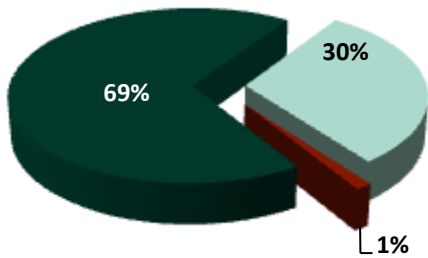
FINANCIAL INFORMATION

INCOME



- Federal Government
- State Government
- Fees & Other

EXPENDITURE



- General
- Capital
- Salary and Related

