

norWEST

CHRISTIAN COLLEGE

STRENGTH OF PURPOSE

“For I know the plans I have for you,” declares the Lord,
“plans to prosper you and not to harm you,
plans to give you hope and a future.”

Jeremiah 29:11



Annual Report
2015

INTRODUCTION

Norwest Christian College has over 35 years' experience in Christian Education in which it has consistently partnered with parents whose vision for their children is similar to ours. Our team of highly qualified, talented and dedicated educators work respectfully, thoughtfully, and prayerfully with each child and their parents in catering for students from three years old until their graduation in Year 12. We are committed to growing each child as a learner, to helping each one achieve the highest academic outcomes possible for them, and to surrounding them with the love and care they deserve.

Our hope is that each child in our care comes to know the love of God, grows an active faith in the Lord Jesus Christ, and learns to maintain a vibrant inner life full of hope and optimism driven by their own sense of purpose. Education builds capacity and a loving environment lays the foundation for a healthy self-confidence, however we believe that it is this clarity of purpose that provides direction to our lives. The programs in operation at Norwest Christian College have always brought all three of these elements together, however I will always remember 2015 as the year that Norwest Christian College emerged from a chrysalis, as our vision was distilled into a single unifying framework.

The Building Purposeful Lives (BPL) framework gives expression to our key priorities for each member of our community in three simple statements: Love God, Pursue Your Purpose, and Build Your Capacity. The launch of BPL marks the beginning of a new stage of growth focused on its implementation in every area of operation, for the glory of God and the benefit of every member of our community, especially the precious young ones in our care.

Ian Maynard
Principal

MESSAGES FROM KEY BODIES

BOARD OF DIRECTORS

Another year has passed in the life of the College with resounding results that have been truly blessed by the Spirit of God.

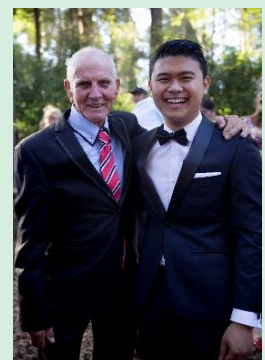
From a Board perspective, deepening the vision and engaging in future planning has been an exciting part of our preparation for the next stage of the College's growth. Those aspects have been particularly brought into sharp focus as we have worked with the College Executive to implement strategies and processes around BOSTES compliance and working through the teaching framework with some exciting new initiatives that will have a real life impact for our students.

The College has enjoyed another year of healthy growth in student numbers with primary school numbers exceeding estimates and setting high the bar of possibilities for our future as a College. Emphasis during 2015 has been on improved student learning through understanding life purpose and self awareness within the broader world context. Our student's learning and personal growth is our purpose.

I mentioned last year four key areas for growth targeted by the Executive: review strategies, planning strategies, student learning, and staff professional learning. The year has seen significant developments in all of these facets of the College's delivery of enhanced learning for its students. This is perhaps exemplified in the 'Building Purposeful Lives' (BPL) framework developed by Mr Maynard our Principal in consultation with the Board and College community, and planned for implementation in 2016. This framework and a planned study tour by the Executive to learn from schools and colleges throughout the UK and greater Europe will be instrumental in positioning Norwest as a leader in education innovation. We are building a stronger College for stronger student outcomes.

As we travel the 2016 year together we are looking forward to continuing to bring the very best in education and understanding of life purpose to our students.

Both our College Executive, faculty and support personnel have worked tirelessly with grace and a total commitment to achieve excellent outcomes in the lives of our students. The Board congratulates them for that commitment, drive and dedication that is the core of who we are as a place of learning, a community centred in Christ.



I also take this opportunity to thank our parents, volunteers, committees and Board members for the wonderful contribution that they also have made, and continue to make, as without their dedication the College couldn't function.

All come together to not only make it a wonderful place of learning but a place of true community, bound by the ethic of Christian love that reflects in and through the lives of our students.

For and on behalf of the Board of Directors

Brian McSweeney
Chairman

PARENTS & FRIENDS ASSOCIATION

The Parents and Friends Association has been actively involved in supporting Norwest Christian College during 2015.

The priority of the Association is to encourage the interaction of parents in order to continually improve community spirit. We also wish to support our kids to ensure they have the best social and educational development while at the College. The Association also initiates fund raising activities to provide additional resources to the College. Each of these activities is supported by our prayers to ensure we work with the Lord to achieve the best possible results.

To help parents integrate into the College community, the P&F held a "Celebration Morning Tea" for parents at the start of the school year. This was followed by the annual "Know Your Norwest" welcome dinner attended by over 300 parents. Later in the year we financially supported Riverstone Baptist Church in the organisation of a Relationship Seminar for parents with guest speaker Dr Patricia Weerakoon.

To support students at the College we organised two Discos - one for the Junior College and one for the Senior College. Both were well attended. P&F volunteers also ran the canteen at the Primary Year Musical, Peter Pan Jr.

The major fund raiser in 2015 was the sponsorship of the College Cross Country event. All students were asked to find sponsors for the event. The event raised almost \$7,000 - which was donated back to the College to purchase learning, playground and sporting equipment. The other key fund raiser was sale of the 2015 Entertainment Books.

2016 will be a great year for the College. The student base is expanding rapidly and we encourage all parents to become involved in supporting P&F activities. If you can spare a few hours to support any of the P&F activities, it would be most welcome.

I wish to thank the other members of the 2015 P&F Executive - Julie McCorkell (Vice President), Bianca Kasselmann (Treasurer), Arienne Lawler (Secretary), as well as the Volunteers, Staff and Students that supported our endeavours during the year.

Graham Wakeling
2015 P&F President

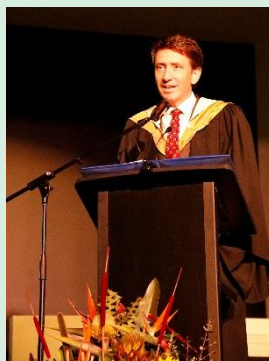
STUDENT LEADERSHIP

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.

The extra-curricular arm of the College continues to grow each year, and 2015 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.

Student Care and a commitment to the equipping of students is of paramount importance. Our Senior Summit program is centred on relevant themes in order to prepare, educate and inspire the students through guest messages on financial literacy, mental health, social justice and how to survive high school. The School's lunchtime ministry group Tenacious, also assists in providing students with a positive and encouraging atmosphere in which they can learn about Jesus Christ and continue their Christian journey. Led by our Chaplain Mr Deuble and Jessica Sarafov, our 2015 Christian Ministry Leader, the Student leadership team and members of staff created fun activities and gave amazing messages which not only increased attendance but also created a more supportive and integrated community each with a strength in purpose and in God.



The spectacular effort by our Primary Students and Staff in this year's musical, Peter Pan Jr, was not missed by many. Those who attended were treated to a professional production of extraordinarily talented young 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.

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 2015 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.

Xhed Punzalan
School Captain

Katelyn Thomas
School Captain

PRINCIPAL'S REPORT

The life of a school is more cyclical (some might say repetitive) than almost any other organisation. Every year we put an enormous amount of energy into organising a variety of annual events including the Welcome Dinner, our Easter services, Harmony Day, an Anzac Day ceremony, Grandparent's Day, our Mother's Day Morning Tea, a variety of performance evenings, our annual Musical – Peter Pan, the Father's Day Breakfast, Christmas services, presentation ceremonies, and our Christmas carols – Glow. Despite the repetition, every year these events feel fresh and exciting; not only for the students, but also for parents and staff. We love these events because we are living them with children, and for them

each day is a fresh and exciting experience, and these festival days even more so. It is the role of others to reflect throughout this report on these activities and the wonderful learning that took place throughout 2015. My responsibility is to recognise the significant contributions of community members and the broad areas in which the College sought to deliver improvements that would benefit our students.

Firstly, our whole community continues to be very thankful to God for His ongoing blessing. We are thankful for His presence each and every day, and we are thankful for the beautiful culture that He has helped grow among us. I am continually encouraged by the deep sense of community reflected in the many high quality events that we offer each year. These events draw us together, keep us connected, and give us opportunities to celebrate and demonstrate the value we have for our students, for each other and for our Lord Jesus Christ.

We are very thankful 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 the momentum to increase in enrolment growth.

I would also like to thank the whole staff team, who throughout 2015 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 support staff led by Mr David Griffiths, our Business Manager. Our support staff add great value to the College by maintaining and developing the campus and our fleet of buses, caring for those with illnesses and injuries, providing administrative and technical support, and seeking to get the good news about Norwest Christian College into the greatest number of households. Our Deputy Principal, Mr Graeme Phillips remained focused throughout 2015 on smooth operations and effective communication with our community, continuing to deliver his special brand of energy to daily life at the College. Ms Linsey Moir, our Director of our ELC and OSHC programs, Mrs Tara Waller, our Head of Primary Years, and Mrs Geraldine Paynter, our Head of Secondary Years, have each led their teams admirably, such that students are thriving and their staff are well loved. Under their leadership the outstanding reputation the College



has developed in the local community continues to strengthen. Finally, Mr Owen Laffin, our Director of Professional Learning continued to work with our educational staff to ensure they continue to exhibit the principles of life-long learning.

Throughout 2015 some members of staff, who had made very significant contributions to our community, moved on. Most notably we celebrate the achievements of Elizabeth Cox, who through her curriculum supervision in the Secondary years, drove perpetual improvement in our teaching, assessment, and professional learning practices over many years. In addition, Patricia Waddington, Carol Gray, and Brian Madigan, long-serving and much loved members of staff, departed, having given much more than we could reasonably ask in the areas of administration, teaching, and property, respectively. Our College Chaplain, Steve Deuble, took a new role in full time church ministry, having blessed us all greatly during his time at the College. Finally, Belinda O'Connor is now committing her time to her newborn. A range of other, shorter term staff members also moved on to the next stage of their lives, including Tracie Buckley, Arle de Rooy, Moushira Sheanoda, Neil Ingram, and Shelley Kay. Regardless of their time with us or the role they played, for the service of each of these people we are very thankful.

2015 IMPROVEMENT TARGETS

In 2015, the College achieved significant progress towards its improvement targets.

Review and Planning

The Board continued its review of the College's vision, mission, values, and graduate profile, using data collected in the Learning Vision Workshop, that drew parents, staff and students together. Having completed the Strategic Plan, College leadership remained focused on a range of areas outlined in Quality Improvement Plans.

Student Learning

The College continued its focus on literacy. Primary educators undertook a process of learning in relation to SSP Spelling and embedded this new approach to the teaching of spelling in K-2. A workshop was held to train parents in the approach so that they are equipped to work in partnership with educators. Secondary teachers continued to make literacy explicit in the teaching of all Key Learning Areas.

Professional Learning

The College's Professional Learning Program was extended to a broader cross section of staff. Teachers continued to pursue learning in identified areas, revising and refining their Professional Learning Plans as required.

Core Messaging

The review of our approach to core messaging to our students led to the development of a whole-school framework that describes how parents and College staff believe we should each live our lives, including the students in our care.

Classrooms

The Stage 2 learning space was completed in January, prior to the start of the 2015 school year. The combination of classroom spaces and shared open spaces has created a sense of community in Stage 2, has successfully accommodated 21st Century learning, and has allowed educators to experiment with a variety of new pedagogies.

2016 IMPROVEMENT TARGETS

Strategic Planning

The College's Strategic Planning process will continue with the development of a Master Plan for the development of property.

Classrooms

In 2016 we will complete yet more renovations to our Primary classrooms. These new classrooms and shared spaces have been designed to support our vision for learning in Stage 3 and accommodate the enrolment growth the College is experiencing.

College Framework

The College will continue the implementation of its Building Learning Power framework into College culture, learning programs, and pastoral programs.

Student Learning

The College will continue its focus on literacy. Primary educators will continue embedding its new approach to the teaching of spelling in K-2, including the training of parents. 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 non-teaching staff.

LOOKING FORWARD

We trust and pray that throughout 2016 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 draws closer to God and discovers a compelling purpose that motivates them and provides meaning to their life.

Ian Maynard
Principal

OVERVIEW OF 2015

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. The Early Years for a child are a crucial time of development and growth as children. Children in the Early Learning Centre (ELC) are engaged in a range of activities to challenge and nurture them academically, physically, socially and spiritually.

Our ELC has a very good reputation in the wider community for its school readiness program. In 2015 the enrolments at the Centre continued to increase ending the year with just over 100 children; which proved quite a challenge fitting on the stage for our GLOW performance. We expanded to four classes on most days and sent forty confident young children off to Kindergarten at Norwest Christian College.

Mrs Jennifer Wilson (Miss Jen) joined our team mid-2015 bringing with her many years of experience in Early Childhood Education.

Specialist Activities

During 2015 Mr Ben took over the teaching of the music program for the ELC. The children's love of music grew with some families taking up the opportunity to engage private music tutors at the College to learn an instrument.

The children continued to enjoy weekly visits to the College library for story time and the opportunity to borrow books to take home; we strongly encourage parents to read with their children at home. Growing a love of reading at an early age greatly benefits a child's

education and development as they move through the formal years of education.

Community Events

During 2015 we continued to provide opportunities 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 ELC is open during most school holiday periods and we operate a holiday program closely aligned to the Vacation Care Program. The children enjoyed a range of activities with a highlight being a trip on a bus to the Powerhouse Museum and a visit from a Reptile Man with snakes and lizards and strange creatures.

Linsey Moir
Director ELC/OSHC

PRIMARY YEARS

The Primary years are a wonderful time of growth and development. 2015 saw the addition of 3 new classes for Primary, with the addition of a third Kindergarten class, a third Stage 1 class, and a third Stage 3 class. Students continue to be supported in their academic, physical, social and spiritual growth. The Primary school community is a safe and supportive environment for all students, where every student receives the respect and support that they deserve, and are encouraged to build their capacity to begin to understand their purpose in life.

Classes were named after light, using the Bible verse of Matthew 5: 16: 'In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven.' We were aiming for all children to understand that they can be the light in the darkness, to share God's love and message to those around them.

Curriculum

The curriculum taught at the College aligns with guidelines set by the Board of Studies. The curriculum is taught through a biblical worldview where appropriate. Staff are involved in rigorous professional development, ensuring that they refine their pedagogy and guarantee the quality delivery of outcomes for all students. Class lessons are differentiated to best meet the needs of all students. Assessment is an ongoing element in the teaching and learning cycles in all categories. Teachers use this formative and summative assessment data to



make strong links between planning and future learning. Teachers are involved in explicit review and evaluation of teaching and learning programs so that they can best support the learning of each in the classroom.

Academic Priorities

In the pursuit of high academic standards, the College has placed emphasis on the acquisition of literacy and numeracy competencies for all students. There has been a greater focus on the acquisition of phonics and spelling in infants, with the introduction of the Speech Sound Pics (SSP) approach to spelling. This focus clearly aligns with the recent changes in the English syllabus. The introduction of the SSP approach has seen significant results in both spelling and reading. At the end of Term 1 in Kindergarten, 42% of students were reading at a level below grade expectation. By the end of Term 4, only 15% of students were reading at a level below grade expectation. Similar results were found in both Year 1 and Year 2. Many students in Infants have gained over a year in their spelling age in just six months of participation in the SSP program.

Students are encouraged to participate in the Premiers Reading Challenge, with approximately 78% of students completing the challenge this year, a much higher participation in the program than in previous years.

Early intervention is a strong focus for students who require extra support in their learning. Many students receive literacy support through the participation in learning programs, predominately designed by Macquarie University. Our Kindergarten students are supported through the PreLit program, Stage 1 students through the MiniLit program and our Stages 2 and three students through the MultiLit program. Students are also supported through Maths groups, reading comprehension support and social skills groups.

A new system was trialed to provide clear differentiation for Maths in Stages 2 and 3, which saw excellent student results. There are three classes on each stage, which are supported by five ability-based groups. These groups have the opportunity to change each week based on a pre-test for the content to be covered that week. The implementation of this Maths focus has proved to be an excellent investment in the students' progress.

Christian Focus

The 2015 Biblical Studies and Chapel programs used the God Space curriculum for lessons and were focused upon College and Biblical values, as well as the life of Christ. Students were encouraged to explore their 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. Biblical Studies lessons are taught by class teachers in Kindergarten to Year 2.

Specific Programs

Music: Music activities have significantly enriched the cultural aspects of school life. It has provided opportunities for students to perform and enjoy making music. Students in Stage 2 were introduced to the violin in our new strings program. This saw all students in Years 3 and 4 receive a violin for the year and enjoy the process of learning a new instrument, in both smaller tutor groups and larger ensemble groups. Students in Stage 3 were involved in the College's Band program, with all students learning an instrument in both smaller tutor groups and larger Year based groups. All students in Stage 2 and 3 participated in the College's Movimento night, where they performed in front of their peers and families.

Mandarin: Students from Kindergarten to Year 6 have continued to be taught both the language of Mandarin as well as Chinese culture in their weekly lessons.

Sports Opportunities: Students were given the opportunity to participate in a variety of sport gala days over the course of the year. These games included netball, boys, and girl's football, softball, cricket, and basketball. Our students received excellent results, with our Senior Netball team making it to State Finals.

Creative Arts Program: We were delighted by the Primary Musical, 'Peter Pan Jr'. It was an incredible opportunity for every Primary student to participate in performing on stage. Many parent volunteers supported the event in sewing costumes, making sets and props, supporting the technical crew and helping with makeup. The logistics necessary to efficiently harness the vast number of participants, staff and volunteers were mind-blowing. Each of the performances sparked enthusiastic applause from the audiences, with audience members glowing with positive commendations about the performances. This was a tremendous experience for every Primary child, which will remain as a precious memory for years to come.



Highlights

Highlights of the year included:

- Stage 1 Swim School;
- Individual & 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, choir;
- Excursions & Incursions for Kindergarten – Year 6;
- Outdoor Education Camps for Years 3 and 4;
- Bathurst 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 to the families of our College and other local schools for over fifteen years. The Centre opens at 6.30am providing a nutritional breakfast and time to chat to friends and play games before school.

After School Care is open until 6.30pm providing a range of activities, 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 science experiments, scavenger hunts, cooking, music and trivia.

Linsey Moir

Director ELC/OSHC

SECONDARY YEARS

It continues to be my pleasure to lead the Secondary Years of the College. These are important years for students where, as emerging adults, they are encouraged to form their own personal ideas and ideals within a supportive framework, with Christian teachers. Our students are open to service; they look for the needs of others and pursue avenues available to them to meet those needs both within our own and in the wider community. They are committed learners, encouraged at

every opportunity to engage with their curriculum in creative and productive ways. They are also learning to learn, exploring the dispositions and habits necessary for life-long learning and engagement with their world. The Secondary educational staff are committed to meeting the needs of students academically, spiritually and pastorally; supporting parents as they navigate the adolescent years with their children.

Student Well-Being

Student Well-Being continues to be a significant priority of the Secondary Years. We recognise that during this time of significant growth and change, students need to be supported as they develop their sense of purpose, efficacy and resilience as young people expected to participate in a fast-paced world.

The Secondary Student Well-Being program is planned by the College's Secondary Stage Coordinators and aims to deliver a co-curricular program designed to equip students across a broad spectrum of areas including study and academic skills, personal well-being, interpersonal skills, goal setting, learning habits and leadership development, all from a biblical perspective where appropriate. In 2015 the Well-Being Team scoped a new program for implementation through 2016, focusing on each of these priorities. The program includes careers learning, time management, organisation skills, emotional intelligence, and respectful relationships. Each of these will be underpinned by the College's dispositions learning framework, developed over the year in consultation with parents, staff and students.

Stage Coordinators are supported by mentors who manage student wellbeing and learning in Home Groups. As a team they undertake a partnership approach with our parents, supporting positive relationships, providing outstanding pastoral care and monitoring learning outcomes for students.

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/ren at the College.



Student Leadership

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

The 2015 Student Leadership Team was elected based upon specific areas of student passion, including sport, the creative arts, community service, academia and ministry. Students undertake leadership training under the guidance of mentors in Home Group through the Well Being Program and other scheduled opportunities for equipping throughout the year, including the Max Potential Leadership Program, Crusaders Leadership Program and Grip Leadership Conference.

This year again saw an increase in the visible presence of student leaders across the College. College Captains Katelyn Thomas and Xhed Punzalan, supported by Elizabeth Archer and Lachlan Davies as Vice Captains, were instrumental in increasing student involvement in various interest groups, including our growing student ministry lunch group Tenacious, building on the attendance of previous years. Leaders are assigned general responsibilities, but also understand that they are key Norwest ambassadors, responsible for maintaining and growing culture that is honouring to their families, school community and God.

Chaplain and Biblical Studies

Mr Stephen Deuble, College Chaplain 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, and as such, many of our leaders are accomplished speakers in presenting the Gospel in a contemporary, relational and appropriate way. Students were active in Chapel and lunch groups, initiating activities and engendering a sense of belonging and relationship across the year groups.

Service Learning

This year saw an extension of the focus upon service opportunities and 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 third year its support of Blacktown Carevan, cooking meals each week for those who are homeless in our local community. The College proudly supplies over 75% of the meals distributed by Carevan, an outstanding achievement and commitment by parents, students and staff. Food items are donated by the College community where a sense of responsibility for the success of the program has flourished.

The College also continues its relationship with our local school, Riverstone Public School. 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.

More broadly, students support a range of charitable organisations, and stage groups adopt these as their main focus for the year. In 2015, Stage 4 continued the sponsorship of their Compassion child and support of TEAR fund in Slum Survivor, whilst Stage 5 focused their energy upon Samaritan's Purse Operation Christmas Child and the Cambodia Mission. Stage 6 students sponsored the efforts of Destiny Rescue, an organisation committed to ending human trafficking in SE Asia.

Mission

A number of Secondary students from Years 9-12 volunteered for the 2015 Mission trip to Cambodia which took place mid-December. Supported by College teachers and parent volunteers, these students undertook an extensive training program in preparation for their trip, including travelling to local schools and teaching their programs. Students grew in confidence demonstrated their commitment to the task as they shared the message of the Gospel with others. Whilst on the trip, students visited places of cultural significance, including the temple complex of Angkor Wat and the Siem Reap province.



The main focus of the mission was to serve, and students did so in the slums of Phnom Penh by building a house for a family in need and presenting the Gospel to children living in the slums. They also were able to distribute items of personal hygiene to families donated by members of the College and local church communities.

Our students returned impacted by the level of poverty they had witnessed, and keen to share their experiences with other students.

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 as an 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, including the 2015 Hawkesbury Eisteddfod where the band placed 1st, 2nd and 3rd.

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 highlight of the 2015 creative calendar was the nomination of one of our HSC Drama groups for OnStage, the performance showcase featuring outstanding Drama performances from the NSW 2015 Higher School Certificate. This nomination is highly prized and we congratulate those students involved under the direction of our Drama Teacher, Mrs Linda Hogan.

Excursions & Incursions

Throughout 2015 there were numerous opportunities for students to experience learning in an environment outside of the College that was relevant to their studies and co-curricular opportunities in areas of curriculum, well-being, leadership or ministry. These opportunities included Shakespeare performances, African drumming, Careers Expo visits, fieldwork at Brewongle Field Studies Centre, Historical investigations, visits to the NSW Art Gallery and various museums and exhibitions, Senior Study Days, OnStage Drama, the Sydney Writer's Festival, 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 with a business plan, marketing and sales campaign, culminating in a mini-fair on campus.

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 caliber 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 Pyrmont and supporting urban charities such as Our Big Kitchen, Rough Edges and The Wayside Chapel.

Year 12 attended the Uniting Venue in Elanora Heights for study camp and recreation 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 2015 with students coordinated by Mr Owen Laffin. This program is an international youth development program that allows students to undertake a diverse set of activities centered on their interests, within a limited time-frame. Each young person who takes part in the Award learns a skill, improves their physical wellbeing, volunteers in their community and goes on an adventure. Overnight hikes were undertaken as students move towards achieving their Bronze Award.

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 academic fields.

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. 2015 proved to a successful year for the Secondary Years at the College, with continuing traditions and the development of new routines, and where students are well-prepared to participate in their communities with confidence and purpose.

Mrs Geraldine Paynter

Head of Secondary Years

TEACHER PROFESSIONAL LEARNING

Throughout the course of 2015, the College's education staff engaged in a program of guided, individual professional learning, centered on self-selected learning goals. Primary education staff worked with the Head of Primary Years, while the Secondary Education Staff worked with the Director of Professional Learning.

Based on a variety of assessment data, the College identified literacy as an area of specific priority, assigning it as an overarching professional learning goal for all teachers. Teachers consequently worked to establish a range of specific pedagogical approaches to the development of literacy in their students. In addition,

education staff were invited to identify one other goal related to their specific roles. Self-selected goals included foci such as positive classroom management, incorporation of ICT, numeracy strategies and increasing student engagement. Professional learning goals were mapped explicitly to BOSTES National Professional Standards for Teachers.

Additionally, education staff were assigned a mentor and engaged in an ongoing process of reciprocal lesson observation and feedback throughout the academic year. In each lesson observation, education staff provided feedback using a framework derived from BOSTES National Professional Standards for Teachers.

In 2015, the College restructured its afternoon meeting schedule in order to create time for additional after-school professional learning sessions. Education staff chose sessions based on interest and relevance to their learning goals; most attending significantly more than the minimum number of required sessions.

Education staff attended a range of external professional development courses. At the conclusion of each external professional development day, education staff completed a Course-Based Professional Development Reflection / Action Plan, in which they were provided the opportunity to both reflect on their own learning and specifically plan how their new learning would be put into action at NWCC. College education staff participated in 37 external professional development courses over the course of 2015.

At the end of Term 2, all education staff met with both the Principal and the Director of Professional Learning to reflect on their progress towards their professional learning goals. Education staff met again at the end of the year with their relevant supervisor (Director of ELC/OSHC, Head of Primary Years or Head of Secondary Years), the Director of Learning Innovation and the Principal to reflect on their overall achievement and plan for future professional learning.

Education staff were also encouraged and supported in the pursuit of post-graduate studies in education, or another relevant field. In addition, some Facilities, Administration and Education staff undertook the Preliminary Theological Certificate through Moore Theological College.

Mr Owen Laffin

Director of Learning Innovation



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.

The College has rolled out new equipment across the campus improving functionality in the classrooms and other learning spaces. All Kindergarten and Stage One classrooms have been fitted out with Interactive Flat Panel Displays. These systems allow the students and teachers to interact with the technology by touching an image, making it simpler for students and teachers to use the technology. The quality of the picture and sound has drastically improved with the LED technology and built in speaker systems. All Stage Two and Stage Three classrooms have been fitted with new large screen LG Smart Televisions. The clarity of the new screens means that students can clearly see the screen and allows teachers to display content from multiple sources. Technology has been improved with the installation of large TV screens, a mobile interactive TV and updated data projectors into the Secondary Classrooms. The Performance Space data projector has also been upgraded to improve presentations to the Secondary College during Assembly and Chapel.

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 upgrade to Edumate 5 integrates the student diary function within Edumate. This results in more accurate data in students' diary as it is now linked to students' timetable, College Events and scheduled Assessment Tasks. Secondary students and parents are now able to track assessments tasks online, seeing when they are due and get results and feedback as soon as they are entered by teachers.

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 continue to 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. In addition to Gmail and google Drive, all Norwest Christian College students now have access to Microsoft Office 365. This means that students are able to use Microsoft Office software if they have a compatible device. The Stage Four and Stage Five students now have access to all their textbooks via JacPlus. Other Stages use online texts where available. The last year saw the increased use of iPads for Kindergarten and Stage One.

We have continued to reduce 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 2016 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



EXTERNAL ASSESSMENTS

HIGHER SCHOOL CERTIFICATE

In 2015, 29 students studied the HSC at the College in 16 subjects. All of these students were awarded the Higher School Certificate.

For the third time, students from Year 11 completed one of five HSC subjects 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 (bands 4-6). The relatively small size and different ability levels of the cohorts to some extent explains the variation in achievement over time. As always, however, HSC result analysis has been performed by the Key Learning Area Coordinators to enhance teaching and learning in order to maximise future results.

| Course | 2015 | | 2014 | |
|------------------|------|-------|------|-------|
| | NWCC | State | NWCC | State |
| Ancient History | N/A | | 74 | 57 |
| Biology | 71 | 60 | 89 | 62 |
| Business Studies | 67 | 66 | 69 | 67 |
| Chemistry | N/A | | 82 | 75 |
| Drama | 100 | 82 | N/A | |
| Economics | N/A | | 30 | 73 |
| English (Adv) | 100 | 91 | 100 | 92 |
| English (Std) | 33 | 42 | 42 | 40 |
| Food Technology | N/A | | 30 | 54 |
| IPT | N/A | | 67 | 67 |
| General Maths 2 | 75 | 50 | 100 | 51 |
| Industrial Tech | 75 | 55 | N/A | |
| Legal Studies | 50 | 68 | N/A | |
| Mathematics | 78 | 80 | 67 | 82 |
| Modern History | 82 | 72 | 90 | 75 |
| Music 1 | 100 | 88 | 100 | 89 |
| PDHPE | 73 | 62 | 58 | 63 |
| Visual Arts | 100 | 88 | 100 | 85 |

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

| Extension Course | 2015 | | 2014 | |
|------------------|------|-------|------|-------|
| | NWCC | State | NWCC | State |
| Maths Ext 1 | 83 | 84 | 60 | 74 |
| English Ext 1 | 100 | 94 | 86 | 93 |
| English Ext 2 | 100 | 82 | 66 | 77 |

Other highlights in a very small cohort included:

- The achievement of one Band 6 in Mathematics
- The achievement of one Band 6 in Music 1
- The achievement of one Band 6 in PDHPE
- The achievement of two Band 6 in Drama
- A substantial reduction in the number of students achieving in Bands 1-3, and a subsequent increase in students achieving Bands 4-5.

Ongoing Challenges included:

- Data analysis conducted on the 2015 HSC Results demonstrates an ongoing need to improve student literacy across all subject areas.
- Students achieved well overall in multiple-choice examination items and shorter answer questions, while students achieved relatively poorly in examination items requiring extended responses.

NAPLAN

NAPLAN data provides the College with a valuable 'snapshot' of student performance across a number of learning domains on a given day of the year. Along with a range of other data, including the results of International Competitions and Assessments for Schools (ICAS), Progressive Achievement Tests in Mathematics (PAT Maths) and the York Assessment of Reading for Comprehension (YARC), NAPLAN data is used to inform the selection of approaches to teaching and learning that best suit the learning needs of every individual child and young person.

The 2015 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 results across all areas demonstrate the impact of an increased focus by all education staff on Literacy and Numeracy, both in



classroom pedagogy and in the teacher professional learning program.

Results

In Year 3 students achieved considerably above state average results in a number of areas. 46% of students achieved in the top band for Reading compared with 31% in the state. 43% of students achieved in the top band for Grammar and Punctuation compared with 32% in the state. 18.5% of students achieved in the top band for data, measurement, space and geometry compared with 13% in the state, and finally, 26% of students achieved in band 5 for number, patterns and algebra compared with 19% in the state. No student fell below national minimum standards in any area.

In Year 5 students achieved above average results in some areas. 21.2% of students achieved in the top band for Reading compared with 17.5% in the state. 70% of students experienced a greater than expected level of growth in Writing. In Year 5 no students achieved below national minimum standards in Writing, Spelling or Numeracy.

In Year 7, students achieved above state average results in Reading, Writing, Spelling, Grammar and Punctuation and Numeracy, in some cases significantly so. Spelling was a particular strength in Year 7, with 51% achieving in the top two bands. In addition to overall above-average results, a higher percentage of Norwest Christian College Year 7 students achieved greater than, or equal to expected growth rates than the state average in all areas: Reading, Writing, Spelling, Grammar and Numeracy.

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 Grammar and Numeracy, in which a higher percentage of Norwest Christian College Year 9 students achieved greater than, or equal to expected growth rates.

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 2015 as part of their studies.

STUDENT RETENTION RATES

Apparent Retention rates Year 10 to Year 12:

| | |
|------|-----|
| 2010 | 35% |
| 2011 | 75% |
| 2012 | 87% |
| 2013 | 60% |
| 2014 | 84% |
| 2015 | 78% |

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

| | |
|------|-----|
| 2010 | 33% |
| 2011 | 73% |
| 2012 | 59% |
| 2013 | 56% |
| 2014 | 80% |
| 2015 | 73% |

POST-SCHOOL DESTINATIONS

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

| | |
|------------------------------|-----|
| University | 80% |
| TAFE or Vocational Education | 10% |
| Workforce/Traineeship | 10% |



University Entrants

Over one-quarter of university applicants received early offers for tertiary courses at universities including Macquarie University, Western Sydney University and the University of Notre Dame. Courses of study for the 2015 HSC cohort include pursuits in the fields of Medicine, Law, Security Studies, Ancient History, International Studies, Education, Criminology, Applied Finance and Business.

ATTENDANCE

| COHORT | AVERAGE ATTENDANCE |
|------------------------|--------------------|
| Kindergarten | 96.1% |
| Year 1 | 96.7% |
| Year 2 | 96.0% |
| Year 3 | 95.0% |
| Year 4 | 96.5% |
| Year 5 | 93.7% |
| Year 6 | 95.8% |
| Overall Primary | 95.7% |

| | |
|--------------------------|--------------|
| Year 7 | 95.5% |
| Year 8 | 94.3% |
| Year 9 | 94.9% |
| Year 10 | 91.7% |
| Year 11 | 93.3% |
| Year 12 | 93.9% |
| Years 7-10 | 94.1% |
| Years 11-12 | 93.6% |
| Overall Secondary | 93.3% |

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 seeking to ensure 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 that are 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 successfully make their way through their school life. The College maintains a positive and safe Christian culture and learning environment 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 number 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 at the end of the school week 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 has been updated since the last Annual Report to fully comply with State government regulations

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 are 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. The College's Complaints and Appeals 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 has been adjusted since the last Annual Report with the inclusion of a more explicit Appeals process.

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 essentially unchanged since the last Annual Report.

Community Service

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

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



Curriculum

The College's Building Purposeful Lives framework seeks to grow students who love God, have a strong moral and civic compass, great character, and who are capable of making a difference in the world. The learning associated with civics and citizenship takes place throughout the curriculum, however has particular focus during the following specific 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 2015 academic year Norwest Christian College community consisted of 456 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.

50% of students 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, Baukham Hills; and
- Glendenning, Oakhurst, Plumpton, Dean Park, Hassall Grove.

COMMUNITY SATISFACTION

Surveys of community perception and opinion are conducted annually and inform the College's planning processes. In early 2016, a new style of survey was implemented in reflection on the 2015 school year. New

questions were asked to gain a fresh insight into community perceptions, opinions, and satisfaction. 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

Parents were asked a number of questions with responses given on a sliding scale.

The College demonstrates a clear commitment to improving learning for all students.

- 88% agree
- 5% neutral
- 7% disagree

The College places a high priority on student well-being.

- 83% agree
- 8% neutral
- 9% disagree

The College environment is safe.

- 86% agree
- 8% neutral
- 6% disagree

These responses represent very strong approval in all three areas. In addition, whilst this year's survey did not directly address satisfaction with the College's Christian culture, content and programs, and support for the College's Chaplain, anecdotal data suggests that the 97% approval rating from previous years has not changed.

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 culture is very calm and caring;
- they are required to work hard and are generally very busy.

The College demonstrates a clear commitment to improving learning outcomes for all students

- 100% agree
- 0% average
- 0% disagree



The College has clearly articulated strategies for improving levels of student achievement and wellbeing

- 93% agree
- 7% neutral
- 0% disagree

Student Satisfaction

My College expects all students to learn successfully.

- 88% agree
- 6% neutral
- 6% disagree

The College has high expectations of student behaviour.

- 94% agree
- 2% neutral
- 4% disagree

The College environment is safe.

- 85% agree
- 7% neutral
- 8% disagree

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 service.

STAFFING COMPOSITION

In 2015, the College employed 68 individuals and engaged 6 casual staff, none of which were indigenous Australians. Of the 68, 36 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 97%.

TEACHER QUALIFICATIONS

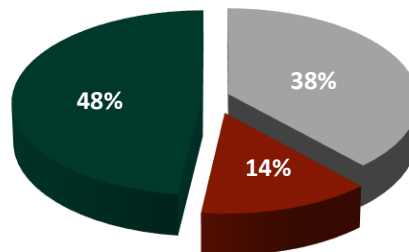
All teaching staff have graduate qualifications from a higher education institution within Australia or overseas (as recognised within the National Office of Overseas Skills Recognition guidelines).

TEACHING STAFF RETENTION

34 of the 36 teaching staff from 2015 returned in 2016. This is a retention rate of 94%.

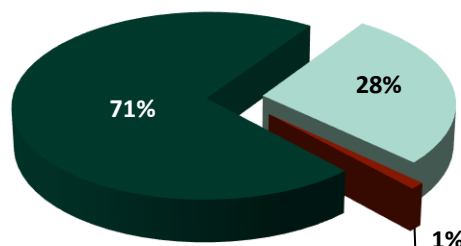
FINANCIAL INFORMATION

INCOME



- Federal Government
- State Government
- Fees & Other

EXPENDITURE



- General
- Capital
- Salary and Related

