

norWEST
CHRISTIAN COLLEGE

STRENGTH OF PURPOSE

continue in what you have learned...
so that [you] may be thoroughly equipped
for every good work.

2 Timothy 3:14-17



Annual Report
2016

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.

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. Our hope is that each child in our care comes to love God, and 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 and motivation to our lives. All that we do at Norwest Christian College is aimed at bringing all three of these elements together.

Ian Maynard
Principal

MESSAGES FROM KEY BODIES

BOARD OF DIRECTORS

The year past has indeed been a year of much growth for the College with its exciting positives: introduction of innovative changes to teaching spaces, appointment of our new Deputy Principal, and the positive injection of new people and fresh ideas for making your College a very special place of learning for all students.

College life is not just about learning, but about the individual. It's a place for living in a community where young people can feel God's loving presence so that each day expresses the fullness of life, each day is a day of personal growth, and each day brings true meaning and encouragement on a deeply personal level.

The College attained a critical turning point in 2016 with good growth in student numbers and our core visioning for education deliverables has allowing us to achieve even beyond our expectations. The College has consolidated its financial support, and is on a program of new building improvement works to upgrade teaching spaces and expand curricula into the future. We now have a medium and long term Master Plan for the development of the College property over many years to come to accommodate what we believe will be a growing need for educational facilities in the area.

Our executive team is also focussed on bring the very best in education to your child. Through the study tour conducted in the United Kingdom this last year the Executive experienced the new "Building Purposeful Lives" (BPL) learning systems in action in UK Colleges where the best of the best in schooling using this method has been pioneered.

This investment is an investment into our students for years to come as we build the learning capacity of each individual in a focussed Christian way. Our Board retreat this year will also focus on how we can better serve the Executive and our students in maximising their individual capacities to learn and grow in ways that are honouring to God.

We are now on a wonderful trajectory to make Norwest College a very special place to enable more and more children reach their God given potential and personal life goals through being a leader in the field of education and life skills delivery.

This of course doesn't just happen. There are so many people who we owe this progress to. They are of course



our Executive team, teachers, support staff and the many, many, parents, family members and volunteers who make the College what it is today.

I want to extend our heartfelt thanks for your dedication and effort in making our College the premium College that it is.

This coming year we will be building on the many strengths that we have already achieved over many years, expanding still on our vision for the future of the College. As I said last year we are building a better College to enhance and maximise life outcomes for each and every child in our care. This must remain our core focus.

Let's be bound in all of the above through our love of God and each other remembering to always praise Him through the sadness and the joys that we experience together.

For and on behalf of the Board of Directors

Brian McSweeney

Chairman

PARENTS & FRIENDS ASSOCIATION

The Norwest Christian College Parents and Friends Association was honoured to be involved in supporting the Norwest Christian College community during 2016.

The goals of the P&F are to nurture an inclusive community among College Parents and Friends, and to inform and equip them with the knowledge and skills to support their children in the development of faith and character. We also support the College, students, families, Board and staff in prayer, and we aim to raise funds to support the College in the improvement of the facilities, in partnership with the College Executive.

To help welcome families into the College community, the P&F again held a "Celebration Morning Tea" for parents at the start of the school year. "The Bridge Café" (Riverstone Baptist Church) volunteers kindly provided café style beverages at this event. The following week, we held the annual "Know Your Norwest" Welcome Dinner, attended by over 350 parents and children.

The major fundraiser in 2016 was the sponsorship of the College Cross Country event. We raised over \$9,500, which was a wonderful outcome. In partnership with the College, the P&F have donated \$9,000 towards the Outdoor Seating Initiative, to form part of a new outdoor stage area. The other fundraisers in 2016 were the sale of

the Entertainment Books, along with a commission from Student Banking.

2017 will be a fantastic year for the College. The community is growing and we encourage all parents to become involved in supporting P&F activities, volunteering at events and joining us at our regular meetings. They are an exciting opportunity to hear from the College Executive in their various areas of expertise, and help us with ideas, planning and fun for the events ahead. All are most welcome!

I would like to take this opportunity to thank the other members of the P&F Executive of 2016 – Graham Wakeling (President); Arienne Lawler (Vice-President) and Sheryll Dustin (Secretary), as well as the Volunteers, Staff and Students that supported our endeavours during the year.

Julie McCorkell

2016 P&F Treasurer

STUDENT LEADERSHIP

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

This year saw the launch of our Building Purposeful Lives Framework. Along with the input of students, parents and staff, the College has developed not only a framework for learning, but also a framework for life. BPL sits at the heart of all that we do as a community and reflects beautifully the values of our community and the things we do, as well as the way we seek to live; children, young people, and adults together, both at school and at home in our family lives – to love God, pursue our purpose, and build our capacity by managing our lives well, engaging with our world, being creative in our pursuits and relating with those around us in a way that honouring.

Service Learning continues to be a significant part of the culture of the College, and through the encouragement of our teachers and programs such as the Norwest Challenge, we are encouraged to look left and right for opportunities to fill the needs of those around us. We are proud to announce that this year, over 800 hours of community service was undertaken by secondary students alone, and through service we know that we are purposeful and consistently adding value to the lives of others as Christ did as our example.



The extra-curricular arm of the College continues to grow each year, and 2016 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 Elton 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 Secondary Students and Staff in this year's musical, Hairspray 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 conclusion of 2016 we feel privileged to have been part of a supportive environment over so many years. We look forward to the exciting future each student will have at Norwest, knowing they are supported by a community who has an unfailing belief in what they can accomplish, and a constant encouragement to pursue the purpose for which they have been created.

Naomi Abercrombie
School Captain

Nicole Sequeira
School Captain

PRINCIPAL'S REPORT

As we are commanded we are ever thankful to our Heavenly Father for His ongoing grace, presence and guidance for our community. Because of Him we continued to be blessed by the culture that He has grown among us. I am continually encouraged by the deep sense of community reflected in the many high quality events that punctuate the College calendar each year. These events are the fabric that bind our community together, and give us opportunities to celebrate and demonstrate the value we have for our students, for each other and for our Lord Jesus Christ. They include 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 - Hairspray, the Father's Day Breakfast, Christmas services, presentation ceremonies, and Glow - our Christmas carols finale. The reports that follow this one will reflect on the activities of the year, some of which have been named above. They will also reflect on the wonderful learning that took place throughout 2016. My responsibility however, 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.

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.

Thanks are also due to the whole staff team, who throughout 2016 were unwavering in their commitment 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 overseeing all building and renovation projects, maintaining College facilities including our fleet of buses, caring for those with illnesses and injuries, providing administrative and technical support, fitting our students in official school uniforms, catering for the hungry hoards each recess and lunch time, developing the College brand and advertising collateral, and managing the many enrolment enquiries that flood our office. Our Deputy Principal, Mr Graeme Phillips, continued to deliver his special brand of energy to daily life at the College. Ms Linsey Moir, the Director of our ELC and OSHC programs, Mrs Tara Waller, the Head of Primary Years, and Mrs Geraldine Paynter, the 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 Learning Innovation continued to work with our educational staff to ensure they continue to exhibit the principles of life-long learning.

In 2016 we unfortunately said goodbye to some members of staff, who had each made very significant contributions to our community. Most notably we celebrate the achievements of Graeme Phillips, our much-loved Deputy Principal. Mr Phillips was affectionately known as our in-house game-show host because his fun-loving spirit impregnated every College event, and infected every heart, blessing us all. He was also a tremendous mentor to some staff and students, changing many lives. Finally, during my leave Graeme did an admirable job as Acting Principal. In addition, a number of staff members who worked in a variety of capacities moved on to the next phase of their working lives, including Athena Patel, Beth Lowe, Michelle de Rooy, Jacque Thorpe, David Powell, Melanie Sharp, Brianna Robertson, and Bronwyn Davies. We value their time with us, and are thankful for their service to our community and the difference they each made to our lives.

2016 IMPROVEMENT TARGETS

2016 was the second of three years in which we are working towards a specific set of strategic goals, and we made significant progress towards our improvement targets.

Strategic Planning

The College's Strategic Planning process continued with a range of consultations and extensive research into the development of a Master Plan for the development of College facilities. A draft Master plan will now ensue for presentation to the community in 2017.

Powerful Learning

After consultation with parents, we identified the essential traits that we wanted to see in our students when they graduate. These dispositions, as they became known, were then provided with some structure in our Building Purposeful Lives (BPL) framework. This framework now finds itself posted in every space within the College and in many homes of College families.

The launch of BPL provides us with a structure and language with which to unify our efforts towards our common purpose; leading the young people for which we are responsible to love God, pursue their purpose, and build their capacity.

Throughout the year, parents and staff gathered together in various settings to consider and discuss how to work together to progress these goals on campus and in a domestic setting. Teachers began the process of incorporation into programs and lessons, whilst leaders considered its effects on College culture and pastoral programs. Meanwhile, parents considered how to absorb into their family's routines. Eddy, Riley, Molly, and Coco, our BPL characters, have become a part of our students' everyday lives, at school and at home.

Literacy

The College continued to focus on literacy. K-2 educators have now fully embedding the new approach to the teaching of spelling. All other teachers embedded various strategies to develop the literacy of their students in their teaching and learning programs and practices.

Professional Learning

The College completed the implementation of its Professional Learning Program into the practice of every staff member, each person having a Professional Learning Plan ready for the 2017 school year, with learning goals related to both professional standards and personal aspirations.



Classrooms

The construction of the Stage 3 learning space was well underway by the end of 2016. The combination of classroom spaces and a shared open space is intended to extend the sense of community in Stage 2 to our Stage 3 students. The spaces will accommodate a variety of 21st Century learning strategies and allow educators to experiment with a variety of new pedagogies.

2017 IMPROVEMENT TARGETS

2017 is the final year of the current strategic plan and so improvements over the life of the plan will be quantified and outcomes reported in the 2017 Annual Report.

Strategic Planning

Looking forward to the 2018-2020 Strategic planning period consultation will be undertaken, improvement priorities established and the next three year plan documented.

Classrooms

In 2017, renovations to the ELC outdoor spaces and classrooms will be completed. In addition, renovations to the Stage 3 classrooms (Phase 2) will be finalised and Phase 3 of our Primary precinct upgrade planned for construction in 2018. This project involves a further suite of new classrooms with shared spaces to support the expansion of each cohort in the coming years.

Powerful Learning

The College will continue the implementation of its Building Purposeful Lives framework into College culture, learning programs, pastoral programs, and the home lives of College families.

Literacy

The College will finalise a literacy continuum; a pre-school to Secondary approach to the development of literacy skills that will impact every College classroom and every student.

Student Leadership

Heads of Primary and Secondary, in consultation with students, will undertake a complete overhaul of the student leadership structure to incorporate a Student Council and other collaborative innovations.

LOOKING FORWARD

We trust and pray that throughout 2017 the blessing that has been so evident upon the College would continue, that it would continue to flourish, that many new families will begin their partnership with our community, and that each and every member of our community draws closer to God and discovers a compelling purpose that motivates them and provides meaning to their life.

Ian Maynard

Principal

OVERVIEW OF 2016

EARLY LEARNING CENTRE

The College has been providing quality education and care for children in the years prior to Kindergarten, for more many years. A child's early years are a crucial time of development and growth with 90% of a child's brain developing before the age of five. Children in the Early Learning Centre (ELC) are engaged in a range of play-based activities to challenge and nurture them academically, physically, socially and spiritually. Our programs are founded on the principles of the Early Years Learning Framework – "Belonging, Being, Becoming".

We continued to enrol children throughout the year and for the first time the Preschool Program (Caterpillars) enrolled more children than the Preparatory Program (Butterflies); with parents acknowledging the benefits of a quality Early Learning program for the two years prior to Kindergarten.

Our ELC also provides a high quality School Readiness Program with over 80% of our students progressing to Kindergarten at Norwest Christian College.

Specialist Activities

The children always enjoyed their weekly visits to the library and were keen to go even when it was pouring with rain. We strongly encourage reading with children and always find time in our schedule to fit in a least two stories a day, often more. Spending time reading with children increases their vocabulary, inspires their imagination and improves their concentration skills.

Mr Ben continued to inspire many young children with his love of music, teaching some of our keen musicians some basic chords on the ukulele and guitar. These children loved joining him each morning for our praise and worship time.



The children enjoyed spending two weeks watching chickens hatch and grow and learning about the life cycle of a chicken. This interest was later extended to look at the life cycles of other animals.

Quality Improvement Plan

The ELC priorities for improvement in 2016 included:

Quality Area 1: Improve communication with parents about the progress of their child

- The ELC introduced Storypark to parents. This was very popular with a 100% uptake from parents and information about a child's day and their learning being regularly communicated to families.
- The Student Portfolios were amended to ensure they included a wide range of work samples covering a majority of skills.

Quality Area 2: Improve the hygiene practices of the Centre

- This was achieved by embedding regular cleaning cycles in the daily program.
- Hand sanitiser (non-flammable) dispensers were installed in the rooms.

Quality Area 3: Improve opportunities to develop sustainable practices in the service

- We established a worm farm and set procedures in place for children to sort rubbish into what was able to go to the works and what was not suitable.
- Paper Recycling bins were introduced and children encourage to dispose of used paper in these bins rather than throwing it away. Some of this paper was then shredded and made into new paper.

Quality Area 6: Improve the orientation process for new families

- An improved orientation process was implemented to ensure all new families were welcomed and informed about procedures. This will be further developed in 2017 with the production of an updated Parent Information Handbook.

Community Events

During 2016 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 the school holiday periods operating a holiday program closely aligned to the Vacation Care Program. The children enjoyed a range of

activities including a Lego Robotics Day, cooking, science and a trip to Ten Pin Bowling and BOING Central; a local trampoline centre.

Linsey Moir

Director ELC/OSHC

PRIMARY YEARS

The Primary years are a wonderful time of growth and development. 2016 saw the addition of 1 new class for Primary, with the addition being a fifth Stage 1 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 people who have inspired others or have achieved greatness in their area. We were aiming for all children to understand that it is possible for them to achieve greatness in their life, and that greatness often comes with hard work and commitment.

Curriculum

The curriculum taught at the College aligns with guidelines set by the Board of Studies. The curriculum is taught through a biblical worldview. 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 continued to place an emphasis on the acquisition of key literacy and numeracy competencies for all students. 83% of the Kindergarten cohort were reading at or above expected reading levels for their age, 90% of Year 1 students were reading at or above expected reading levels and 91% of Year 2 students were reading at or above expected reading levels.



Students were encouraged to participate in the Premier's Reading Challenge, with approximately 75% of primary students completing the challenge this year, a similar level of participation to 2015.

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 focus on mathematics has been supported in 2016. Teachers have received extensive teaching training in this area. This focus begins with problem solving, where students explore brand-new concepts and then use their findings to derive algorithms and new understandings. It works by creating light-bulb moments for students and enabling them to discover for themselves underlying mathematical principles.

Christian Focus

The 2016 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 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 provided the opportunity to select their music focus for 2016. They were able to select to be part of the Stage 3 Band, Stage 3 Strings group or the Stage 3 Composition group. 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, and cricket. Our students received pleasing results.

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, creative arts, gardening, designer, choir;
- Excursions & 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 to College families and other local schools for many years. The Centre opens at 6.30am providing a nutritious breakfast and time to relax with friends over a milk or juice.

After School Care is open until 6.30pm providing a range of activities, including an opportunity to complete homework, practice instruments, 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 our Science and Cooking Days. Some other highlights in 2016 included a Lego Robotics Day, lots of water fun days and a visit to BOING Central; a local Trampolining Centre.



Quality Improvement Plan

Our priorities for improvement in 2016 included:

Quality Area 2: Review and consolidate the Risk Assessment and Management plans for activities in accordance with College policy.

- All educators were trained in the completion of a Risk Assessment and Management Plan

Quality Area 5: Establish and reinforce behaviour expectations – children coming in from different schools have different expectations.

- This was achieved by spending time over a few weeks talking to the children and having them provide input about what is acceptable and what is not and the possible consequences of inappropriate behaviour.

Quality Area 5: Increase opportunities for children to feel included and supported in the program.

- This was achieved by providing a suggestions book where children were free to write what food or activities they would like at the Centre. Where possible these were included in the next week's program. A range of new resources were purchased to provide an increased range of activities available.
- At least four indoor activities are programmed for each afternoon along with two empty tables for 'children's choice' plus outdoor activities.

Linsey Moir

Director ELC/OSHC

SECONDARY YEARS

It continues to be my pleasure to lead the Secondary Years of the College. These are significant 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 committed to the service of others in need, pursuing opportunities available to them to meet those needs both within our own College and wider community. They are dedicated learners, encouraged at every opportunity to participate in their learning and curriculum in creative and productive ways, engaging with our Building Purposeful Live framework for learning and life. They are also learning to learn, exploring our BPL dispositions and the habits necessary for life-long learning and purpose within the world. The Secondary educational staff are committed to meeting the needs of students academically, spiritually, physically and pastorally; partnering with parents as they navigate the adolescent years with their children.

Student Well-Being

Attention to 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 an ever-changing 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 as appropriate. In 2015 the Well-Being Team scoped a new program for implementation through 2016 and 2017, focusing upon each of these priorities. The program includes our Future's (careers) program, and learning about time management, organisation skills, emotional intelligence, and respectful relationships. Each of these are underpinned by the College's BPL learning framework, developed in consultation with parents, staff and students.

Stage Coordinators are supported by staff 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 our mentors for these goals is 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 2016 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 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 Naomi Abercrombie and Nicole Sequeira, supported by Stephanie Maynard and Breeanna Snowden as Vice Captains, were instrumental in increasing student involvement in various interest groups, including our growing student ministry lunch group Tenacious. Sports leaders, for example, led many whole-school lunch competitions in soccer and other sports, fostering a love not only of the outdoors, but the community in general. 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.

In 2017, the College will launch its first Student Representative Council, with student representation from each portfolio. This SRC will cement student leadership as a focus of the College, where student voice and efficacy are prioritised. Following its development in 2016, the Year 11 Leadership Program will begin in 2017, training future student leaders in the practical aspects of leadership as they plan events and support others with their time, talents and enthusiasm.

Chaplain and Biblical Studies

Mr Julian Elton, College Chaplain oversees the teaching of Biblical Studies to students from Years 7 to 10, and the College-wide Chapel program. Mr Elton worked extensively 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, and the growth of this group is a testimony to the Christian culture of the College.

Service Learning and Mission

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 fourth 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 provided to 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 was excited to again be recognised for its important work in this area, with the 2016 Community Connections Award from Adolescent Success, a professional body specialising in middle year's education.

The College also continues its relationship with our local pre-school, Ready to Learn, Riverstone. Each week our student volunteers visit RTL and organise games and activities, running their own literacy programs. The program has been very well received by staff and children 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 2016, Stage 4 continued the sponsorship of their Compassion child in Ghana, and support of TEAR fund in their Slum Survivor program. Stage 5 focused their energy upon Samaritan's Purse Operation Christmas Child, the Big Blue Bash supporting positive mental health initiatives, and the College's Cambodia Mission. Stage 6 students sponsored the efforts of Destiny Rescue, an organisation committed to ending human trafficking in SE Asia.

This year a group of Secondary teachers worked as a professional learning team with the goal of further linking our service initiatives with learning in the classroom – a focus for 2017. In addition, plans are underway to grow the service opportunities available to our students, with the addition of a partnership with a local nursing home where students will volunteer to go and build relationships with residents.



Creative & Performing Arts

The highlight of our Secondary creative calendar was our musical performance of Hairspray Jr.! With over one hundred and thirty performers and crew, our secondary students shone on stage, bringing with them their enthusiasm and talents to this wonderful production. Students were blessed to perform in front of audiences from other schools, and for three nights to their family and friends. Many other students, staff and parent volunteers supported the event in rehearsal, planning, sewing, making sets and props, supporting the technical crew and helping with makeup, and for their assistance we are immensely grateful.

The Creative Arts teachers in the College led many wonderful events across the year. Live@Norwest (three events), Chapel, Easter Service, 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 2016 Hawkesbury Eisteddfod where the Intermediate and Chapel bands places 3rd and 4th in their competition sections respectively.

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.

Excursions & Incursions

Throughout 2016 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, Driver education, Titration Stakes, Youth Parliament, World of Maths, OnStage HSC Drama and Encore HSC Music, amongst many incursions.

Students in Year 10 also participated in 'Entrepreneur 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 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 Pyrmont and supporting urban charities such as Our Big Kitchen, Rough Edges and The Wayside Chapel.

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

In Term 3, Year 10 went to the ski fields for a five day recreational skiing and snowboarding camp that builds resilience and perseverance in the NSW alpine region.

Academic Competitions and the Premier's Reading Challenge

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. The PRC was held across



Years 7-9, with a number of students recognised for their continuous participation throughout their school years with the Premier's medal.

Summary

The Secondary Years has a growing reputation in the community for providing students with a secure and safe place to learn and grow. We are a community of learners who are encouraged to invest in their faith journey and relationship with God and others, making lifelong connections and friendships. Our community values its own privilege, and serves others with empathy and a compassionate heart with their gifts and talents. Students take ownership of their own learning and align their goals to purposeful engagement with all they do with a high sense of their own efficacy, reflecting on the world around them and being aspirational about their place in it.

Mrs Geraldine Paynter

Head of Secondary Years

TEACHER PROFESSIONAL LEARNING

Throughout the course of 2016, the College's education staff engaged in a program of guided, individual professional learning, centered on two 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.

The College has continued to identify literacy as an area of specific priority for academic improvement, 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, and were increasingly described through the language of the Building Purposeful Lives Framework.

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.

The College's afternoon meeting schedule was ordered so as to create time for additional after-school professional learning sessions on Monday afternoons. Education staff chose sessions based on interest and relevance to their learning goals; most attending significantly more than the minimum number of required sessions. Additionally, Tuesday and Thursday afternoons were reserved for small group, team collaboration in recognition that it is in this setting that much targeted professional learning occurs.

Education staff attended a range of external professional development courses, provided by the AIS, TTA and other professional associations. 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. Education staff also liaised with external providers through on-site in-service courses.

At the end of Term 4, all education staff met with both the Director of Professional Learning and either the Director of ELC/OSHC, Head of Primary Years or Head of Secondary Years to reflect on their progress towards their professional learning goals and 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.

Mrs Owen Laffin

Director of Learning Innovation

INFORMATION SERVICES

In 2016, we made significant progress to transforming Information Services to provide better support to learning activities and administration in the College. We focused on:

- Individual growth: Supporting Teaching and Administrative staff to improve efficiency.
- Improving infrastructure: Pre-empting points of failure in the system, replacing and updating equipment where necessary.



- Support of teachers: Support teachers who prepare students to live in a world that is increasingly reliant on technology to better inform themselves and to participate in our broader society.

With the increase in enrolments and the introduction of new devices to our College we need to continually improve our wireless and wired network. This year we purchased ten additional Aerohive Access points to provide better wireless coverage to existing areas mainly in the Secondary College. We also reconfigured and added new switchers to improve the connection from the Primary College and Administration building to the servers and internet connection located in the Library. Parts of hardware and software used to connect to the internet were replaced to improve internet speed.

The first phase of a new lighting system was installed in the Auditorium to ensure a basic level of lighting to the stage of the Auditorium allowing for increased use of this space for College events, Assemblies and Chapel services. Next year will see an upgrade to the sound system in this space.

Our library software was upgraded to a new version that now allows teachers to loan books and track students borrowing of books. The improvement to this process increases the time available to teachers and students for reading and library activities. This also frees the librarian from processing the borrowing of resources and has improved the tracking of students use of library resources.

A new semi-professional video camera was purchased to record training sessions and other activities around the College. The ability to record and review training sessions will improve the training of current and new staff and provide a resource to review our current training practice. The video camera is also used in classes by students and during

The security across the Campus has been improved with the addition of a video camera system. Twelve new cameras have been installed to cover all the likely entry points to the college. These cameras are linked via the College network to a recording device capable of storing up to thirty days of continuous video from all cameras. The live feed is accessible for both within the college and externally using a web browser or an app on a portable device. This improves the security of the campus and the safety of staff that need to monitor activities on campus both during and after College hours.

This year saw the improved use of the 3D Printer. Students have improved in their knowledge of how to design objects that can be successfully printed on the Colleges printer. The quality and complexity of the objects designed and printed have improved during the year. There are now a constant steam of projects that are successfully printed and increases the need to purchase a better quality printer in the near future.

ICT support has been relocated to its new location in the LRC to ensure continued easy access for ICT support by both staff and students. The servers and cabling have been moved into a secure area that is independently cooled. The new area includes better storage and work area.

We look forward to 2017 with the improved resources being made available to students, teachers and parents. The added efficiencies to the network, software and internet will ensure that students will be able to collaborate and innovate as they engage with Gods creation and influence in their lives.

Mr Mervyn Moodley

Director of Systems and Technology

EXTERNAL ASSESSMENTS

HIGHER SCHOOL CERTIFICATE

In 2016, 21 students studied the HSC at the College. All of these students were awarded the Higher School Certificate.

For the fourth 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. Due to the ongoing success of this program, the Board of Studies (as of January 2017 the NSW Educational Standards Authority) invited the College to move from an annual application for permission to annual notification of intent to provide focused courses.

The following table represents the percentage 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	2016		2015	
	NWCC	State	NWCC	State
Ancient History	100	58	N/A	N/A
Biology	57	65	71	60
Business Studies	66	65	67	66
Chemistry	75	64	N/A	N/A
Drama	N/A	N/A	100	82
Economics	12.5	74	N/A	N/A
English (Adv)	88.8	90	100	91
English (Std)	58	49	33	42
Food Technology	50	59	N/A	N/A
IPT	100	63	N/A	N/A
General Maths 2	71	52	75	50
Industrial Tech	N/A	N/A	75	55
Legal Studies	N/A	N/A	50	68
Mathematics	100	76	78	80
Modern History	60	73	82	72
Music 1	100	89	100	88
PDHPE	70	62	73	62
Visual Arts	100	87	100	88

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

Extension Course	2016		2015	
	NWCC	State	NWCC	State
Maths Ext 1	100	79	83	84
English Ext 1	100	95	100	94
English Ext 2	100	79	N/A	82

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
- 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 2016 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 2016 NAPLAN results for Years 3, 5, 7 and 9 show strengths in Norwest student achievement in Literacy (particularly Reading) and Numeracy as well as areas that show room for growth and improvement, 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.

Throughout the course of 2016 The NSW Education Minister made a series of announcements signalling that from 2019 in order for students to pre-qualify to receive their HSC at the conclusion of their studies they would need to demonstrate minimum standards in Literacy and Numeracy. The easiest method by which students may demonstrate these minimum standards will be through the achievement of Band 8 in Reading, Writing and Numeracy in the 2017 NAPLAN Examinations. Throughout Term 4, 2016 students whose 2015 Year 7 NAPLAN results indicated they were tracking for achievement at Band 7 in any of these strands were targeted for intensive remedial study and NAPLAN preparation. All students beginning their Year 9 studies in Term 4, 2016 were provided with additional NAPLAN preparation in English and Mathematics classes in order to maximise their results.



Results

In Year 3 students achieved considerably above state average results in a number of areas. 41% of students achieved in the top band for Reading compared with 27% in the state. 51% of students achieved in the top band for Grammar and Punctuation compared with 31% in the state. 67% of students achieved in the top two bands for Spelling, 73% of students achieving in the top two bands for Grammar and Punctuation and finally, 41% of students achieving in the top two bands for numeracy.

In Year 5 students achieved above average results in some areas. 49% of students achieved in the top two bands for Spelling. 46% of students achieved the top two bands for Grammar and Punctuation. A majority of students experienced a greater than expected level of growth in Writing. 40% of students in Year 5 achieved the top two bands in numeracy.

In Year 7, the overwhelming majority of students achieved above state minimum standards in Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy, in some cases significantly so. Reading and Grammar & Punctuation were particular strengths in Year 7, with 34.5% achieving in the top two bands in both strands. In the Writing strand 18.2% of students achieved in the top two bands. In Spelling 32.7% of students achieved in the top two bands. In Numeracy 25% of the 2016 Year 7 cohort achieved in the top two bands.

The substantial majority of Year 9 students achieved above the state minimum standards in every area – Reading, Writing, Spelling, Grammar & Punctuation, and achievement in Numeracy was well above the State average. In Reading 25.6% of students achieved in the top two bands. In Writing 12.8% of students achieved in the top two bands. In Spelling 23% of students achieved in the top two bands. In Grammar & Punctuation 20.5% of students achieved in the top two bands. In Numeracy 30.7% of students achieved in the top two bands.

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 2016 four 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 2016 as part of their studies.

STUDENT RETENTION RATES

Apparent Retention rates Year 10 to Year 12:

2011	75%
2012	87%
2013	60%
2014	84%
2015	78%
2016	70%

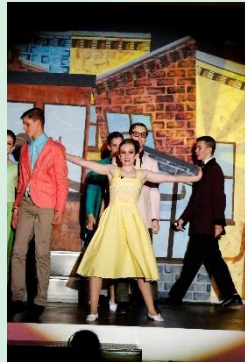
Actual Retention rates Year 10 to Year 12 (not including new enrolments)

2011	73%
2012	59%
2013	56%
2014	80%
2015	73%
2016	57%

POST-SCHOOL DESTINATIONS

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

University	67%
TAFE or Vocational Education	24%
Workforce/Traineeship	9%



University Entrants

Over 50% of university applicants received early offers for tertiary courses at universities including Macquarie University and Western Sydney University, taking advantage of the Schools Recommendation Scheme. Courses of study for the 2016 HSC cohort include pursuits in the fields of Physiotherapy, Education, Psychology, Nursing, Sports Science, Arts, Business, and Marketing.

ATTENDANCE

COHORT	AVERAGE ATTENDANCE
Kindergarten	95.5%
Year 1	95.1%
Year 2	95.1%
Year 3	93.4%
Year 4	93.7%
Year 5	96.6%
Year 6	92.6%
Overall Primary	94.4%

Year 7	92.6%
Year 8	92.9%
Year 9	92.8%
Year 10	90.1%
Year 11	88.4%
Year 12	87.2%
Years 7-10	92.1%
Years 11-12	87.8%
Overall Secondary	90.7%

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.

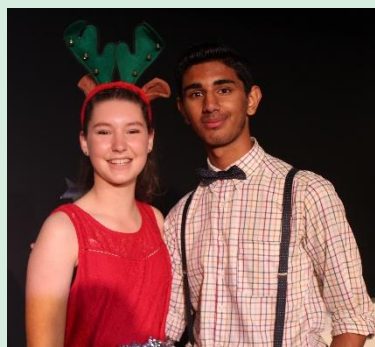
Student Behaviour

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 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 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 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 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 2016 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, Baulkham 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 Term 2 of 2017, a survey was implemented to gather our community's reflection and comment on the 2016 school year. A sample of the results from these surveys are included below.

As always, we are encouraged by the feedback that staff, parents and students have given.

Parent Satisfaction

I am satisfied with the College's Christian programs and support the position of Chaplain at the College?

93% good to excellent
4% satisfactory
2% unsatisfactory

My child is learning well at school?

81% agree
16% neutral
3% disagree

How do you rate the College's capacity to care for your child?

90% good to excellent
9% satisfactory
1% unsatisfactory

These responses represent very strong approval in the three essential areas of Christian culture, learning and student care. We were very glad to also receive feedback that enables us to further improve in each of these areas.

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 and their team of colleagues;
- they appreciate that they are able to openly share their faith with the students
- they believe in the College's ability to provide quality education to students whilst working in partnership with their parents;
- the culture is very calm, caring, and supportive;
- they are required to work hard and are generally very busy.

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

82% agree
18% average
0% disagree

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

93% agree
7% neutral
0% disagree



Student Satisfaction

My teachers have high academic expectations of me.

- 76% agree
- 21% neutral
- 3% disagree

The College has high expectations of student behaviour.

- 82% agree
- 12% neutral
- 6% disagree

The College environment is safe.

- 78% agree
- 17% neutral
- 5% 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 2016, the College employed 81 individuals and engaged 9 casual staff, none of which were indigenous Australians. Of the 81, 42 were teachers and 39 were employed in non-teaching roles. 8 employees held formal positions of responsibility.

STAFF ATTENDANCE

The attendance of College staff was high at 97%.

TEACHER QUALIFICATIONS

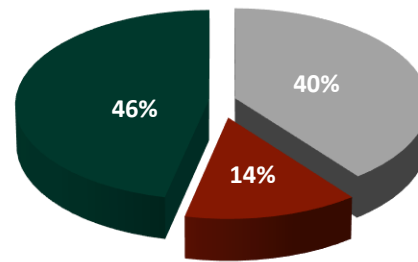
All teaching staff have graduate qualifications from a higher education institution within Australia or overseas (as recognised within the National Office of Overseas Skills Recognition guidelines).

TEACHING STAFF RETENTION

39 of the 42 teaching staff from 2016 returned in 2017. This is a retention rate of 93%.

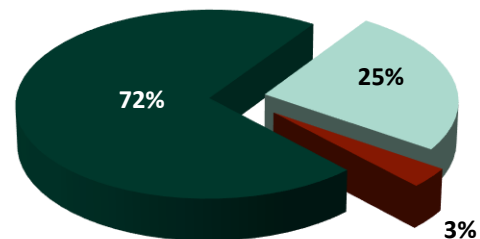
FINANCIAL INFORMATION

INCOME



- Federal Government
- State Government
- Fees & Other

EXPENDITURE



- General
- Capital
- Salary and Related

