

norWEST
CHRISTIAN COLLEGE

STRENGTH OF PURPOSE

Let the wise hear
and increase in learning,
and the one who understands
obtain guidance.

Proverbs 1:5



Annual Report
2017

INTRODUCTION

Norwest Christian College has almost 40 years' experience in Christian Education in which we have consistently partnered with parents whose vision for their children is similar. 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 to become the most capable, highest and finest and to surround them with the love and care they deserve.

Our 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 know the love of God and in response grows a strong, active, and resilient faith in the Lord Jesus Christ. We also seek to ensure that all students learn 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

Again, we have seen a strong year for the College in 2017 with increasing enrolments and further development of facilities and educational resources for the students.

College life is not just about learning, but about building the capacity to learn in each and every individual and about providing a solid foundation on which each student can ground their thinking, their learning and ultimately their capacity to live life to the fullest in God's presence.

We have so much to be thankful for in our teachers and those that support them from the administration team, our volunteers, and our strong parent support base. This year I have had the opportunity to spend more time on the ground at the College and to witness Christian living and deep learning being reflected in our staff and students.

As we move more deeply into the implementation of the Building Purposeful Lives (BPL) learning program we are seeing improvement in student learning behaviours which are exceeding our expectations. Having had the opportunity to visit leading schools in the UK this year it has given us an even greater insight into the significant possibilities that this program will open for us and the students now and in the future. The development of student capacity through a strong community support network focussed on cooperative learning, collaboration, parent engagement and outstanding curriculum will remain a core priority of our education programs in the coming years.

We are also excited to report that the development of new classrooms and collaborative spaces is on target thanks to generous funding from the Government. Plans are also being developed for significant capital works over the next several years to embrace a growing student community and innovative learning programs. The opening of the "Seed Academy" is just one example of the innovative approach to our education delivery that provides a blended academic and arts focus in the development of our students.

The Board will continue its focus on the implementation of a new risk framework for the College and the enhancement of educational outcomes through world best practice so that we remain on a path of delivering the best in education and community to our students.

I want to extend the Board's heartfelt thanks for the dedication and effort that each one in the community -



the College Executive, teachers, staff, parents, volunteers, Committees and students – that makes our College the unique place of learning that it is. I also thank the members of the Board and the College Executive for their unrelenting dedication of thought and time to make the College vision a reality.

This coming year we will continue to build on our strengths, in particular our vision to bring real purpose and enhanced outcomes to the life of each and every student in our care.

We continue to commit all that we do and all that we are to God's grace and leading.

Brian McSweeney
Chairman

PARENTS & FRIENDS ASSOCIATION

2017 has been an amazing year in reflection of the Parents & Friends (P&F) Association. We have been blessed with the continued support of the College and Parents as we strive to meet the missions of the P&F and provide opportunities for events within the College community.

We started the year with an amazing Celebration morning tea with some delicious baking and a good turnout of parents to welcome those who were new to the College. The morning tea was quickly followed by the traditional welcome dinner as part of the Know your Norwest evening. Blessed with great weather and a record number of RSVP's we served over 350 meals to the College family. This event demonstrates the ability to build a community and enforces the "many hands make light work" saying. We give thanks to those who assisted with set up, preparation, shopping, serving and cleaning up. A special thank you to the maintenance team of the College who tirelessly found furniture and seating to accommodate the growing Norwest family. Our senior students assisted with washing of the salad vegetables for the meals. The night was topped off with some sweet treats and demonstrates the amazing abilities we have within the College.

Our ELC & Primary disco was set in the tropics and it was well attended. Almost 400 RSVPs and another opportunity to serve up a meal to many. I think everyone danced up a storm and the night was full of laughter, fun and encouragement. Many of the parents joining in the theme and passing on the love of Agadoo. On behalf of the P&F executive I would like to thank everyone who came along to support the building of community amongst the children and parent bodies.

We had some inclement weather and as a result our major event of the year – the Cross Country was postponed. The day we were eventually blessed with was bright, sunny and not too hot. The children looked amazing in their house colours and once again the P&F were thankful to all who raised funds to assist with our fundraising efforts. We raised over \$8000 and we look to the College for guidance on which projects within the College these funds could contribute towards. Thanks to the volunteers who assisted on the day with ice block preparation, finish line setup and manning the finish line to ensure all runners were greeted with zest and enthusiasm.

The Senior disco was set to be a night of red carpet, glitz and glamour. The P&F were happy to support the senior leadership team in setting up and hosting the disco. During the disco the LRC was used as a collaborative parent space for senior parents to connect with each other with a tea, coffee and a biscuit.

With change always being on the horizon the P&F felt strongly on empowering our parents with knowledge on social media and the impacts this is having on our children. We invited the Local Area Command to attend the "Safer Social Media" evening in partnership with the College to provide information and strategies on ways we can keep our children safe online. We are thankful to Snr Constable John Bollard for his time during the evening and his ongoing support of the College. Notes from the evening have been provided to parents on the College website.

We supported our lovely audience members with the Canteen at the Lion King Musical. Many an audience member had a chance to purchase a drink, some snacks or a Lion King memory gift. We are grateful for all who assisted in serving the large crowds who attended the wonderful musical production.

In the background of large events this year we have continued to sell Entertainment books to families, received commission from student banking and sold stage based book cover packs.

2017 saw the arrival of the outdoor furniture that was purchased by the P&F on behalf of the College community. These wonderful outdoor seating sets have provided an area to accommodate our growing student numbers in the Senior stages.

On behalf of the 2017 P&F executive I wish to personally thank each and every one of you for your support, prayers and commitment to assist us in working towards the P&F mission statements and the College goals. To the



College Board for assistance in direction, the College executive, staff, parents and students – thank you. To a small group of dedicated parents who never fail to raise their hand to offer help with events, be it cutting decorations, wrapping cutlery, setting up activities, manning the BBQ, baking or making things, each of our events could not happen without your offers of help and assistance. Thank you.

May I encourage you to attend the P&F meetings, these are a wonderful opportunity to hear not only of P&F events but of the wider College life, programs being implemented, future plans and current upcoming activities. The College executive attend and provide an insight into their areas of expertise. Dates for meetings are located on the College website.

To my amazing 2017 executive team – Arienne Lawler (Vice President), Julie McCorkell (Treasurer) and John Ledesma (Secretary) thank you seems inadequate. I thank you for stepping up to the challenges that appeared, for your determination to overcome challenges, for your dedication to the College and the Committee, your endless giving of yourself and most of all for your selfless serving spirit. Thank you for the laughs, the late-night messages, the sharing of your families. This role would not have been possible without you.

Sheryll Dustin

2017 P&F Treasurer

STUDENT LEADERSHIP

The year 2017 has seen a great number of highlights for our community. School life at Norwest is a unique and wonderful experience, and for us both, for our education here over many years, we are truly grateful.

During our time as College Captains, we have had the privilege to lead the College with a team of others in various capacities. Leadership development and student voice, building extra-curricular opportunities and expanding our community connections were all priorities for the year, and in so many ways our fellow students engaged with each of them. We are blessed to have students with a wide range of gifts and talents, and the opportunities for them to pursue these, ranging from the academics, to sports, to the creative arts and service in our community.

In the area of student leadership, 2017 saw the launch of our bespoke Year 11 leadership training program, designed to equip our incoming leaders with the skills they will need to lead as seniors, and develop skills that would enhance their opportunities beyond their school years. Students in this team met each week with their mentor to grow and develop leadership capacity and initiative in their areas of interest through the management of a number of events, including a special “Thankyou” morning tea for the Maintenance staff and all of their ‘behind the scenes’ efforts for the College, and a Celebration afternoon for Primary and Secondary teachers, again, to recognise their commitment to their students and our community.

Additionally, the College’s first Student Leadership Council was introduced - aimed at engaging the student voice in learning, and promote collaboration amongst the leadership team. This student team worked alongside staff to feed into the learning culture of the school, and have even been instrumental in interviewing prospective staff, bringing their valued perspective as major stakeholders in the process. This year saw the further growth and development of our Building Purposeful Lives Framework. BPL sits at the heart of all that we do as a learning community and reflects beautifully the values of our community 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. Evidence of the framework can be seen in our classrooms, assemblies, wellbeing programs and reflective practices, and this committee will continue to work to this end in 2018.



Increasing the extra-curricular opportunities for students has also been a considerable focus in the Secondary Years. We began with the launch of our first Sign-Up Expo in Term 1, where students were encouraged to commit to service, sport, hobbies, and other options, designed to enrich their school lives. This was exciting and an array of new programs were introduced, including debating, our spelling bee, in-house sports competitions, maker club and Shakespearean festival.

We know also that our students are highly competitive in these arenas. For the first time this year, Norwest entered two debating teams into the HICES debating competition, and made it through to the final round in a hyper-competitive group. One of our senior debaters was even named runner-up best speaking in our division.

Caring for our community has been integral to the personality of the secondary years for some time. Building community connections is simply part of our DNA, and our work with Blacktown Carevan, now in its fifth year of partnership, our commitment to early and primary learning as we visit our local preschool, and time spent at Quakers Hill Nursing Home each week, makes us an important partner in our local community. We are encouraged to look left and look right to meet the needs not only of our peers, but our community as well. Students who partake in the Mission Cambodia trip, who witness first-hand the deplorable state of the lives in the Slums of Cambodia and sacrifice their time and money for the joy of others, sharing the Gospel message as they help in the slums in practical ways.

However, our connections do not stop there. Stage 4 students sponsor a child through compassion, and raise the funds for this through many events during the year. They are also key contributors to TEAR Fund through their Slum Survivor experience. Stage 5 students hosted a "Big Blue Bash" to raise awareness for positive mental health, creating personalised gift packs that students purchased for each other, which were then delivered to classrooms as well as organising lunchtime activities to engage all ages.

Sport was also a prominent feature of the Secondary landscape, with many successes in competition on the track, in the pool and in teams throughout the year. The sports captains introduced various in-school sports competitions such as the hand-ball competition, touch football, and soccer competitions. Teams of all ages and capacities were encouraged to sign up - even the teachers became involved with a number of teacher-student lunchtime games.

The Christian Ministry team this year initiated the Brotherhood/Sisterhood movement, investing in solidarity and empathy towards our peers and meeting the needs of students in a more intimate way. Throughout the year, there has been a significant growth in student involvement in Chapel - students lead in the sharing of the Gospel message, through worship, the Word and testimony.

The learning environment at Norwest is one of complete care and love. As senior students, we have thrived from the learning opportunities afforded us by our teachers. We are extremely grateful for holiday study days, in which our learning was focused and concise. As outgoing Year 12 students we can now reflect upon our school experience and journey, the distinctive of a high school education at Norwest, and its culture of care and learning. As the outgoing Year 12 cohort, many of our classmates have received early offers to University through the Schools Recommendation Scheme, and many of us look forward to studying in the areas of technology, business, history, education, criminology and the arts.

As we leave the school we have called home for many years, we leave proudly knowing that this College will continue to incorporate its core values that make us great and ultimately find in all of us, our "strength of purpose". We have the greatest confidence that these blessed gifts and talents that God has given all of us will create for us a brighter future.

Kiah Marlow
College Captain

Adwait Athawale
College Captain



PRINCIPAL'S REPORT

This Annual Report provides College staff a yearly opportunity to reflect on the blessings that God has lavishly poured on our community, and our readers a subsequent opportunity for the same reflective process. For these blessings we are thankful. I have yet again been encouraged by the deep sense of community that is exhibited at the many College events that punctuate our calendar. 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. In 2017, they included 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, The Primary Musical production – The Lion King Jr, the Father's Day Breakfast, Christmas services, presentation ceremonies, and Glow - our Christmas carols finale.

Between these events was lots of wonderful learning across every Key Learning Area. For this reason, on behalf of every student and every parent, I would like to thank the College's staff, who through many hours of labour have made 2017 so productive and so enjoyable. The unwavering commitment of our educators to serving the needs of students and ensuring they reached significant growth milestones in their learning as well as their emotional, social, and physical development has not gone unnoticed, nor has the expert contributions made by our team of support staff; administrators, drivers, facilities staff, cleaners, and carers; whose contributions vary in nature but not in significance.

None of this would have happened without the leaders that coordinate all of our efforts. In 2017 we welcomed a new Deputy Principal, Mrs Felicity Marlow, who has strengthened our vision for excellence and the unity of our culture, as well as the quality of our organisation, communication, and administration. 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, each led their teams admirably, such that students are thriving and their staff are well loved. 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 as they focus on ever improving their practice.

2017 was the end of an era in the Secondary Years. In 2018 Mrs Geraldine Paynter will transition from the role of Head of Secondary Years to her new role as Director of Secondary Teaching and Learning. Consequently Mr Owen Laffin, our Director of Learning Innovation will transition to the role of Head of Secondary Years. Again, on behalf of our whole College community I would like to thank these two fine educators for the significant contributions they have made to the success of our community.

I would like to draw attention to our 2017 HSC cohort, all of whom we are very proud. With some very good performances in their HSC courses, 75% received university offers in courses such as Education, International Studies, Criminology, Business and Archaeology. Many of them are now productively engaged in tertiary education, and the remainder have engaged in the world of work, taking the life lessons they learned at school and applying them in a real-world context, and no doubt, doing us proud.

In 2017 we unfortunately said goodbye to some members of staff who had each made very significant contributions to our community. These were Mervyn Moodley, Craig Hutchinson, Karen Huntley, Catherine Skinner, Jennifer Wilson, Danielle Achten, Rebekah Dredge, Alexander Taylor and Christine Anderson. We value their time with us, and are thankful for their service to our community and the difference they each made to our lives.

2017 IMPROVEMENT TARGETS

2017 was the final year of a three year strategic planning period. 2017 saw the College consolidate improvements achieved over the life of the plan.

Christian Education

Through the development of a Christian Education Continuum and by other initiatives, improvements have been achieved in the quality of Biblical Studies lessons and their integration with annual celebration services, Primary and Secondary Chapel services, and the discussion groups Secondary students have immediately afterwards. Student ministry groups in Primary and Secondary have been strengthened through training of student leaders and increasing student ownership. The Chaplain has developed the capacity of student mentors and Secondary Christian Ministry leaders and continues to meet with a variety of individual students to discuss matters of faith.



Building Purposeful Lives

The College's Building Purposeful Lives (BPL) framework was developed as a key initiative to express the College's philosophy of, and approach to learning. Concurrently, the following related objectives were achieved.

Growing Dispositions

The College developed its own approach to the development of each of the sub-behaviours that mark the various stages of development of a particular character trait or learning behaviour.

Pedagogy

We have adopted the practice of split-screen teaching that provides activities that enable students to be concurrently learning a concept or skill as well as developing one of the BPL learning behaviours.

Visible Thinking

Teachers have begun to use a number of Harvard University's Visible Thinking Routines to make a variety of useful cognitive practices more explicit and learnable.

Language

We have sought to embed the missional statement of Building Purposeful Lives; which centres on the statements Love God, Pursue Your Purpose, and Build Your Capacity; as the 'golden thread' in the life of the College.

Learning

Our goal to improve student learning has been achieved in a number of measurable ways.

Preparatory

Parents have given us lots of positive feedback about the progress their young ones have made in the ELC and Kindergarten teachers likewise have contrasted the competence of our ELC students to those that did not attend. This is all great anecdotal evidence for the wonderful learning that takes place in our ELC.

Literacy Benchmarking

After several years with literacy as a priority the College's own literacy benchmark testing quantifies the significant achievements of our students in literacy throughout 2017.

NAPLAN

Whilst NAPLAN is not a reliable measure of a school's educational programs or the educational achievement of its students, the College's NAPLAN results have been gradually improving over recent years and spiked significantly in 2017. This can be seen as one of a number of pieces of evidence that the College's literacy and numeracy standards are improving.

Extra-Curricular Programs

Over this three year period significant gains have been made in the availability of Primary and Secondary extra-curricular opportunities of various kinds: service; sport; creative; academic; as well as other pass-times. Many of these occur during the school day, however the creation of the Norwest Seed Academy provides for after-hours programs also.

Leadership

Throughout this project the leadership capacity of senior leaders has developed substantially and a broader range of responsibilities have been delegated to the Assistant Heads of Years and Heads of Faculties. Leaders throughout the College are benefitting from coaching, mentoring, and formal leadership education in a variety of forms. Finally, an increasing number of staff are now undertaking the study of Masters Degrees in Educational Leadership. The overall outcome is that leadership is becoming further distributed and the quality of leadership throughout the College is increasing.

The College spent the last few years improving the capacity of student leaders through various training and mentoring programs to empower them to achieve tasks aligned with the College's strategic priorities.

In the Secondary Years, in addition to traditional school leadership positions we have developed a Student Representative Council and a Student Learning Council. The Student Learning Council has begun to promote a positive learning culture among students through presentations on assembly. Through the Student Learning Council we have also included our students in a 'conversation' about curriculum, pedagogy and learning. We have included them in the employment process for various teachers and found their perspective very valuable. Our Student Learning Leaders investigate student perspectives in relation to learning and form opinions about best practice and then liaise directly with the faculty head in conversations centred on improving student learning.

Development of Spaces

Early Learning Centre

Over the last three years the Early Learning Centre has been completely transformed. Classroom space has been significantly expanded, and upgraded, and the outdoor area was expanded and made more engaging.

Primary Classrooms

The Stage 2 and Stage 3 learning areas have been fully renovated to embrace a modern, collaborative model of



learning. This renovation incorporated modern access points including a lift and a new staircase.

Secondary Spaces

Secondary learning spaces have been gradually refreshed with paint and new furniture.

Outdoor Spaces

There has been a large improvement to the 'greening' of the campus with many new garden beds and plantings. The shade structure was reinstated outside the canteen thanks to a grant from the Cancer Council. Nine outdoor tables with seating were installed outside the canteen to make use of the new shade structure. A new artificial grass surface was installed in the Primary play area.

Auditorium Upgrade

During the period, the internal renovation of the auditorium was completed and its technology upgraded.

Office Spaces

Further office spaces were constructed in the rear of the LRC.

2018 IMPROVEMENT TARGETS

The 2018-2020 Strategic Plan identifies five priorities that provide focus for the 2018 academic year.

Relationships

To further strengthen connections between people beyond the already high standard achieved within our community the College will focus on:

Leadership

By developing the capacity of staff and student leaders to enhance partnerships and further develop patterns of positive community interactions.

Student Wellbeing

By developing programs and strategies that enhance student agency, self-efficacy, resilience, and socio emotional wellbeing.

Conflict & Mistreatment

By the application of biblical approaches to the management of conflict and the prevention, detection, and management of mistreatment, harassment, and bullying.

Alignment

To enhance educator effectiveness and optimise learning design the College will improve the alignment of educators' practice by focusing on:

Learning Continua

By seeking to complete the development of a suite of learning continua that facilitate a coordinated approach for P-12 educators.

Learning Dispositions

By implementing explicit thinking routines and pedagogies that intentionally grow Building Purposeful Lives dispositions.

Learning Resources

Such as spaces, technologies, and teaching and learning materials that facilitate the College's agreed approach to pedagogy.

Interest

To assist students in discovering and pursuing an authentic purpose by which to live and learn the College will focus on:

Authentic Learning

By exploring intentionally scaffolded opportunities for authentic, collaborative, multi-modal and multi disciplinary learning.

Learning Enrichment

By strengthening our approach to supporting students at both extremes of the academic spectrum.

Extra-Curricular Learning

By yet again expanding our offering of inclusive extra curricular programs.

Story

To grow the consistency in the narrative that flows through every educator the College will focus on:

Christian Education

By continuing to develop both quality of content and educators' capacity to deliver it.

Service Learning

By integrating service into the curriculum and learning activities in a variety of learning areas.

Careers Education

By integrating careers education into the curriculum and learning activities in all areas.

Evidence

To improve student learning, especially in literacy and numeracy, by identifying and collecting data that measure the effect of strategies on learning and using this data along with lessons from research to inform planning, practice and resourcing.



FACILITIES DEVELOPMENT PLAN

In 2017, after much consultation with the College community through our annual surveys and in other forums, the College developed a draft Facilities Development Plan and then made public some concept drawings for the location of all future facilities. Whilst the detailed design of each of the buildings have not yet been finalised the overall concept represents an exciting future for the College. Further consultation will be undertaken as each of the building projects approach.

Late in 2017, the College completed the renovation of the Early Learning Centre (ELC) to provide a high quality, aesthetically pleasing environment both indoors and outdoors for our youngest students. The ELC's outdoor learning area is now an extensive stretch of grass hosting a variety of activities in which children can engage.

The next phase of development of facilities will take place in late 2018, when the College will further extend its suite of Primary classrooms to accommodate the burgeoning enrolments in the Primary Years.

LOOKING FORWARD

We trust and pray that throughout 2018 the blessing that has been so evident upon the College would persist, that the College 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



Strategic Plan 2018-2020

RAISE THE BAR



norWEST
CHRISTIAN COLLEGE
STRENGTH OF PURPOSE

VISION: A Christ-centred learning community that inspires and equips people to fulfil their God-given purpose.

For almost 40 years, Norwest Christian College has built a strong reputation as an authentic Christian community that places a priority on both the care and education of its students.

The College's Christian character, strong sense of community, culture of care, commitment to partnership, and future-orientation provide a distinctive experience for all students and families.

Our Building Purposeful Lives framework outlines how we grow character and academic capability through a College-wide narrative encouraging each student to Love God, Pursue their Purpose, and Build their Capacity.

MISSION:

BUILDING
purposeful
LIVES



Over the next three years, whilst maintaining our distinctive areas of strength,



we will **RAISE THE BAR** in the following **Priority Areas:**



RELATIONSHIPS

... strengthening connections between people

The College's Christian culture embraces the uniqueness of individuals and invites them to experience the wholeness that comes from right relationships with God and others. It promotes the growth of faith and interpersonal skills, and systematically nurtures habits and attitudes that enable people to face challenge, difficulty and uncertainty calmly, confidently and creatively.



ALIGNMENT

... enhancing effectiveness and optimising learning design

Educators are the greatest in-school influence on student educational outcomes and when they together align themselves with best practice their collective influence can be even more profound. Knowledge of each student's interests, passions, learning styles and learning obstacles enables educators to challenge each student with engaging and rigorous yet flexible learning experiences.



INTEREST

... providing an authentic purpose to live and learn

For students to flourish they need strong connections, an authentic purpose, as well as diverse opportunities to engage in both explicit instruction and collaborative, multi-modal and multi-disciplinary learning that encourages curiosity, promotes creative exploration, and equips them with the skills to find answers to their own questions.



STORY

... framing a clear biblical narrative and worldview

As a Christ-centred learning community we explore the relationship between faith, knowledge, learning and life, and help parents lay the foundations upon which students' lives are built. We frame learning within a College-wide narrative about building a purposeful life that includes leadership, citizenship, service, and careers, all from a Christian worldview.



EVIDENCE

... collecting and using evidence of student progress

To maximise their impact, educators discard ineffective practices and invest their efforts in research-based strategies that have proven to make a difference to student learning outcomes. Educators set high expectations of themselves and their students, monitor student learning and progress, and express confidence in each student's ability to be a successful learner.

OVERVIEW OF 2017

EARLY LEARNING CENTRE

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 (EYLF) – "Belonging, Being, Becoming".

In addition to the EYLF we also introduce the children to a range of the BPL dispositions, encouraging the use of these words in everyday conversations between children, parents and educators. Our ELC also provides a high-quality School Readiness Program with over 70% of our students progressing to Kindergarten at Norwest Christian College.

Our ELC continues to grow each year with 2017 seeing us end the year with 130 children.

Specialist Activities

The children enjoy a range of specialist activities with the weekly favourite being a visit to the library to borrow some books. Reading is strongly encouraged in the ELC both during our day and at home with parents. Spending time reading with children increases their vocabulary, inspires their imagination and improves their concentration skills. We also introduced our "1,000 Books Before School Program" challenging our little ones to enjoy stories on a regular basis. If parents read one story to their child each night from the age of two they will surpass 1,000 books before Kindergarten.

Mr Ben and Miss El continued to inspire many young children with their love of music and singing, joining them each morning for our praise and worship time. The children were also provided with many opportunities to showcase their talent and enthusiasm by performing at whole College events such as Harmony Day, Easter. Each year the children enjoy spending two weeks watching chickens hatch and grow and learning about the life cycle of a chicken as well as joining in the responsibility for caring for them.

Quality Improvement Plan

Our priorities for improvement in 2017 included:

Quality Area 2:

Children's Health and Safety

- Embedding regular sandpit and toy cleaning
- Promoting healthy hand washing habits in the children

Quality Area 3: (3.1.2)

Premises and furniture are safe clean and well maintained

- Throughout the year a complete set of new furniture was acquired for the Butterfly Classes.

- Cull and replacement of broken/dated indoor toys

Quality Area 3: (3.1.3)

Facilities are designed or adapted to ensure access and participation by every child in the service and to allow flexible use, and interaction between indoor and outdoor space.

- Additional rooms in F block were renovated for the Butterfly classes proving easy and ready access for all.

Quality Area 3: (3.3.1)

Sustainable practices are embedded in service operations

- Established a worm farm and paper recycling practices
- Edible plants were planted by the children who also thoroughly enjoyed partaking of the produce

Quality Area 6:

Collaborative partnerships with families and communities.

- The ELC engaged parents to visit and talk about their jobs
- Parents were engaged in contributing to our Question of the Week
- Parents were encouraged to contribute to the ELC via our Suggestion Box

Community Events

During 2017 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. One of these events coincided with our Harmony Week so we enjoyed a range of cultural dishes generously cooked and donated by our families.

The College actively supports the ministry of Carevan where the ELC children could engage in a learning experience; measuring, following instructions and baking. The result of their efforts was donated to the Carevan ministry.

School Holiday Activities

The ELC is open for 49 weeks of the year, so during the school holiday periods we operate a holiday program closely aligned to the Vacation Care Program. The



children enjoyed a range of activities including a construction day; where the children used real hammers and nails, bike day, cooking, science, ten pin bowling, go carts, and a trip to BOING Central and Lollipops Play Centre, just to name a few.

Linsey Moir

Director ELC/OSHC

PRIMARY YEARS

The Primary years are an exciting time of growth and learning. In 2017, the Primary school consisted of 14 classes across Kindergarten to Stage 3. 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 around the theme of sustainability. 2017 was the International Year of Sustainable Tourism. Kindergarten was called Kindergarten Air, Kindergarten Land and Kindergarten Water. Stage 1 was named after a variety of endangered animals. Stage 2 was named after alternate energy sources, encouraging our students to look at ways that they could support the environment entrusted to us. Stage 3 was named after more significant expanses of land that require as to carefully manage and help their environment.

Curriculum

Curriculum delivered at the College aligns with guidelines set by the New South Wales Education Standards Authority (NESA). All curriculum is taught through a biblical worldview. Staff are involved in creating and developing very clear professional learning goals that support the learning needs of students, as well as developing skills that improve their professional understanding and practice. Each lesson is differentiated to meet the learning needs of each student best. 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 which enable them to best support the learning in each classroom.

Academic Priorities

In the pursuit of high academic standards, the College has continued to emphasise the acquisition of essential

literacy and numeracy competencies for all students. 80% of the Kindergarten cohort were reading at or above expected reading levels for their age, 84% of the Year 1 cohort were reading at or above expected reading levels and 92% of the Year 2 cohort were reading at or above expected reading levels.

Students were encouraged to participate in the Premier's Reading Challenge, with approximately 72% of Primary students completing the challenge this year, a similar level of participation to 2016.

Early intervention is a strong focus for students who require extra support in their learning. Many students receive literacy support through participation in learning programs, predominately designed by Macquarie University. Kindergarten students are supported through the PreLit program, Stage 1 students through the MiniLit program and our Stages 2 and 3 students through the MultiLit program. Students are also supported through Maths groups using a strong development of conceptual understanding in mathematical concepts, reading comprehension support and social skills groups.

A strong focus on mathematics has continued for 2017. Teachers have continued to receive extensive Professional Development in this area. The positive effects of this focus have been seen in our Year 3 NAPLAN results this year.

Christian Focus

The 2017 Biblical Studies and Chapel programs have continued to use the God Space curriculum for lessons, focussing on College and Biblical values, as well as the life of Christ. Students were encouraged to explore their faith and apply their learning to their loves. Biblical Studies lessons were taught by the College Chaplain for all students in Stages 2 and 3. Biblical Studies lessons were taught by class teachers in Kindergarten and Stage 1.

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 Year 3 were introduced to the violin in our strings program. Year 4 continued with learning the violin in their music lesson. Students in Stage 2 receive a violin for the year and enjoy the process of learning a new instrument, in both smaller tutor groups and larger ensemble groups. In Stage 3, students were provided with the opportunity to select their music focus for 2017. They were able to choose 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.

Musical: All students in the Primary school were also involved in the Primary musical, Disney's Lion King Jr, in 2017. This year we had two full casts for the musical, with all students involved in performing on stage. There were four performances to parents and friends.

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 included girl's netball, boys and girls football, and cricket. Our students received pleasing results.

Highlights

Highlights of the year included:

- Musical: Disney's Lion King Jr
- Stage 1 Swim School
- Infants Swim Fun Day
- Bathurst Camp for Stage 3
- Outdoor education camp for Stage 2
- Individual and team sporting pursuits at high levels
- Movimento and other Creative Arts Performance opportunities
- Leadership training, including in ministry
- Ministry for Kids lunchtime group
- Lunchtime clubs: Creative Arts, Gardening, Designer, Choir
- Excursions and Incursions for all
- Special celebrations throughout the year
- Premier's Reading Challenge
- Choir and Band performances
- International student visits
- Sporting events: Swimming Carnival, Athletics Carnival, Cross Country, Mini Athletics.

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 2017 included a bike day, cooking, science, ten pin bowling, go carts, and a trip to BOING Central and Rock Climbing, just to name a few.

Attendance at After School Care and Vacation Care significantly increased during 2017 with 70% of children attending from Norwest Christian College.

Quality Improvement Plan

Our priorities for improvement in 2017 included:

Quality Area 2:

Continue to review, consolidate and update the Risk Assessment and Management Plans (Ramp) for activities in accordance with College policy.

- All educators are required to complete a RAMP for all activities for which they plan

Quality Area 5:

Establish and reinforce behaviour expectations

- Children attend from a range of different schools. Educators will ensure that College behaviour expectations are consistent with all children.

Quality Area 5:

Increase opportunities for children to feel included and supported in the program.

- Children are encouraged to provide suggestions for menus and activities

Linsey Moir

Director ELC/OSHC

SECONDARY YEARS

It continues to be my pleasure to lead the Secondary Years of the College. The Secondary Years is a dynamic learning community where students, teachers and parents engage with one another to create positive personal and professional connections, grow their love of learning, self and others, and be intentional about creating a future of promise and purpose.

These are significant years for students where, they begin to form their own personal ideas and principles, guided by a supportive framework with Christ at its centre. We celebrate our commitment to the service of others in need, pursuing opportunities available to meet those



needs both within our community, and beyond our school gates. Secondary students are learners who actively participate in the learning cycle, are encouraged to reflect and review, and approach the curriculum in creative ways as they engage 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 and understand their role in the academic, spiritual, physical and pastoral growth of their students, 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. The emotional and social needs of adolescents are significant as they navigate the demands on their time and attention. They are faced with growing, evaluating and challenging their core beliefs, and are encouraged to align them with intentional and purposeful goals that will serve them well in terms of their wellbeing and mental health. Stage coordinators and mentors are charged with the role of supporting students through their most developmentally rigorous years, and partner with families as they do.

The Secondary Student Well-Being program is a bespoke program led by the College's Secondary Stage Coordinators. It is a pastoral and co-curricular platform 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. The program includes our Future's (careers) program, and learning about time management, organisational skills, emotional intelligence, and respectful relationships. Each of these are underpinned by the College's BPL learning framework, and students reflect on their engagement with the themes of the program, using the BPL dispositions to inform their plan for improvement in areas requiring attention for personal growth.

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 2017 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, the Grip Leadership Conference, and College initiatives. Student leaders, in their portfolios, are mentored by staff to achieve their goals, and are encouraged to lead with wisdom and humility in the service of others. Our leaders value the collaborative process and become confident, effective members of teams.

This year again saw an increase in the visible presence of student leaders across the College. College Captains Kiah Marlow and Adwait Athawale, supported by Kara Malcolm and Rafael Dela Costa as Vice Captains, set high personal standards for their own leadership, and engendered a sense of belonging and a positive, caring culture amongst students.

The College's first Student Representative Council (SRC) was elected this year, and functioned well as a collaborative and cohesive team with student representation from each portfolio. This SRC raised the profile of leadership in the College for our students, and will continue as a priority for 2018 where student voice and efficacy are prioritised.

The Year 11 Leadership Program was also launched this year, training future student leaders in the practical aspects of leadership as they plan events and support others with their time, talents and passion.

Chapel and Biblical Studies

Mr Julian Elton, College Chaplain oversees the teaching of Biblical Studies to students from Years 7 to 12, 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, with high participation amongst all year groups, engendering a sense of belonging and relational care. The group continues to flourish and 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 fifth 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 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 2017, 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 our Cambodia Mission also.

2017 saw the addition of an Aged Care option for service for Secondary students. This has proven to be a very popular addition to the service portfolio of the College, as each week we visit Quakers Hill Nursing Home with 20 student volunteers. Students build relationships with residents as they play games, share stories, and serve with care, empathy and compassion.

Our Mission Cambodia team continues to bless communities in Phnom Penh as they share the Gospel message and meet the practical needs of those who live

in such poverty. Students serve together by providing health lessons and distributing school materials. They also train for months beforehand to prepare their program, desiring for their work to have a lasting impact as they share the good news of Jesus Christ wherever they travel. The house build is also a significant blessing to one family there, and students are moved by the impact that their time and willingness to serve can make.

Creative & Performing Arts

There were many highlights in the creative calendar for 2017. Stage 4 and Stage 5 Performance evenings saw over one hundred and fifty performers and crew work together to produce shows that were entertaining and polished. Students were blessed to perform in front of their families and friends, and were proud of their efforts.

Senior Soiree continues to be a favourite time for our Stage 6 students. Here they get to exhibit and perform their HSC major works in Music, Drama and Visual Arts in our transformed Performance Space. Catered for beautifully by our Stage 5 Food Technology students, this is always an evening to remember.

The Creative Arts teachers in the College led many wonderful other events across the year. Live@Norwest (three events), Chapel, Easter Service, 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 our music faculty, performing at several events throughout the year, including the 2017 Hawkesbury Eisteddfod. 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. We look forward to the expansion of the creative offerings of the College in 2018 through our newly launched Seed Academy.

Excursions & Incursions

Throughout 2017 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, the Supreme and District Courts, cultural and religious sites, World of Maths, OnStage HSC Drama and Encore HSC Music, amongst many other 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 money for and 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. Students understand their privilege and the responsibilities they have to act in the service of others, just as Jesus himself did.

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 commitment 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 Collaroy Centre for study camp and recreation in a beautiful coastal 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 Premier's Reading Challenge 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 with caring and professional staff who value their opportunities to bring the love of God to their classrooms and interactions with students. We are a community of learners who are invested in our 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 at every opportunity and as part of our Christian mission. Students take ownership of their own learning, function well through change, are prepared to work to succeed on their own merits and align their goals to purposeful engagement. They do so 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 2017, the College's education staff engaged in a program of guided, individual professional learning, focused 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 Learning Innovation.

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 concert with the development of a whole-school Literacy Continuum project. 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 NESAs's National Professional Standards for Teachers, and were 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 NESAs's 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.

In Term 4, 2017 the College's approach to professional learning changed in order to focus the attention of the education staff on specific pedagogical applications of Building Purposeful Lives. In order to achieve this, education staff were allocated to professional learning teams and engaged with a range of learning materials provided by the TLO (Teacher Learning Organisation). In Term 4 these materials focused on the Disposition of Persevering. In order to accommodate this change the Monday afternoon professional development sessions were cancelled.

Additionally, throughout the year 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 their supervisors 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. Over the course of the year several education staff availed themselves of this opportunity. In addition, some Facilities, Administration and Education staff undertook the Preliminary Theological Certificate through Moore Theological College.

It is anticipated that over the course of 2018 the College's approach to the professional learning of education staff will continue to occur in professional learning teams and will focus on engagement with learning materials from the TLO.

Mr Owen Laffin

Director of Learning Innovation

INFORMATION SERVICES

In 2017, we focused on:

- Improving the software and hardware that improve efficiency in teaching and learning.
- Improving infrastructure: 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 continued 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 ELC, new areas in Stage 2 and Stage 3 and replaced older access points in the Primary College. A new fibre connection and switchers were added between the improved Stage 2 and Stage 3 Areas and the Library.

We have investigated a few options at the start of the academic year to replace iNsite. The College has decided to implement Canvas as a replacement for iNsite. Once fully implemented, this platform will allow staff to easily create new content, reuse existing content that is in their Google Drives and pull content from the internet directly into Canvas. Students will be able to submit homework online in multiple formats, including responding using audio-video recordings of themselves. Teachers will have access to "speedgrader" to mark assessments submitted in Canvas, and will also be able to provide audio-visual feedback using Canvas. This should result in improved communication between teachers and students. We look



forward to inviting parents to log into Canvas as we improve communication between the College staff, students and parents.

The College collects large amounts of data on students every day. In an effort to support the Welfare team, a suite of reports has been created to help Year Co-ordinators view student behaviour and attendance patterns so that the Year Co-ordinators can better manage students. A training session was run with Year Co-ordinators on how to use the data report and the summary document that was created to outline the procedures.

As part of our commitment to continuously improve technology to support teaching and learning. We have installed new large TV screens in the common learning spaces for Stage 2 and Stage 3. Data projectors have been upgraded in the specialist secondary classes. The new data projectors are capable of producing a larger size image that is clear and bright.

The lighting system that was installed in the Auditorium has been augmented with more lighting units and an improved control system that allowed the College to do the lighting for the Primary Musical. The new lights are programmable lights and computerised lighting systems allow for complex lighting scenes to be preprogrammed into the system, making the shows more interesting. The wireless microphones in the Auditorium and the Performance space have been updated to comply with the new regulations. The new year will see further improvements to the sound systems in both the Auditorium and the performance spaces.

This year saw the improved use of the 3D Printer. Students have improved 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 is now a constant stream of projects that are successfully printed which increases the need to purchase a better quality printer. We are currently awaiting delivery of the new printer.

We look forward to 2018 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 2017, 24 students studied the HSC at the College. Twenty-three of these students were awarded the Higher School Certificate.

For the fifth 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 NSW Educational Standards Authority (NESA) 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. An HSC results analysis has been completed by subject teachers and Key Learning Area Coordinators to enhance teaching and learning plans and programs, maximising future results.

Course	2016		2017	
	NWCC	State	NWCC	State
Ancient History	100	58	N/A	N/A
Biology	57	65	50	69
Business Studies	66	65	100	66
Chemistry	75	64	N/A	N/A
Drama	N/A	N/A	100	84
Economics	13	74	N/A	N/A
English (Adv)	89	90	75	92
English (Std)	58	49	57	55
Food Tech	50	59	N/A	N/A
IPT	100	63	N/A	N/A
Maths General 2	71	52	69	50
Mathematics	100	76	60	75
Industrial Tech	N/A	N/A	N/A	N/A
Legal Studies	N/A	N/A	71	75
Modern History	60	73	100	71
Music 1	100	89	100	90
PDHPE	70	62	64	60



Studies of Religion	N/A	N/A	78	85
Visual Arts	100	87	100	90

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

Extension Course	2016		2017	
	NWCC	State	NWCC	State
Maths Ext 1	100	79	40	82
Maths Ext 2	N/A	N/A	50	84
English Ext 1	100	95	100	94
English Ext 2	100	79	50	78

Highlight:

- In the vast majority of subjects, Norwest students have exceeded the State averages for achievement in Bands 4-6.

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, as well as being used as one measure by which students may be assigned to classes.

The 2017 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. These results also demonstrate the impact of the ongoing work undertaken by education staff from across the College on the Literacy and Numeracy Continua.

Year 9 students in 2017 were the first cohort for whom in order to pre-qualify to receive their HSC at the conclusion of their studies in 2019 it is necessary to demonstrate the achievement of minimum standards in Literacy and Numeracy. The first and easiest method by which students may demonstrate this standard is by achievement of Band 8 in NAPLAN Reading, Writing and Numeracy. Throughout the course of Term 4, 2016 and Term 1, 2017 students in Year 9 who were identified as likely to achieve Bands 6-7 in Literacy and Numeracy (based on NAPLAN tests completed in Year 7 in 2015) were provided with additional tutelage in specialised classes, and all students were provided with additional NAPLAN preparation in mainstream classes.

This focus on NAPLAN preparation ensured that the proportion of Norwest students achieving the necessary Band 8 results in the Literacy and Numeracy strands was significantly above the state average. Students who did not meet the minimum standard will have additional opportunities to demonstrate their capacity through two rounds of online testing each year hereafter. In Term 4, 2017 the College enrolled the Year 9 cohort in trial online testing in Literacy and Numeracy testing in order to ensure the greatest possible degree of success in future rounds.

Results

In Year 3 students achieved above or considerably above state average results in all areas.

Year 3 % at Proficiency	State	NWCC
Reading	51%	61%
Writing	53%	73%
Spelling	53%	61%
Grammar & Punctuation	62%	76%
Numeracy	43%	67%



Percentage of Year 3 in top 2 bands	
Grammar and Punctuation	76%
Writing	73%
Numeracy	67%
Reading	61%
Spelling	60%

In Year 5 students achieved above or considerably above state average results in some areas.

Year 5 % at Proficiency	State	NWCC
Reading	40%	59%
Grammar & Punctuation	36%	41%
Numeracy	33%	31%

Percentage of Year 5 in top 2 bands	
Reading	59%
Grammar and Punctuation	41%
Spelling	31%
Numeracy	31%

Growth from Year 3 to Year 5.

Year 5 Growth	Greater than or equal to expected growth
Reading	73%
Writing	63%
Grammar & Punctuation	70%
Numeracy	73%

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).

VOCATIONAL EDUCATION

The College had three students complete Vocational Education courses in 2017 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%
2017	76%

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

2011	73%
2012	59%
2013	56%
2014	80%
2015	73%
2016	57%
2017	70%



POST-SCHOOL DESTINATIONS.

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

University	75%
TAFE or Vocational Education	13%
Workforce/Traineeship	12%

University Entrants

Over 63% 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 2017 HSC cohort include pursuits in the fields of Mathematics, Education, Psychology, Criminology, International Studies and Business.

ATTENDANCE

Cohort	Average Attendance
Kindergarten	95.6%
Year 1	96.3%
Year 2	95.7%
Year 3	96.2%
Year 4	96.5%
Year 5	96.5%
Year 6	96.6%
Overall Primary	96.2%

Year 7	96.3%
Year 8	94.4%
Year 9	95.8%
Year 10	94.2%
Year 11	94.2%
Year 12	92.6%
Years 7-10	95.2%
Years 11-12	93.4%
Overall Secondary	94.6%

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:

- seek a Christian Education for the student;
- declare all information relevant to the enrolment decision, including health, learning or behavioural difficulties;
- support all College policies, practices, values, ethos and its Statement of Faith;
- form an effective partnership with the College in their children's education;
- 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;
- commit to pay their fees in accordance with College policies;
- commit to provide uniform and equipment as required; and
- 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.

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, spiritual, emotional and physical needs. 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 may be given to children from Christian families. 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 of the student's behaviour, wellbeing, or learning, 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.

Whilst this policy remains unchanged since the last Annual Report the College changed its Conditions of Enrolment for new families and announced to current families the intent to apply the new Conditions of Enrolment to all students from mid-way through 2018.

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, however, the policy guidelines have been updated. Each sector of the College has developed specific behaviour management guidelines that facilitate both the consistent application of College behaviour management principles and the application of age-appropriate behaviour management strategies.

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 has been updated since the last annual report. Definitions relevant to this policy have been reworked enabling staff, students and parents the ability to accurately classify behaviours as either acts of mistreatment, harassment or bullying. 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 the principles of natural justice are practiced. Natural justice and procedural fairness are taken to include the 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, appeals, 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 Code of Conduct. These remain unchanged since the last Annual Report.



Community Service

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

- the Norwest Challenge supporting various community service agencies
- our students helping in local aged care facilities and pre-schools
- 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, possess strong 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

In the 2017 academic year Norwest Christian College community consisted of 552 students in our Kindergarten to Year 12 cohorts. The gender ratio was close to even with 51% of students being female and 49% of students being male. Whilst 68% 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. Whilst an increasing number of students are now drawn from very local housing developments, the College's 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 2018, a survey was implemented to gather our community's reflection and comment on the 2017 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?

- 92% good to excellent
- 5% satisfactory
- 3% 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?

- 87% good to excellent
- 10% satisfactory
- 3% 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. They:

- Are proud to be part of the ongoing journey of the College
- Enjoy working in an inspiring Christian school, with a beautiful nature
- Appreciate working in a fun, rewarding and positive environment
- Were grateful for the College for strengthening their teaching practices

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

- 85% agree
- 15% average
- 0% disagree



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

- 95% agree
- 5% neutral
- 0% disagree

Student Satisfaction

My teachers have high academic expectations of me.

- 80% agree
- 15% neutral
- 5% disagree

The College has high expectations of student behaviour.

- 80% agree
- 14% neutral
- 6% disagree

The College environment is safe.

- 81% agree
- 17% neutral
- 2% 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 2017, the College employed 90 individuals with full and part time roles, and engaged 38 casual staff, none of which were indigenous Australians.

Of the 90 employees:

- 44 were teachers;
- 39 were employed in non-teaching roles; and
- 7 held formal positions of leadership.

STAFF ATTENDANCE

The attendance of College staff was high at 95%.

TEACHER QUALIFICATIONS & ACCREDITATION

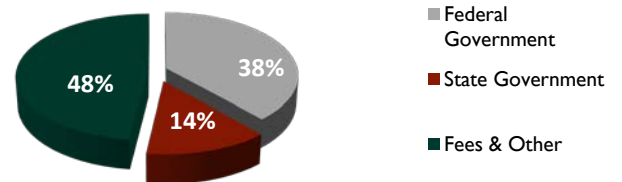
All teaching staff have graduate qualifications from a higher education institution within Australia or overseas (as recognised within the National Office of Overseas Skills Recognition guidelines). In addition all teaching staff are accredited with the NSW Educational Standards Authority.

TEACHING STAFF RETENTION

39 of the 44 teaching staff from 2017 returned in 2018, representing a retention rate of 89%.

FINANCIAL INFORMATION

INCOME



EXPENDITURE

