

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
2018

INTRODUCTION

Norwest Christian College has almost 40 years of experience in Christian Education in which we have consistently partnered with parents whose vision for their children aligns with ours. Our team of highly qualified, talented and dedicated educators work respectfully, thoughtfully, and prayerfully with each child and their parents in catering for students from three years old until their graduation in Year 12. We are committed to growing each child as a learner, to helping each one achieve the highest academic outcomes possible for them, and to them experiencing all 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

The past year God has challenged us to strengthen our focus on Christian education, to act in ways that fully express our Christian ethos as a College in all that we do. The year has been eventful in the growth we are seeing in student numbers, and even more importantly, the personal growth we see in students across all ages as they “learn how to learn” through the College’s “Building Purposeful Lives” program (BPL). The BPL program teaches each student to reach for the very best they can give, not only in their educational development, but in the way they reflect and collaborate to build true community spirit.

What we have noticed this year is the power of BPL to change lives. It has rapidly underpinned our purpose as an holistic centre of learning for all ages at all levels. It’s not just about academic achievement, but about ensuring the freedom for each student to live the life that God has mapped out for them, and to do it well. The transformation of the homeroom structure adds to the BPL experience as it provides an environment of support focused on building student relationships across all ages. We have not only seen our students grow through their educational results, but seen them blossom in the arts and through community work here and overseas.

2018 has been a special year, a time to reflect on our needs for the future as significant and new horizons open up before us. Growth naturally brings challenge, yet in the challenge there is excitement knowing that God is steering us on the journey. We want to remain open to listen to that quiet voice of God which is paramount to the College’s measure of success in the years ahead.

In September, after eighteen years of dedicated service to the College, we were saddened to hear that Mr Ian Maynard was to leave his role as Principal to explore a new calling to head Blue Mountains Grammar School. I am certain his calling will leverage all the great things that he has brought to and taken from his time here at Norwest. Above all, Ian touched the lives of staff and so many young people here at Norwest. We are so grateful for all that has been achieved, but more so, for the valued friendships that remain.



Then, in December we were blessed by the appointment of Mrs Felicity Marlow as our new Principal of the College. Felicity comes with a deep sense of God's call to take the College into the future. She has an extensive understanding of the College, having spent five years on the teaching staff here before moving to senior leadership roles in other schools. Felicity returned to Norwest as Deputy Principal two years ago bringing her unique leadership style and a freshness and excitement centred on Christian education, leading the implementation of the BPL program.

We have also been graced with Government grants to enable the College to expand its classroom capacity through the building works that were carried out in 2018 and completed early in 2019. Further grants are also under way for the development of state of the art facilities over the coming three years that will have significant impact on the teaching environment, and personal growth of our valued students and staff. As we move toward a new open and spontaneous learning environment, collaboration will continue to be a core learning tool. Collaboration teaches tolerance, the value of others and importantly the value of community and family, all of which are central to our Christian ethos and will help to differentiate us as a College of excellence.

The Board acknowledges the commitment and achievements of all members of the staff and Executive of the College throughout 2018. It's through their dedication and commitment to excellence that the College is able to achieve so much for our students.

Our heartfelt thanks also go to all the parents, extended family, volunteers, and parent groups, who make the College what it is, a loving Christian community that welcomes people simply because they are God's creation. I would also like to thank my fellow Board members who have given far more than I could ever have hoped for during the year. My role would be impossible without their dedication and commitment to good governance and God's community here.

We pray that God will continue to be our guide and Christ our inspiration throughout the coming year.

Brian McSweeney

Chairman

PARENTS & FRIENDS ASSOCIATION

Volunteering on the Norwest Christian College P&F in 2018 has been an immense learning experience that has been tremendously fulfilling and rewarding.

We have strived to meet two significant outcomes within the college. Firstly, to build a community of parents and family, that not only feel connected and involved, but that are moved to action to participate in the life of the College. Secondly, to raise funds for the College to allow families to 'go above and beyond' in contributing to the College vision.

The P&F have been involved in several events and initiatives in 2018.

Events

Celebration Morning Tea

We welcomed the Kindergarten families on the first day of their child's NWCC journey with a delicious morning tea and great conversation. We also had several parents attend that were already part of the NWCC family to chat and welcome the new families. This event will continue into 2019.

Know Your Norwest (KYN)

During the KYN night, the P&F welcomed all families within the college with a sit-down meal. As the College is growing, we move to have two seating times. This event was extremely successful. This was a mammoth undertaking and took a lot of people resources. 2019 will see even more organisation poured into this to ensure we have the volunteer resources needed to run such a large event.

Primary Disco

The Primary Disco was well attended. It included a sausage sizzle on the night which was popular, however there will need to be some small changes to ensure people do not need to wait so long. We were blessed to have a photo booth ran by a College family, who donated their time and use of equipment to give this awesome experience, supported by the P&F. We also engaged an external coffee van to provide coffee for parents to purchase. This was extremely successful in building community amongst families and is recommended to reoccur in 2019. We also made a profit with the P&F run canteen. There were many positive comments regarding the night.



Secondary Disco

The P&F provided a small canteen for the Secondary Disco. Whilst we made a very small profit, we need to revisit how we can contribute more to the Disco and what we can do to engage more.

Musical

The P&F ran a canteen for each session of the musical. This raised a small amount of funds; the popcorn proved hugely popular and is recommended we have this available for purchase at other events.

Infants Athletics Carnival

Several boxes of oranges were donated by a College family for this event. The P&F cut and distributed to each child following their race.

Cross Country

The most fruitful fundraiser for the P&F this year, was the Cross Country. Many students made a great effort in fundraising for their College. We also provided ice blocks on the day for those who completed the run. Gift Vouchers were distributed to those who raised the most money in each stage and College drink bottles were given as prizes to any student that raised over \$50.

Girls Night Out

The P&F assisted in organising a community building event for mothers of Primary aged children. This was well received and attended. We anticipate running similar events for the other cohorts of parents at the College.

Dr Justin Coulsen

The P&F organised for Dr Justin Coulsen to appear at NWCC. Dr Coulsen ran three sessions; 1 for Secondary students, 1 for teaching staff and 1 for Parents. This was extremely well received. We will continue to run these seminars each year, with different guest speakers. A short questionnaire was run on the night to gauge people's desire to continue attending such seminars and also what topics they would like to see covered.

Initiatives

NWCC Drink Bottles

We purchased a bulk number of drink bottles as rewards for students who raised over \$50 for the Cross Country. The remainder of these will be sold at the uniform shop. If we can sell the majority of the drink bottles, this will cover the cost for all drink bottles purchased.

Square Reader

We have been implementing a new payment system alongside cash payment, allowing people to make payment with credit card. This has proved popular and is recommended to continue in 2019.

Coles Sports

Students were encouraged to collect Coles Sports Vouchers during the promotion and submit them to the school. This resulted in a large number of sports equipment being "purchased" for the school, at no financial cost to the college or the P&F.

Lastly, I would like to thank the College and the parent community for allowing me to hold this role; it has been so very rewarding. But above all, I would like to thank Jaime Strong (Vice President), Rachael Vohl (Treasurer) and Alexander Ridden (Secretary) for the tireless dedication and commitment to the P&F Association. It has been an absolute joy serving in this capacity alongside each of you.

Angela Pengelley

P&F President

STUDENT LEADERSHIP

At the onset of 2018, the student leadership team made a commitment to positively improve the culture of Norwest Christian College for the years to come. The collective effort of the student representative committee, student leadership team and the Captaincy team proved fruitful as we made revolutionary steps to build a new foundation for following years to build upon.

The largest and most proud accomplishment from the entirety of the leadership team was the formation of a new system known as "Project Hogwarts". Our main goal through this new system was to completely transform how the Norwest sporting houses (Johnson, Bradman, Gould and Chisholm) functioned in the college community. The leadership team felt that the current sporting house system was not reaching its full potential and could be used to create unity between traditionally separated year groups. This vision was achieved via the combination of the sporting housing system and the pastoral groups. We believe that this will benefit the culture at the College enormously, as it creates community spirit fueled by house involvement, which will no doubt spawn from the restructure.



Homeroom structure

A key aspect of change brought about by the implementation of plans to further embrace our sporting house system is the reorganisation of mentoring homerooms throughout Secondary. Instead of the traditional year group based structure, in Term 4 of 2018, homerooms were organised vertically across secondary years, ensuring that various students from differing year groups were included in each homegroup. This was done to achieve two key purposes, the first being to further integrate the housing system into everyday life at the College and secondly to increase student exposure to various other students across different year groups. These goals were adequately satisfied with the implementation of the new system and, with time, has progressively seen more response from the students as they have adjusted to the changes in the months since it's introduction. Hopefully, as students continue to adjust to these changes the gaps between year groups will progressively close and strengthen the community focused culture of the College.

Ministry

The development of the ministry program inside and outside of the College community is a key issue which is reassessed by every new leadership team. Faith and ministry play an integral part of the College culture as the leadership team is continually committed to ensuring our College remains as not only a space for students to explore their developing faith, but a space for the surrounding community to see God's work in action throughout the year. Community outreach events like our annual musicals and GLO function as community engagement tools, and ultimately serve as a primary ministry to the local area. Internal ministry has also take precedence this year, as many programs have either started or been cultivated. The lunchtime group "Tenacious" has seen record turnouts in 2018 and new ministries such as the after school Senior Apologetics have reached untouched parts of College life.

Charity

The College's involvement in various charities has a defining role in student life and activities. Over the course of the year students have participated in numerous charities and served the local and global community willingly. The Tuesday sport option of "care-van" has relentlessly bought meals to those in need, almost completely funded and worked on by students. Various sausage sizzles and cake stalls have been held to raise

funds for the Cambodia mission trip, Beyond Blue day and the College Compassion children. These activities are continuing to grow as the College's willingness to serve expands with its population.

Student involvement

While at the GRIP leadership conference in 2018, the student leaders and Captains participated in an activity through which we could analyse how successfully different areas of the College were running and found student involvement to be a thriving aspect of the College. The incorporation of the housing system into everyday life at the College was in part to assist the further development of this cornerstone of our College culture by closing the divide between the academically, athletically and artistically oriented students. Whilst all these different groups of students participated greatly in events that appealed to their own interests, there was a lack of involvement of students in areas in which they had little to no previous experience in. With time the goal is to build a culture in which students of various interests take part in events and activities that they have not participated in before.

Assemblies

Throughout the year, the Captaincy team aimed to preserve the formality of assemblies while additionally striving to structure each assembly around a specific theme. In order to achieve this we would consider the essence of the messages to be communicated throughout each Assembly and would attempt to introduce each announcement as part of a flowing discussion around different significant topics to the College (i.e. we would focus on student participation opportunities, integrity, College culture etc.). In discussing each week's focus we would also plan ahead to ensure that a strict sense of occasion was maintained throughout the assembly by acting with the utmost decorum. These efforts were made in the hope that in future years, Assemblies will be viewed as formal opportunity to gather as a Secondary community and to gather as a Secondary community and reflect on the opportunities and values of the College.



Leadership training

The Stage 6 Leadership Program saw further investments in the Leadership and Captaincy team of 2019 throughout the course of 2018. With students meeting with their Stage Coordinator on a fortnightly basis, budding leaders were expected to keep leadership at the forefront of their minds. The requirements of completing the program also ensured that key aspects of successful leadership; such as community engagement, time organisation and event planning - were practiced regularly by the participants. The continuation of this program should aim to focus further on these areas of leadership to ensure that students are prepared for the demands of leadership positions in the HSC year.

Clubs

The growth of Clubs in 2018 has been one of the highlights of the year. Extracurricular activities have been one of the best parts of the College for many years, and as the College continues to grow, new avenues for students are opened. This year students had the opportunity to participate in various musical related clubs, set design, costume, makeup and many chances to express their vocal or musical ability. Chapel band, live @ norwest and singing/songwriting have all seen massive growth in 2018, showing the leadership team the importance of them. New clubs such as "board games battle club" have highlighted the diverse interests of the students, and the passion that goes into them. The leadership team remains committed through 2019 to grow and serve in many of these clubs as we all recognise their importance.

2018 has seen a number of huge changes in both academic and social life at the College, all for the better. The 2018 Captaincy is more than confident that the 2019 leadership team will continue the growth and effort put into the college, and ensure the absolute best possible student culture and life.

Parvathy Rakhesh
College Captain

Eamon Marlow
College Captain

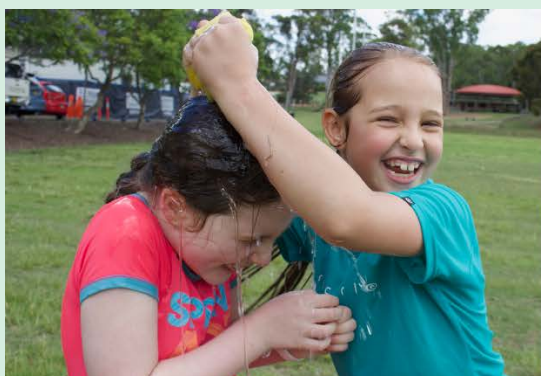
PRINCIPAL'S REPORT

This Annual Report provides College staff a yearly opportunity to reflect on the blessings that God has bestowed upon our community, and our readers a subsequent opportunity for the same reflective process. For these blessings we are thankful. As I undertook this reflective process in my final year at the College I became increasingly aware that I consider the deep sense of community that pervades our culture to be of greatest value. It is this deep knowing of belonging and of being loved that binds our community together. In this final year I have also been reflecting on what we have achieved; and the most valuable achievements are always in the lives of our students.

In the final edition of our College newsletter for 2018 I reflected on its name, Directions, a title which made sense given that the College's name contains a direction and that, according to the NSW Department of Planning and Environment, the College is precisely in the centre of Sydney's North West Growth Corridor. I have always liked the symbolism of these two compass bearings. Most people associate West with the setting sun and therefore the end of the day; the future. We want our students thinking about the future and planning to conscientiously make the most of today, before the sun sets. Most people associate North with up; arbitrarily it has been set as the top of the globe and therefore the top of every map.

So, North equates to upwards, however in the Southern hemisphere, North also equates to sunshine and warmth. It is probably these associations that mean that North speak to me of hope, optimism, and therefore aspiration; key elements of our vision for each and every one of our students. So, whether I reflect on a year of activity or on eighteen years of activity, I measure our success based upon whether we have grown future-focused, conscientious, hopeful, optimistic, and aspirational young people, who are equipped for a successful life and know that when the sun sets on this world their life will continue.

So, on behalf of every student who has benefitted in this fashion I would like to thank the College's staff team, who through many hours of labour have made 2018 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.

Their efforts has not only strengthened each student's character and capacity but, for our 2018 HSC cohort, facilitated some outstanding results in their HSC courses. 73% received university offers in courses such as Business, Psychology, Law, Commerce, Ancient History and various health sciences. 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.

2018 IMPROVEMENT TARGETS

2018 was the first year of a three year strategic planning period characterised by the phrase 'Raise The Bar'.

The first graphic that follows is a summary of the Strategic Plan, the second is a summary of our achievements in Semester 1 of 2018, and the third is a summary of achievements in Semester 2 of 2018.

LOOKING FORWARD

As I depart the College, I trust and pray that in the years that come God's blessing on the College would be abundantly evident, that the College would continue to flourish, that many new families will begin their partnership with this community, and that each and every member of this 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 young people to face challenge, difficulty and certainty 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 align their 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 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 will increasingly invest their efforts in research-based strategies that have proven to make a difference to student learning outcomes. Educators will 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.



In order to take the College one step closer to its vision, throughout the first semester of this strategic planning cycle we have focused our energies on the strategic priorities indicated below.

Relationships

strengthening connections between people

The College 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. During this semester we addressed ...

Leadership - We have made a significant investment in staff leadership development this semester and have restructured leadership for 2019.

Student Wellbeing - Our new school counsellor has begun to work with the students most at risk to enhance agency, self-efficacy, resilience, and socio-emotional wellbeing.

Conflict & Mistreatment - No progress was planned in this area for this semester.

Alignment

enhancing effectiveness and optimising learning design

The alignment of educators with each other and with best practice ensures profound collective influence. To enhance educator effectiveness and optimise learning design this semester we addressed ...

Learning Continua - The College's educators have been further developing progression charts associated various BPL learning dispositions. Whilst just a few of the many learning continua we envisage to provide for P-12 coordination, the first will set the template for the remainder.

Learning Dispositions - From P-12 the application of TLO online resources to mixed Learning Hubs has seen a deepening of our educators' understanding of BLP pedagogies. The mid-year mini-conference and associated PD days, followed by Leanne Day's two weeks with us have further embedded explicit thinking routines and pedagogies that align with the principles of BLP in classrooms. Finally, parent workshops continue to strengthen partnerships centred on growing BPL dispositions in students' homes.

Systems & Resources - The Early Learning Centre have greatly improved their spaces, technologies, and other resources throughout this year to bring them into alignment with expectations, culture, and our agreed approach to pedagogy. Works have begun to construct an infants outdoor learning area behind the infants classrooms with the same ends in mind, but also to relieve pressure on the main quadrangle during breaks.

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. To move towards this type of learning this semester we addressed ...

Authentic Learning - The College has been researching various means by which to increase the authenticity of student learning. We have connected to a network of like-minded schools, spoken with a range of expert educators, received some professional development, and begun experimenting with intentionally scaffolded opportunities for students to undertake authentic, collaborative, multi-modal and multi-disciplinary learning that encourages curiosity and promotes creative exploration. Some of this takes place at informal times (eg the LRC Atelier), but some is timetabled (eg Primary Imaginarium).

Learning Enrichment - Discussions are underway to further develop our approach to supporting students with disabilities and those struggling academically for other reasons. A case management approach will be adopted in 2019, that will strengthen parent-educator communications and tighten feedback cycles. The Soar program has been designed to cater for students requiring extension and will also adopt a case management approach to matching students with opportunities that will best serve their needs.

Extra-Curricular Learning - We continue to expand extra-curricular offerings for students.

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. To enhance this aspect of the College this semester we addressed ...

Christian Education - Further work has been done to develop a P-12 Christian education continuum, and our Chaplain is co-planning with RBC for a children's school holiday program that would operate in non-term time.

Service Learning - In Term 4 the NWCC Student Ministry Team will tour regional Christian schools to lead assemblies in worship and present the gospel through drama, testimony, and prepared messages. An initial scoping trip has also been undertaken to research a potential African mission experience for students that would also provide opportunities for NWCC staff to train local teachers.

Careers Education - Our newly appointed Careers Counsellor has been putting in place a range of standard Careers Education processes and developing a P-12 continuum of careers education.

Evidence

collecting and using evidence of student progress

With a collective focus on literacy and a plethora of sectional foci, to maximise our impact, we discard ineffective practices and invest our efforts in research-based strategies that have proven to make a difference to student learning outcomes. To ensure that all students are making measurable progress in learning we addressed ...

Learning Metrics - A variety of metrics are being explored and developed to track individual, subject and cohort performance and improvement in literacy and numeracy over time (SENA, PAT Maths, PAT Reading, SA Spelling, PM Benchmarks).

Use of Evidence - No progress was planned in this area for this semester.

Academic Tracking - No progress was planned in this area for this semester.

College Executive recently reviewed the implementation of quality improvement plans associated with the 2018-2020 Strategic plan. The review assisted the Executive in identifying gaps in the strategic planning process, ascertaining the degree to which plans had been successfully implemented and clarifying focus areas for 2019. The purpose of this report is to inform the Board as to the results of this Executive review.

Relationships

strengthening connections between people

The College 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. Throughout 2018 we have addressed ...

Leadership – The restructure of the secondary home group system, known as Project Hogwarts, from a horizontal structure into a vertical structure will assist in developing positive patterns of years 7-12 student interactions.

Student Wellbeing – The restructure of the secondary home group system has necessitated a move away from Stage Coordinators to Heads of House, a move which has served to expand the leadership of welfare in Secondary Years, enabling greater efficiencies in managing student wellbeing.

Conflict & Mistreatment – No progress was planned in this area for this semester.

Alignment

enhancing effectiveness and optimising learning design

The alignment of educators with each other and with best practice ensures profound collective influence. To enhance educator effectiveness and optimise learning design this semester we addressed ...

Learning Continua – Some progress has been made in the ELC in developing learning continuums for literacy, numeracy, critical and creative thinking and personal and social responsibility. Work on these continuums will continue throughout 2019. The introduction of Discovery Hour into the Preparatory program has allowed ELC educators to align preparatory outcomes with the Kindergarten general capabilities.

Learning Dispositions – This semester, College educators have actively explored the use of the connect-stretch-transfer pedagogy. In Secondary Years, the HSIE faculty has introduced project based learning into the Stage 4 curriculum.

Systems & Resources – In order to optimise student engagement with Project-based learning initiatives the LRC is currently being refurbished. Whilst some minor works were conducted in the LRC throughout the October holidays, further works will be undertaken in the January break. The P&F have also committed to the development of the Infants playground. Significant landscaping of this site will take place on Nov 18, 2018.

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. To move towards this type of learning this semester we addressed ...

Authentic Learning – ELC educators have introduced “DIGGER” time into the Preparatory program. This is a multi-disciplinary activity time that received spectacular reviews from Leanne Day, who has since taken it back to the UK. Primary educators continue to develop Imaginarium time in Stage 2&3. This term secondary HSIE educators have introduced Project-based learning into Stage 4. Additionally, year 7 students will undertake a new STEM course in 2019. Currently we are endeavoring to secure a Head of TAS/STEM to lead this initiative.

Learning Enrichment – plans continue to be developed for the commencement of the Soar program in 2019. Our Learning Enrichment coordinator will head a team of educators to plan for the academic enrichment of these students. She will be supported by the Heads of Years team and Director of Secondary Teaching and Learning.

Extra-Curricular Learning – No further progress.

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. To enhance this aspect of the College this semester we addressed ...

Christian Education – The Chaplain and the Deputy Principal have worked together throughout 2018 to create devotional series that will continue to foster a developed understanding of God's word amongst College staff. Biblical literacy is the platform upon which educators will be able to integrate a Biblical worldview into their teaching practice. Development of the Christian education continuum still continues.

Service Learning – A Student Ministry Team has toured regional Christian schools and churches to lead assemblies in worship and present the gospel through drama, testimony, and prepared messages. A recent restructure of the Chaplains contract has enabled him to take on other responsibilities, including that of Missions Coordinator. He is currently seeking advice from CSA as to service opportunities suitable for our College students.

Careers Education – Our newly appointed Careers Counsellor has sourced a range of initiatives to spark student awareness and interest in careers including a “Meet the Keeper” day at Taronga Zoo. Her knowledge and experience within Careers education has further progressed the College's ability to speak meaningfully about purpose.

With a collective focus on literacy and a plethora of sectional foci, to maximise our impact, we discard ineffective practices and invest our efforts in research-based strategies that have proven to make a difference to student learning outcomes. To ensure that all students are making measurable progress in learning we addressed ...

Learning Metrics – Primary have engaged with a range of data throughout the course of 2018, determining to ensure that it informs shifts in teaching and learning practice. Secondary have intentionally reviewed RAP data (HSC 2017) and have used it to inform the development of faculty improvements plans instituted at the beginning of 2018. NAPLAN data has been actively analysed in both Primary and Secondary and has been beneficial in identifying performance gaps in literacy and numeracy.

Use of Evidence – A Canvas course has been created for the storage of data. This course will be accessible to Primary and Secondary staff and is currently being managed by the Learning Enrichment team who collect a range of learning metrics.

Academic Tracking – No progress was planned in this area for this semester.

Gap Analysis - QIPs

2018		R			A			I			S			E		
Sector	QIP Name	6.1.1	6.1.2	6.1.3	6.2.1	6.2.2	6.2.3	6.3.1	6.3.2	6.3.3	6.4.1	6.4.2	6.4.3	6.5.1	6.5.2	6.5.3
ELC	QIP - Alignment															
	QIP - Interest															
Primary	QIP - Alignment & Interest															
	QIP - Evidence															
Secondary	QIP - Teaching & Learning															
	QIP - Relationships															
Whole College	QIP - Christian Ed.															
	QIP - BPL															
	QIP - Canvas															

Progress Analysis - QIPs

2018		R			A			I			S			E		
Sector	QIP Name	6.1.1	6.1.2	6.1.3	6.2.1	6.2.2	6.2.3	6.3.1	6.3.2	6.3.3	6.4.1	6.4.2	6.4.3	6.5.1	6.5.2	6.5.3
ELC	QIP - Alignment				25		60									
	QIP - Interest							75								
Primary	QIP - Alignment & Interest						100	75	75							
	QIP - Evidence													0	100	50
Secondary	QIP - Teaching & Learning					50	100	50	25				10	100		
	QIP - Relationships	70														
Whole College	QIP - Christian Ed.										50	30				
	QIP - BPL					50										
	QIP - Canvas						68									

STRATEGIC PLAN SUMMARY DEPUTY PRINCIPAL'S REPORT

Christian Education

Mapping of the development of students' Christian growth from the ELC through to the Secondary Years has allowed lessons to be more specifically targeted. Alongside this, further opportunities for staff development to meet the spiritual needs of their students have been developed. A Kids Holiday Club was started in the October holidays through a partnership with Riverstone Baptist Church. This has given Secondary students an opportunity to lead and serve whilst growing Primary students in their faith. Talks for the Secondary Lunchtime group are now entirely student-run with a leadership and training structure for giving talks and leading groups in place beginning from Year 10.

2019 IMPROVEMENT TARGETS

2019 is the second year of the three-year strategic plan known as "Raise the Bar". Analysis completed by Executive staff throughout October and November of 2018 revealed that significant progress had been made on a number of objectives. In order to maintain this improvement trajectory, the following objectives from the strategic plan have been identified for 2019;

Student Wellbeing

Whilst greater communication efficiencies have been gained through the restructure of Secondary stage based home groups into vertical groups, staff across the College will continue to be engaged in developing programs that respond to prevailing student wellbeing needs such as mental health issues, relationship breakdown and conflict management.

Conflict & Mistreatment

Establishing and maintaining a safe and secure environment is an expression of our love for those in our care, and requires the ongoing investment of time, ideas and resources. The College acknowledges that people's behaviour affects the relationships that underpin such an environment and that the skills required to establish these positive relationships should be taught and modelled. Accordingly, throughout 2019 relevant staff will be equipped with strategies that enable them to manage student conflict in ways that restore relationship and enhance the efficacy and resilience of each party.

Extra-Curricular

The College is committed to giving students every opportunity to discovering who they are and who they were created to be and so seeks to ensure that students are provided with a wide range of extra-curricular options. Participating in extra-curricular activity enhances a student's academic performance and their sense of personal efficacy. It provides students the opportunity to connect and engage with other members of the community and develop and apply skills in different contexts. Throughout 2019 the College will continue to focus on expanding the offerings of Seed Academy and stabilising participation in newly created opportunities; Debating and Mock Trial.

Service Learning

A natural outworking of the College's Building Purposeful Lives framework is student engagement with a pedagogy known as Service Learning. This approach combines learning goals and community service in ways that can enrich the learning experience, teach civic responsibility, and strengthen communities. Developing further opportunities for students to engage with service learning opportunities will be a priority as we explore pedagogies linked to BPL.

Evidence - Academic Tracking

Comprehensive analysis of student academic data enables the appropriate and timely allocation of resources that serves to enhance teaching and learning. College educators have for many years now been collecting a range of data to inform teaching practice. It is our goal, however, to make more extensive use of this data by creating a system that allows us to track individual, subject and cohort performance and improvement over time.

FACILITIES DEVELOPMENT PLAN

2018 saw a number of completed improvements to the College facilities, including the Refurbishment of F Block which provided further spaces to accommodate Secondary classes, a secondary outdoor learning area complete with vegetable gardens, the move of the Uniform Shop to a larger space in the McCulloch St Cottage, provision of further administrative spaces in the previous uniform shop area, provision of new office spaces off the LRC for the College Counsellor and Careers Counsellor and a revised layout for the LRC.



2018 also saw the commencement of Phase 3 of the College Masterplan. This new two storey extension of B Block will provide 6 new classrooms, two collaborative spaces and two offices for Primary Staff. The building should be ready for the start of Term 1 2019.

Felicity Marlow
Deputy Principal

OVERVIEW OF 2018

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 70% of our students progressing to Kindergarten at Norwest Christian College.

Our ELC continues to grow each year with 2018 seeing us end the year with over 130 children. In 2018 we welcomed two additional Early Childhood Teachers to our team.

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.

Staff continued to inspire the 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 and Christmas services.

The children enjoyed a range of activities and outings including:

- visiting the theatre to see a production of The Gruffalo's Child;
- exploring behind the scenes and our local Woolworths; and,
- spending two weeks watching ducklings hatch and grow and learning about the life cycle of a duck.

Community Involvement

The children had the pleasure of ministering to the elderly by singing at a luncheon at St Andrews Uniting Church. This event was so well received it will become an annual event.

Quality Improvement Plan

Our priorities for improvement in 2018 included:

Quality Area 1

- development of learning continuum to align with Early Stage One outcomes (National Curriculum).

Quality Area 3

- Provision of additional outdoor equipment including large foam blocks, monkey bars, scooter boards and tug of war ropes.

School Holiday Activities

The ELC is open during most school holiday periods operating a holiday program closely aligned to the Vacation Care Program. The children enjoyed a range of activities including a Magic Show, robotics, cooking, science and bike days.

OUTSIDE SCHOOL HOURS CARE CENTRE

The College continues to provide Before and After School Care, and Vacation Care to College families and other local schools. 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 2018 were bike days, cooking, science, ten pin bowling, a visit from a magician and experimenting with robotics.



Quality Improvement Plan

Our priorities for improvement in 2018 included:

Quality Area 1

- Establishing project learning based on children's interests; Science, Ancient Egypt and Medieval culture.

Quality Area 6

- The provision of Storypark to OSHC families to improve communication between the Centre and families.

Linsey Moir

Director ELC/OSHC

PRIMARY YEARS

The Primary years are an exciting time of growth and learning. In 2018, the Primary school consisted of 15 classes across Kindergarten to Stage 3, with the majority of classes being grouped together as stage-based classes. 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 unreach people groups or Indigenous people groups who do not have the bible written in their language. Kindergarten was called Kindergarten Madagascar, Kindergarten Morocco and Kindergarten Somalia. Stage 1 was named after countries based in South America: Argentina, Bolivia, Colombia, Ecuador and Paraguay. Stage 2 were named after Indigenous people groups who do not have the bible in their language, Djambarrpuygnu, Nyoongar, Pitjantjatjara and Yumplatok. Stage 3 was named after countries in Asia: Bangladesh, Cambodia and Nepal.

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. Staff 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. 90% of the Kindergarten cohort were reading at or above expected reading levels for their age, with students in Stage 1 reaching similar benchmarks.

Students were encouraged to participate in the Premier's Reading Challenge, with approximately 70% of Primary students completing the challenge this year, a similar level of participation to 2017.

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 and writing has occurred for 2018 and teachers have received Professional Development in this area.

Christian Focus

The 2018 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 and 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 2018. They were able to choose to be part of the Stage 3 Band, Stage 3 Strings group or the Stage 3 Composition group. Most students in Stage 2 and 3 participated in the College's Movimento night, where they performed in front of their peers and families.

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

Sports Opportunities: Students were given the opportunity to participate in a variety of sport gala days over the course of the year. These included girl's netball, boys and girls football, and cricket. Our students received pleasing results.

Highlights

Highlights of the year included:

- Stage 1 Swim School
- Infants Swim Fun Day
- Canberra Camp for Stage 3
- Outdoor Education Camp for Stage 2
- Debating Competition
- Maths Cup
- Public Speaking Showcase
- Mathemania
- Celebration of Learning
- 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, Dance, Young Orators and more
- 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

SECONDARY YEARS

It has been a distinct privilege to lead the Secondary Years of the College throughout 2018. The Secondary Years is a dynamic learning community in which students, teachers and parents engage with one another as we seek to know and love God, pursue our God-given purpose and to build our capacity so that we might serve Him both locally and around the globe. The Secondary Years is a significant season in the life of young people during which they begin to form their own personal identity and values, guided by a supportive framework with Christ at its centre. We celebrate our commitment to the service of others, pursuing opportunities available to meet the needs of others both within our community, and beyond our school gates. Secondary Years' students are encouraged to make learning their focus, and to become more effective learners each and every day. Students are actively encouraged to reflect and review, and approach the curriculum creatively and joyfully as they engage with our Building Purposeful Lives Framework for learning and life. Our Secondary Years students learn to learn, exploring our BPL dispositions and the habits necessary for life-long progress and purpose within the world. The Secondary Years' educators are deeply 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

In Term 4, 2018 the Secondary Years made a significant transition from a well-being program centred on Stages, to one centred on pastoral Houses. Where previously Stage Coordinators facilitated the well-being program, this is now done by pastoral Heads of House. Homerooms have changed from single-gender and horizontal, to mixed-gender and vertical.

Attention to student well-being continues to be a significant priority in the Secondary Years. The emotional and social needs of adolescents are significant as they navigate both increasing academic demands as well as the physical, cognitive and emotional changes of puberty. They must evaluate and challenge their core values and 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. Heads of House and Mentors are charged with the role of supporting students through their most developmentally rigorous years and partnering with families as they do so.



The Secondary Student Well-Being program is a bespoke program led by the College's Heads of House. It is a pastoral and co-curricular platform designed to equip students across a broad spectrum of domains including study and academic skills, personal well-being, interpersonal skills, goal setting, learning habits and leadership development. This program is conducted within a Christian worldview, and 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 Framework, and students are encouraged to reflect on 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. Parents are encouraged to engage with their child/ren by referring to Edumate often, involving themselves in the learning process and co-curricular lives of their child/ren at the College, and remaining in close contact with Heads of House and Mentors.

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 2018 Student Leadership Team was selected based upon their ability to define and articulate a clear vision for the future of the student body, as well as demonstrated character consistent with the values of the College. 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 Parvathy Rakhesh and Eamon Marlow, supported by Sophie Stephens and Josiah Davies 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 Year 11 Leadership Program continued 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 as 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 sixth 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. More broadly, students support a range of charitable organisations, and stage groups adopt these as their main focus for the year. In 2018, Stage 4 adopted the charity Got a Pen supporting disadvantaged students around Australia, and support 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.



Aged Care continued to be offered as an 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 approximately 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.

For the first time in 2018, the Secondary Years engaged in a Regional Mission Tour. Students from Year 8-12 travelled across regional NSW, visiting schools, churches and remote communities. Prior to the Regional Mission Tour, the Secondary Years raised money which was given as a fellowship offering to a regional school and a church in order to partner with them in the provision of drought relief and ministry activities.

Creative & Performing Arts

There were many highlights in the creative calendar for 2018. Performance evenings and Senior Soiree saw many performers and crew work together to produce artistic showcases 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 are provided with the opportunity to exhibit and perform their HSC major works in Music, Drama and Visual Arts in our transformed Auditorium. 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 other wonderful events across the year. Live@Norwest (three events), Concert on the Compass, 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 Department, performing at several events throughout the year. The Instrumental Tuition program continued to operate throughout the year under the banner of the newly formed Seed Academy, 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 2019.

Excursions & Incursions

Throughout 2018 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 (in which our students were successful in national-level competition), the Supreme and District Courts, cultural and religious sites, World of Maths, OnStage HSC Drama and Encore HSC Music.

Students in Year 10 also participated in Senior Summit in which teams were formed to undertake a social enterprise focusing on youth mental health awareness. Students heard from a prominent local psychologist before creatively providing access to a range of youth mental health information in a Secondary Years showcase event.

A highlight of the Year 7/8 calendar was the participation in the Slum Survivor overnight experience on campus. Year 7 terminates at the conclusion of Term 3, with students embarking on their Year 8 studies in Term 4. One of the great experiences of the beginning of Year 8 at the College is Slum Survivor. Through Slum Survivor 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 people 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 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 Port Hacking for land and water based outdoor education activities including hiking, dragon boat racing, sailing, fishing, archery and abseiling.

Year 9 students 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 Study Camp for a productive but relaxing week of study 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 throughout 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. As a community of learners we invest in our faith journey and relationship with God and others, making lifelong connections and friendships. Our community recognises its own privilege, serving others empathetically and compassionately with their gifts and talents at every opportunity as we grow in faith wisdom, service and virtue. 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.

The Secondary Years at Norwest Christian College is a place in which students are provided with every opportunity and encouragement to learn, to know and love God, to pursue their God-given purpose, and to grow in their capacity so that they might serve him both locally and around the globe.

Mr. Owen Laffin

Head of Secondary Years

STAFF PROFESSIONAL LEARNING

The College undertakes to support its staff members in their professional journey and to facilitate opportunities to further individual learning throughout various career stages. Throughout 2018, this principle has been applied via the College's professional learning support program articulated in the College's Professional Learning policy. This program requires that each staff member create, maintain and follow a professional learning plan in consultation with an in-house professional learning coordinator. Additionally, the program necessitates that each staff member meet with their professional learning coordinator no less than three times throughout the year to plan, review and reflect on their professional learning.

Each professional learning plan created by staff contains two professional learning goals and the steps that will be taken to achieve those goals. General staff must create two goals that relate to current or projected duties. Educators are required to create two goals also: one goal must relate to BPL and the other must relate to current College responsibilities.

EDUCATOR'S PROFESSIONAL LEARNING

Throughout 2018 the College's professional learning program for educators has been focused on the pedagogical applications of Building Purposeful Lives. Education staff are allocated to a Learning Hub, which is a professional learning team comprised of no more than 5



educators. Each Learning Hub engages in a cycle of professional learning detailed in the diagram below. Learning Hubs make use of a range of learning materials provided by TLO (The Learning Organisation). These materials are focused on the way in which educators can coach students in growing learning behaviours that are positioned within the College's teaching and learning framework, Building Purposeful Lives.



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 reflect both on their own learning and specifically plan how their learning would be put into action at the College. Education staff also liaised with external providers through on-site in-service courses

Mrs Felicity Marlow
Deputy Principal

INFORMATION AND COMMUNICATION TECHNOLOGY

A change in ICT staff in 2018 has provided the opportunity to take a fresh look at the technology environment. The key goals this year have been to:

- Provide exceptional support to students and staff to support learning and operational requirements
- Identify and implement improvements to ICT services and processes
- Support facility development projects

There has been an investment in service and process improvement which has led to increased responsiveness with support provided to students and staff. Accommodating the development projects has included relocating an existing data centre, implementing new fibre links and planning for the connectivity and technology requirements for the new Stage 2 and 3 classrooms to be completed for 2019.

A number of projectors in secondary were replaced at the beginning of 2018 with remaining older projectors to be upgraded during start of 2019 and additional displays were added in the library to support Project-Based Learning initiatives. There have been improvements to the integration between Edumate and Canvas to improve transitions between terms. There will be a focus on continuing to improve the Canvas experience for students and teachers heading into next year.

Our focus remains on continually improving services and processes to support the College's vision. Taking a deeper look at how student devices are used in the College in the context of enabling learning in a safe manner is also planned. We look forward to supporting the Christian culture and learning environment at the College in 2019.

Mr Michael Green
Information Communication and Technology Manager



EXTERNAL ASSESSMENTS

HIGHER SCHOOL CERTIFICATE

In 2018, 23 students studied the HSC at the College. Twenty-one of these students were awarded the Higher School Certificate, with the remaining two seeing Pathways opportunities.

For the sixth year, 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. This process provides our senior students with an opportunity to focus upon one HSC course in their first year, and then transfer that experience to their final year for the remainder of their 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 inclusive nature of the cohorts, including students with disabilities, explains some of the variation in achievement over time.

Course	2017		2018	
	NWCC	State	NWCC	State
Ancient History	N/A	N/A	83	63
Biology	50	69	50	70
Business Studies	100	66	75	65
Chemistry	N/A	N/A	40	69
Drama	100	84	N/A	N/A
Economics	N/A	N/A	56	72
English (Adv)	75	92	100	91
English (Std)	57	55	36	51
Food Tech	N/A	N/A	71	63
IPT	N/A	N/A	50	68
Maths General 2	69	50	82	46
Mathematics	60	75	33	78
Legal Studies	71	75	N/A	N/A
Modern History	100	71	100	61
Music 1	100	90	100	90
PDHPE	64	60	33	61
Studies of Religion	78	85	N/A	N/A
Visual Arts	100	90	50	92

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

Extension Course	2017		2018	
	NWCC	State	NWCC	State
Maths Ext 1	40	82	40	80
Maths Ext 2	50	84	N/A	N/A
English Ext 1	100	94	100	96
English Ext 2	50	78	100	71

Highlights:

- Norwest students have exceeded the State averages for achievement in Bands 4-6 in the majority of subjects;
- Two distinguished achievers in HSC Ancient History;
- A steady trend towards higher Band 5 achievement across most subjects;
- Individual students achieved their aspired results, including students with disabilities; and,
- Recent College initiatives in literacy and student writing have seen these sections of HSC papers improve considerably.

HSC Academic Improvement Priorities

College staff will continue with its academic improvement plans across the secondary years, prioritising the following areas:

- Student writing, including extending professional vocabularies and concise short responses;
- Exposure to wider reading as an effective model for writing; and,
- Growth in the expectations for research for deep knowledge and understanding of subject material.

NAPLAN

The National Assessment Program – Literacy and Numeracy, is part of a suite of data available to the College used to gauge the types of skills that are essential for children and young people to progress through their school years. These tests cover skills in reading, writing, spelling, grammar and punctuation, and numeracy, providing the College with a valuable 'snapshot' of student performance across these 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 (PAT) in Mathematics and Reading, and the York Assessment of Reading for Comprehension (YARC), NAPLAN data is used to inform the approach to teaching and learning that best suits the learning needs of the individual, as well as being used as one measure by which students may be assigned to classes.

Band Achievement

Across the College, results are pleasing, showing a much-increased percentage of our students in the higher bands of achievement. These results across all areas demonstrate the impact of an intentional focus by all education staff on Literacy and Numeracy across all Key Learning Areas. The College’s approach to growing engagement with the learning dispositions of our BPL framework, as well as creative and critical thinking through the outworking of academic and cultural quality improvement plans, has seen a positive outcome in terms of the overall results of our students.

Highlights - Band Achievement

The Percentage of Students in Bands Report below provides a high level view of a school’s cohort percentage in the higher NAPLAN bands for the selected assessment and domain.

Year 3 Cohort

- 60% achieving Band 5 or 6 in Grammar & Punctuation
- 60% achieving Band 5 or 6 in Reading
- 58% achieving Band 5 or 6 in Spelling
- 53% achieving Band 5, 6 or 7 in Writing
- 57% achieving Band 5 or 6 in Numeracy

Year 5 Cohort

- 6.8% achieving Band 7 or 8 in Grammar & Punctuation
- 55.4% achieving Band 7 or 8 in Reading
- 43% achieving Band 7 or 8 in Spelling
- 28% achieving Band 7 or 8 in Writing
- 38% achieving Band 7 or 8 in Numeracy

Year 7 Cohort

- 45% achieving Band 8 or 9 in Grammar & Punctuation
- 52% achieving Band 8 or 9 in Reading
- 50% achieving Band 8 or 9 in Spelling
- 41% achieving Band 7, 8, 9 or 10 in Writing
- 45% achieving Band 8 or 9 in Numeracy

Year 9 Cohort

- 29% achieving Band 9 or 10 in Grammar & Punctuation
- 40% achieving Band 9 or 10 in Reading
- 31% achieving Band 9 or 10 in Spelling
- 46% achieving Band 8, 9 or 10 in Writing
- 25% achieving Band 9 or 10 in Numeracy

Average Naplan Score by Cohort - Comparison Data

The Average NAPLAN Scores over Time vs Statistically Similar School Group (SSSG)/State report allows for comparison on the College’s performance against the state as well as a like-with-like group based on SSSG. In 2018, the College compared favourably with statistically similar schools and the State in all year groups across all areas of assessment, particularly in Years 7 and 9.

Year Group	Average Naplan Score - All Domains		
	NWCC	SSSG	State
3	442.2	439.18	425.97
5	516.1	511.03	496.41
7	569.3	537.42	538.37
9	604.9	578.78	579.29

School Level Growth

The School-Level Growth report shows how the College has performed by NAPLAN Domains and compares this to State (NSW government schools) and schools’ Statistically Similar School Group (SSSG). Growth measures such as these consider the relative progress a student has made over time, and to what extent they have reached expected growth targets. Results are as follows for students At or Above Expected Growth, and demonstrate that students at the College are meeting their growth targets at higher rates than State and SSSG comparative schools.



Domain	% Students At or Above Expected Growth		
	NWCC	SSSG	State
Reading	80.0	67.7	64.3
Writing	63.0	49.2	51.2
Spelling	77.8	56.1	54.36
Grammar and Punctuation	64.4	54.3	52.6
Numeracy	69.8	64.3	31.6

Geraldine Paynter
Director of Secondary Teaching and Learning

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 two students complete Vocational Education courses in 2018 as part of their curricular 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%
2018	61%

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%
2018	56%

POST-SCHOOL DESTINATIONS.

The vast majority of Year 12 graduates entering into various post-school options are as follows:

University	73%
TAFE or Vocational Education	14%
Workforce/Traineeship	12%
Other	1%

University Entrants

The majority of Year 12 graduates progressed on to tertiary education. Many of those received early offers for their course of preference from universities such as the University of Sydney, Macquarie University, Western Sydney University and the Australian Catholic University in disciplines including Business, Psychology, Law, Commerce, Ancient History and various health sciences.

ATTENDANCE

Cohort	Average Attendance
Kindergarten	95.6%
Year 1	95.8%
Year 2	97.0%
Year 3	96.7%
Year 4	96.4%
Year 5	97.3%
Year 6	96.2%
Overall Primary	96.4%



Year 7	96.8%
Year 8	95.7%
Year 9	95.2%
Year 10	95.4%
Year 11	94.4%
Year 12	94.7%
Years 7-10	95.8%
Years 11-12	95.5%
Overall Secondary	95.7%

POLICIES

Norwest Christian College has policies governing all aspects of the College's operation. All policies relevant to parents, including the key policies that are highlighted below, can be found on the College's website.

ENROLMENT

Norwest Christian College was established to support Christian families in the nurture and education of their children. Whilst continuing to perform this role for many Christian families, the College now welcomes a broader group of families from the community, offering their children a quality Christian education in a safe, loving 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.

This policy remains unchanged since the last Annual Report. From the beginning of Term 3 2018, all existing and new enrolments are now subject to the updated Conditions of Enrolment.

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, however work is underway to generate policies and guidelines specifically focused on managing overseas student wellbeing.

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 for the Secondary Years have been updated to reflect the wellbeing framework change from Stage Coordinators to Heads of House.

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 has been updated since the last Annual Report to provide clarity on the chains of reporting for the internal management of complaints and appeals. Additional content has also been included to incorporate complaints and appeals processes for overseas students

making this policy now compliant with the National Code of Practice for Providers of Education and Training to Overseas Students 2018.

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.

The Staff Code of Conduct was updated in 2018 to reinforce professional dress standards and to include statements on how to manage complex staff relationships, including staff with children enrolled in the College and members of staff who are spouses. A minor amendment was made to the Student Code of Conduct in 2018 to reflect a minor change in the Medical Guidelines. This permits students in the Secondary Years only to carry and self-administer medication for the treatment of the following three conditions: asthma, diabetes, and anaphylaxis.

The Volunteer Code of Conduct remains 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 2018 academic year Norwest Christian College community consisted of 607 students in our Kindergarten to Year 12 cohorts. The gender ratio was close to even with 47% of students being female and 53% of students being male. Whilst 64% 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 4 of 2018, a survey was implemented to gather our community's reflection and comment on the 2018 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

How would you rate the quality of the College teachers?

89% good to excellent
11% satisfactory
0% 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 position 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% neutral
0% disagree

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



95% agree
5% neutral
0% disagree

Primary Student Satisfaction

My teachers have high academic expectations of me.

80% agree
15% neutral
5% disagree

My College has high expectations of student behaviour.

80% agree
14% neutral
6% disagree

The College environment is safe.

81% agree
17% neutral
2% disagree

Secondary Student Satisfaction

My teachers have high expectations of my engagement, class work and bookwork.

83% agree
15% neutral
2% disagree

I feel cared for by my teachers.

73% agree
24% neutral
3% disagree

The College environment is safe.

80% agree
15% neutral
5% disagree

Student responses indicate that College students feel supported in their learning and encouraged to pursue their academic potential. They feel that their teachers care for them and have high expectations of both their social and learning behaviour. Students also indicated strongly that they feel safe at the College.

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 2018, the College employed 95 individuals with full and part time roles, and engaged 40 casual staff, none of whom were indigenous Australians.

Of the 95 employees:

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

STAFF ATTENDANCE

The attendance of College staff was high at 96%.

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.

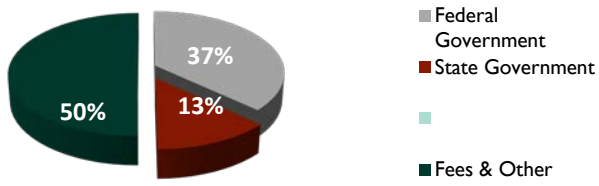
TEACHING STAFF RETENTION

46 of the 50 teaching staff from 2018 returned in 2019, representing a retention rate of 92%.



FINANCIAL INFORMATION

INCOME



EXPENDITURE

