



**norWEST**  
CHRISTIAN COLLEGE

**FIRST DAY**  
**OF**  
*Year Two*



2019 Annual Report



**norWEST**  
CHRISTIAN COLLEGE  
STRENGTH OF PURPOSE

# College Community

## FROM THE PRINCIPAL

Each year, NESAs (NSW Education Standards Authority) requires the College to produce an annual report in order that the College community and members of the public have ready access to information in relation to the College. However, the preparation of this report is more than a compliance matter, it is also a wonderful opportunity for College staff to reflect on the way in which the College has grown and matured throughout the previous year. With this in mind, this report details the way in which we have seen God at work in the College throughout the 2019 academic year, in the lives of students, staff and families.

The overarching theme for 2019 was "Confidence because we have Hope". As the College community navigated a change of leadership, that is a new Principal, and the potential uncertainty that this would bring we were constantly reminded of the confidence that we can have in God. Social commentators have coined the term "VUCA world" as an acronym to describe the times that we are living as being volatile, uncertain, complex and ambiguous. But as a staff body we began the year reflecting on how despite this being the nature of our times we can be confident because our hope rests in a God who embodies none of these qualities. Rather, we serve a God who never changes and makes Himself known to us. We serve a God who is sovereign, eternal, loving and faithful.

2 Timothy 1:7 says "For God has not given us a spirit of fear, but of power and of love and of a sound mind". When you know God, he replaces the spirit of fear that robs us of confidence, with power, love and, wisdom. This kind of confidence is not based on empty words, nor is it self-generated. It is given to us because we know God.

2019 has been the year that we have sought to establish in the hearts and minds of students that they can have real confidence in uncertain times because they are known by God, loved by God and He has a plan for their life. This has been the thread that has underpinned all our planning and decision making and I believe that we are beginning to see the fruits of this message realised in our community. Some of these fruits are detailed in this report.

It has been important for us to grapple with this theme of confidence throughout 2019 because it has been a year marked with lots of change. We have farewelled some faithful staff members and welcomed new friends. We have moved through new mandatory compliance processes, opened new buildings, designed new buildings for the future, added new classes and invited new families to join our community. It has been a year of navigating unfamiliar territory. But through it all we have known the reality of this verse; "It is the Lord who goes before you. He will be with you; he will not leave you or forsake you. Do not fear or be dismayed." (Deuteronomy 31:8)

Central to all that we do at the College is our Building Purposeful Lives (BPL) framework. This framework gives expression to our key priorities for each member of our community in three simple statements: Love God, Pursue Purpose, and Build Capacity. Throughout 2019, College educators have sought to make these statements a daily reality for each student in all of their learning. On behalf of every student, I would like to thank the College's staff team, who through many hours of labour have made 2019 so rich with opportunity for growing and discovering purpose. Their efforts has not only strengthened each student's character and capacity but, for our 2019 HSC cohort, facilitated some outstanding results in their HSC courses.

I am full of thankfulness for all that God has done in and through the College throughout 2019 and look forward to 2020.

**Felicity Marlow**  
Principal



## FROM THE COLLEGE CHAIRMAN

The 2019 College year has indeed been a time of change for all of us.

As we started the year with our new Principal, Mrs Felicity Marlow and new Deputy Principal, Mr Colin Wood, we also started with the exciting addition of Mr Nathan Brown to the Board to head up our Communications and Branding Committee. Nathan was part of our external advisory team when we rebranded the College seven years ago and now brings a wealth of experience and new dynamic to the Board as we re-vision the College for the future.

With the passing of every year we also see changes occurring in our teaching community and it is these changes that bring with them a certain excitement and innovation within the College that lift us to new levels of spiritual and academic refreshment. Every change leaves an indelible mark on our growth as history grounds us and the new people and families open our propensity to grow, both spiritually in God's service and as a family partnering educational community.

Visioning the future is key to understanding who God is calling us to be as a College community, and will be critical as we move into new territory ahead of us. Education is changing, our society is changing but we have the assurance that God's plan for us and vision for us has never changed. And every day we see a fresh revelation of His presence among us.

This last year has been both exciting and challenging and has given us an opportunity to "settle in" to the inevitable rethinking that comes with a new Executive team. We always thought of 2019 as a year to stop, reflect, regroup, and rethink, and it has turned out to be a year that has brimmed with purpose and potential as we vision forward as a College. In this sense it has been a watershed year.

While student population has grown significantly, we have also seen improved teaching outcomes in individual student and the overall College academic ranking. Focus has also been on providing a balanced learning experience through the Seed Academy and other non-academic initiatives. We congratulate each of our students for their individual commitment and success.

One particularly exciting aspect is seeing our Secondary Years grow in numbers, which for the future translates to a broader academic offering and choices for our senior students. Our Pre-school and Primary communities are also performing strongly. All of this speaks of the value of the Building Purposeful Lives initiatives, which calls on all aspects of our being to be opened to learning and discovery. BPL is reflecting through students, families and teachers alike as we partner together.

For some years now we have been visioning a building program to provide state of the art classroom, teaching and student study and recreational spaces that the students can "own". This year we have moved from the vision to the realisation with new classrooms constructed and commencement of the detailed planning of the new Secondary facilities. Further planning for the relocation of our Pre-school facility and reorientation of the College entrance and parking facilities is also underway. These are exciting times for our College as God leads and we commit all that we do to Him.

Thank you once again, families, friends and all of our team at the College for your continuing commitment and dedication to making our College not only a place of learning for our students, but a place where they can take ownership of their lives centred in the full knowledge of God's presence; where they can reflect on their own personal improvement and life goals in a community that supports them and cares deeply for their well-being.

For and on behalf of the Board,

**Brian McSweeney**

Board Chairman



## FROM THE COLLEGE CAPTAINS

The 2019 student leadership team continually applied themselves throughout the year to the growth of student engagement, Christian ministry, and culture of Norwest Christian College. The year saw many challenges arise, though each of these held within it an unforeseen opportunity. The Year 12 leadership team worked closely alongside the Year 11 leadership team, Christian Ministry leaders, and the Student Learning Committee to impact the holistic development of the college throughout the year.

### Project Hogwarts

Implemented in the fourth term of 2018, "Project Hogwarts" significantly restructured College life to centre around the sports House groups (Johnson, Bradman, Gould and Chisholm). This project particularly impacted the Home Group structure as it became inclusive of all age groups within the one homeroom. It also increased the frequency of House meetings. The continuation of this program in 2019 brought with it a series of new challenges and adjustments, as well as opportunities to re-think old practices and embrace new opportunities. Despite initial concerns from some students, the vertical homerooms have created a far more cohesive community, and a wider support system. Students beginning their high school experience have access to older students for advice and support, and every student in the College is offered a new group of people to connect with, though it may be outside their comfort zone.

The regular House meetings provided a more effective forum of communication from staff to students, and have increased the sense of community through House spirit at College Carnivals. Project Hogwarts introduced inherent changes in the student leadership dynamic which pushed the leadership team to work more collaboratively and take more responsibility. With a large Captaincy team (College Captains and House Captains) there were no extracurricular, academic, or ministry responsibilities allocated to individuals. This change encouraged the leadership team to communicate better and work collaboratively across all facets of College culture. The introduction of "Project Hogwarts" has created a far greater sense of cohesion and community, strengthening the College and opening opportunities for future developments.

### Leadership Collaboration

The College began an intentional process of collaboration between the Year 10, 11, and 12 leadership teams. The staff and Captaincy team believe that every student has valuable, culture shifting and College changing ideas. This new practice will promote formalised and thorough collaboration between all age groups within the College. Developing leadership skills from a young age is extremely valuable for every student, and by working alongside skilled Stage 6 leaders, Stage 4 and 5 students will furthermore become high quality and experienced leaders. The first step of the process was initiated in the third term, as members of the Year 11 leadership team connected with members of the Year 12 team to focus on a particular area of College life (academics, extracurricular, student wellbeing, sports, creative arts etc). Meeting regularly for discussion and presenting ideas to one another saw tremendous growth in the breadth of ideas and ensures that even when the graduating class are no longer on campus, the implemented changes can be carried out effectively.

### Chapel Band

With the adjustments in leadership following "Project Hogwarts," the Chapel band had a team of leaders working together this year. As a result, this group had the opportunity to explore different ways of engaging students in worship, promoting the focus of worship to be God and not ourselves, and techniques to make the organisation of Chapel band more systematic. Throughout the year the team was passionately exploring ways to ensure that Chapel worship was all for God's glory and worked to engage the student body. Chapel leaders engaged in conversations with other students to receive feedback, and met together to strategize with the Chapel band members. The balance between God-centred worship and student engagement required a lot of prayer, time, and energy to reach, but the team made incredible progress and transformed the experience of Chapel worship. They adjusted the structure and location of the service, seeking the most engaging experience both for the worship leaders and the student body. Stripping back all previous processes allowed a fresh experience of Chapel and established a new set of values that prioritised God as the centre of worship, and encouraged every student to vulnerably share in worshipping our Father.



The implementation of fireside worship nights was instigated by members of the Year 11 leadership team, and greatly supported the cultural shift in Chapel services. The optional nights of worship provided space for voluntary and vulnerable engagement with and glorifying of God. The intimate setting and time to pray and share with one another supported the changes in Chapel and blessed all who attended.

### **Tenacious**

Just as the Chapel band saw dramatic change throughout the year, so did Tenacious. The student Christian Ministry team perceived a disconnect between the topics that Stage 4, 5, and 6 were engaged with and benefitting from, and partway through the year shifted tenacious to be a split stream program to rectify this. Stage 4 would meet separately to Stage 5 and 6, to allow leaders to specifically target the messages and games to their age groups. Though this structure began in an experimental period, the students and leaders found significant benefits, and the new split stream structure is being refined for re-introduction in 2020.

### **Service and Mission**

The College has many extraordinary service opportunities in everyday life and larger events. 2019 saw a continuation of many valued programs such as Carevan cooking (where foods would be donated to Blacktown Carevan), charity fundraisers, Cambodia Mission trip, and Year 11 service camp all with high levels of student enthusiasm. The Regional Mission tour that served communities in Regional NSW in 2018 was so highly valued that despite logistical issues regarding a 2019 trip, there was high demand for a tour in 2020. The overwhelmingly positive feedback and gratitude from these communities is a testament to the value of our community service facilitated by the College. There is an incredible spirit of generosity among the community, and the growing heart of the student body for service is inspiring.

### **Student Learning Committee**

In its second year, the Student Learning Committee has expanded in membership and impact. The Committee was well established by the 2018 leadership, though 2019 revealed in greater depth, the groups value to the community. Encouraging membership from all College members, the Student Learning Committee provides a voice to students of all ages, interests, and academic records. The Powerful Learners award is one of the unique priorities of the Committee, recognising and encouraging evidence of committed and successful learning in the classroom. The weekly meetings also provide a platform for discussion about learning styles, teaching practices, effective learning spaces and memorable experiences of successful teaching and learning. The topics raised in these conversations are communicated to staff regularly, and members of the Committee this year were provided the opportunity to speak to staff directly about their observations. This has empowered the student body to vocalise their thoughts and make teaching a collaborative process between students and their teachers.

2019 has seen a number of changes in the College community, some of which were implemented by previous leadership teams, some implemented this year, and others to be implemented in 2020. The new collaboration between various leadership groups assures the 2019 Captaincy team that the College will continue to grow for the better in the coming years.

### **Lusiana Frost**

College Captain



## FROM THE COLLEGE PARENTS

The last two years (2018 and 2019) have been an exciting and productive time for the Norwest Christian College Parents and Friends Association (P&F). The two major goals we have for the P&F are to raise funds to assist the College in creating a comfortable and supportive environment for students to learn in, and to create a caring and connected community among College parents. It has been wonderful to see so many parents being involved in the events we have run this year, building on current relationships with other families, and welcoming new families into the College community.

At our monthly meetings, we review all events and undertakings of the previous month and discuss upcoming events. There is a time in each meeting for parents to raise other issues and we always have a representative from the College Executive provide an update on their section of the College and the latest activities within that section. It's always a great time to come together and pray for our College, the staff, and the students.

I believe one of the strengths of the NWCC P&F is the diversity of people involved. God, in his great wisdom, has blessed each of us with different strengths. Some of us make comment regularly, while others sit quietly and listen. Some have big ideas, others prefer to be the 'do-ers' who get in and get things done. Some have just started this school journey, with children in lower primary, or even in the ELC, whilst others have teens that well on their way to completing their high school studies All are welcome to be as involved as they would like to be.

The P&F have been involved in several events and initiatives in 2019:

### **Welcome Picnic**

Towards the end of 2018 we held a picnic afternoon tea to welcome new families to the College. This was well attended and took place on the Green. It was a lovely afternoon of parents meeting one another and children playing with the opportunity to start to feel comfortable with the College surroundings.

### **Celebration Morning Tea**

We welcomed new families in the first week of their child's journey at the College with a delicious morning tea and great conversation. We also had several parents attend that were already part of the College family to welcome new families.

### **Know Your Norwest (KYN)**

During the KYN night, the P&F welcomed all families within the College with a sit-down meal and this event was extremely successful. 2020 will see even more organisation poured into this to ensure we have the volunteer resources needed to run such a large event.

### **Hot Cross Buns**

This event was a fundraiser, and we will endeavour to run it again in 2020 with a few small changes. We will be communicating differently to high school students, who were largely unaware of the event. We may also branch out and allow families to purchase half-dozen Hot Cross Buns to take home. We hope to build on the success of this fundraiser from 2019 as we had a very positive response from the parent community.

### **Primary Disco**

The Primary Disco was well attended. It included a sausage sizzle, along with a canteen and a 'Fluro' theme. The P&F purchased lighting for the event which has been donated to the College to be used in upcoming events as they see fit.

### **Secondary Disco**

The P&F took on a more pivotal role for the Secondary Disco in 2019, assisting Secondary students to provide an event worth participating in. We provided and set up the decorations which were largely re-used from the Primary Disco, as well as a pizza dinner. It was extremely popular and gave a great platform on which to build next year's Secondary disco.

### **Musical**

We ran a canteen for each musical performance, which raised more funds than last year. We purchased a popcorn machine for the P&F to use at College events which has proved popular and economical.



## Infants Athletics Carnival

Several boxes of oranges was arranged by a College family as a donation, which the P&F cut and distributed to each student following their race.

## Mother's Day Guessing Competition

The P&F secured many prizes to be used in a Mother's Day Guessing competition. Many people bought tickets with funds being donated towards the general funds raised by the P&F.

## Cross Country

The most fruitful fundraiser for the P&F this year, was the Cross Country. Unfortunately, the amount raised was less than 2018, however, this was expected in moving to a new system (from paper to online). This process will be revisited by the P&F executive, to ensure increased take up of the new online service, along with still providing resources for students to raise funds using paper if preferred.

## Trivia Night

The Secondary students ran a Trivia Night and asked the P&F to support the event by running a small canteen. We were thrilled to come alongside the students and support them in taking on such a big event. If this initiative is reproduced in 2020, we welcome the opportunity to support once again in a more comprehensive capacity.

Next year, in 2020, we welcome in a mostly new P&F Executive team. It is exciting to see what 2020 will hold for the P&F and how we can continue to support our College community.

## Angela Pengelley

President, Parents & Friends Association

## FROM THE DIRECTOR, EARLY LEARNING CENTRE

The first five years of life are a crucial time of development as children begin to learn about the world and the foundations for learning and development are laid. Children in the Early Learning Centre (ELC) are engaged in a range of play-based experiences and intentional teaching times which 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 continues to grow each year with 2019 seeing us end the year with over 150 children. In 2019 we welcomed additional Early Childhood Educators and a new Director.

## 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.

The educators 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 join with whole College events such as Harmony Day, Easter, and Christmas services.



## Quality Improvement Plan

Our priorities for improvement in 2019 included:

### Quality Area 1

- review of the assessment of learning practices and embedding critical reflection as a key element of the cycle of planning

### Quality Area 2

- review of supervision plan to ensure safe spaces for children

### Quality Area 3

- allocation of role of Sustainability Officer to oversee the development of a Sustainability Action Plan

### Quality Area 4

- Allocation of Responsible Persons at the service

### Quality Area 5

- Development of Strategic Improvement Plan to support the inclusion of children with special needs

### Quality Area 6

- Development of culturally sensitive practices across the service

### Quality Area 7

- Review of the service philosophy and establishment of an Educational Leader, Maya Jackson

## Assessment and Rating

The ELC and OSHC program completed an Assessment and Rating process under the National Quality Standards with an overall result of Working Towards the National Quality Standard. This saw an improvement in results from the previous Assessment and Rating visit in two Quality Areas - Quality Area 1 (Educational Program and Practice) and Quality Area 7 (Leadership and Governance)

### **Suzi Scott**

Director, Early Learning Centre

## FROM THE HEAD OF PRIMARY YEARS

In 2019, the Primary school consisted of 18 classes across Kindergarten to Stage 3, with all classes grouped as stage-based classes. All students are supported in their academic, physical, social and spiritual growth, in a community that is safe and supportive as they are encouraged to build their capacity to begin to understand their purpose in life.

Classes this year were named around the theme of the Periodic table of Chemical elements as it has been 150 years since it was created. We had Kindergarten Argon, Kindergarten Helium, Kindergarten Krypton and Kindergarten Xenon. Stage 1 was named Carbon, Chlorine, Nitrogen, Oxygen and Sulfur. Stage 2 was called Copper, Iron, Mercury, Tungsten and Zinc. Stage 3 was named Hydrogen, Lithium, Potassium and Sodium.

Some of the highlights of this year included the production of our Primary School Musical, Mary Poppins Jnr, where every student in the Primary Years was involved in the musical. Our Stage 2 and 3 students joined a new sporting group in Terms 2 and 3 called Western Sydney Christian Schools Sports Program, where we participated in inter-school sports competitions each week with a variety of sports. All students participated in the Public Speaking Showcase, Stage 2 and Stage 3 students became the maths teachers for Kindergarten and Stage 1 in Mathmania, our Infants playground was opened for students who have greatly enjoyed playing in the space. Camps were held for Stages 2 and 3, Debating Gala Day was held, a variety of sports Gala Days were enjoyed, and a variety of lunchtime clubs were held for students.



## Curriculum

The 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. Approximately 85% of the Infants cohort were reading at or above expected reading levels for their age.

Students were encouraged to participate in the Premier's Reading Challenge, with approximately 75% of Primary students completing the challenge this year, a similar level of participation to 2018.

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 an active development of conceptual understanding in mathematical concepts, reading comprehension support and social skills groups.

Students were extended in their learning, with some students receiving enrichment in certain areas. Several students participated in extension programs in Secondary years, joining Science lessons in Year 7 or Maths or Writing extension programs.

## Specific Programs

Biblical Studies is taught in all classes by either the College Chaplain or the class teacher. Devotions are held in each class each day, with a Chapel service held every fortnight. Lessons are taught from a biblical perspective.

Music activities have significantly enriched the cultural aspects of College 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. In Stage 3, students were provided with the opportunity to select their music focus for 2019, choosing one of four strands. They were able to choose to be part of the Stage 3 Band, Stage 3 Strings group, Stage 3 Vocal group or the Stage 3 Composition group. All students in Stage 2 and 3 participated in the College's Movimento night, where they performed in front of their peers and families.

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.

## Mrs Tara Waller

Head of Primary Years



## FROM THE HEAD OF SECONDARY YEARS

It has been a distinct privilege to lead the Secondary Years of the College throughout 2019. The Secondary Years is a dynamic and Christ-focused 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.

### Student Well-Being

Throughout 2019 the Secondary Years deepened its engagement with the House-Based well-being structure. In vertical Homerooms, students grew in their relationships across year groups, fostering a deeper sense of belonging and improved well-being outcomes. The Secondary Student Well-Being program is a bespoke pastoral and extra-curricular platform led by the College's Heads of House. It focuses on academic skills, personal well-being, interpersonal skills, goal setting, learning habits and leadership development, all conducted from a Christian perspective.

### Student Leadership

Student Leaders interacted closely with staff, the student body, and the local community, growing student voice throughout 2019. Leaders initiated a range of activities, events, College improvement programs, student support and mediation programs.

The Year 11 Leadership Program continued this year, and additionally, a new Leadership Training option was added to the Tuesday Interest Electives at both a junior and senior level.

### Chapel and Biblical Studies

Mr Julian Elton as College Chaplain oversaw the teaching of Biblical Studies to students from Years 7 to 12, and the College-wide Chapel program. Mr Elton presented the gospel message freely and fearlessly in partnership with the student ministry team.

### Service Learning and Mission

This year saw an extension of the focus upon service learning in the Secondary Years. The College continued its support of Blacktown Carevan. The College proudly supplies over 75% of the meals provided to Carevan using food items donated by the College Community. Students additionally supported a range of charitable organisations.

Service-based Tuesday Interest Electives offered students a range of other opportunities to explore service-learning.

### Creative & Performing Arts

There were many highlights in the creative calendar for 2019. Both the junior performance evening, Arise, and the senior evening, Senior Soiree, saw performers and crew work together to produce artistic showcases that were both entertaining and polished.

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 Creative and Performing Arts Faculty, performing at several events throughout the year. The Instrumental Tuition program continued to operate throughout the year under the banner 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 2020.

### Excursions & Incursions

Across the Secondary Years, students engaged in a broad range of incursions and excursions, focusing on both academic and well-being learning outcomes.



## Camp Program

In Term 1, students in Years 7, 8, 9, 11 and 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.

## Academic Competitions and the Premier's Reading Challenge

Students had the opportunity to enter a number of external competitions in Science, Writing, Computer Technology, English, Rocketry and Mathematics throughout the year to enrich their learning. Our students received pleasing 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 an excellent and well-earned 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 serves 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 and being aspirational about their place in the world.

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

## COMMUNITY SATISFACTION

In the 2019 academic year Norwest Christian College community consisted of 682 students in our Kindergarten to Year 12 cohorts. The gender ratio was close to even with 48% of students being female and 52% of students being male. Whilst 59% of students are known to regularly attend a Christian church, 3% belong to another religion.

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.





Surveys of those within the College community are conducted annually and inform the College's planning processes. In Term 4 of 2019, a survey gathered community reflections and comments on the 2019 academic year. A sample of the results from these surveys are included below. 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?

- 95% good to excellent
- 5% satisfactory
- 0% unsatisfactory

How effectively is your child learning?

- 84% agree
- 12% neutral
- 4% disagree

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

- 87% good to excellent
- 9% satisfactory
- 4% unsatisfactory

How would you rate the quality of the College teachers?

- 86% good to excellent
- 14% 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:

- Love working in such a caring and supportive environment
- Reflected on the supportive leadership team and their transparency
- Appreciate not being limited in their imagination
- Shared their love of the College community: students, staff and parents.

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

- 83% agree
- 15% neutral
- 2% disagree

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

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

### Primary Student Satisfaction

My teachers have high academic expectations of me.

82% agree

16% neutral

2% disagree

I understand the behaviour expectations in the classroom.

92% agree

12% neutral

6% disagree

The College environment is safe.

84% agree

12% neutral

4% disagree

### Secondary Student Satisfaction

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

78% agree

20% neutral

2% disagree

I feel cared for by my teachers.

74% agree

24% neutral

2% 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.



## College Strategic Priorities

### IMPROVEMENT TARGETS AND STRATEGIC PLAN UPDATE

The 2018-2020 Strategic Plan known as "RAISE the Bar" defines what the College intends to achieve over the course of 3 years with respect to the College's vision and mission. Regular communication pertaining to the Strategic Plan is essential to ensure that all stakeholders including parents, educators, general staff, Executive leaders, board members and community are all striving for the same goals and remain connected. For this reason, the update on the following page is provided. The update states the broad objective of each of the Quality Improvement Plans (QIP's) contained with the Strategic Plan and outlines any progress made within each QIP. Any QIP's earmarked for further development within 2020 are noted as such within the table included at the end of this progress update.

# 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:**



## **R**ELATIONSHIPS

*... strengthening connections between people*

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



## **A**LIGNMENT

*... enhancing effectiveness and optimising learning design*

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



## **I**NTEREST

*... 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.



## **S**TORY

*... 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.



## **E**VIDENCE

*... collecting and using evidence of student progress*

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

This report is a summary of the achievements throughout Semester 1, 2019.

## 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 semester 1, 2019 we have addressed the following factors; Leadership – The restructure of the Secondary Years from Stages to Houses has furthered opportunities for student leadership on a daily basis by facilitating relationships across year groups. The establishment of a Leadership Training Program as an option for Interest Electives has been a strong introduction for those seeking formal student leadership positions in Year 12.

Student Wellbeing – The Principal and Deputy have worked with the Executive team and the wider staff body to construct a whole school quality improvement plan that addresses this aspect of the Strategic Plan. The QIP has 4 broad goals; develop messaging around authentic worth and purpose, develop and embed programs which are culturally relevant and enhance wellbeing, enhance student agency in the management of their own wellbeing and develop staff capacity to respond to wellbeing matters from Biblical principles. The restructure of the Secondary Years from Stages to Houses has expanded the role of the Heads of House and allowed for a deepening of relationships between school and home, as Heads of House now manage the wellbeing of all students from each family.

Conflict & Mistreatment – The Deputy Principal has developed a whole College QIP that addresses this aspect of the Strategic Plan. It is shaped around 4 broad goals; develop a strong sense of community based on Biblical principles, consistent management of and response to conflict and mistreatment, increase parent understanding of typical student relational issues and the College response and enable students to relate based on biblical principles.

## 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 – (ELC QIP) 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 – (BPL QIP) This semester, College educators have actively explored project-based learning both in –class and via professional learning opportunities. A Learning Excellence Committee has been formed. This committee will work with the Principal to continually assess the quality of the learning and the development of a learning-focused culture. They will also provide assistance to implement the final stages of this quality improvement plan, including the reworking of learning disposition progression statements.

Systems & Resources – (Canvas QIP) The Stage 1 team have built their course around frequently used in-class videos that are easily accessible, whilst Stage 3 have utilised Canvas for home learning tasks which include online grading and feedback. Secondary courses have continued to grow in both course content, learning materials, and assessment and feedback. Anti-plagiarism software will be introduced in secondary from Term 4 2019. The Director of e-Learning is working alongside the Assistant Head of Primary and Director of Teaching and Learning to re-design course layout, navigation and a set of minimum standards for all courses in 2020.

## 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 recently hosted a professional learning event focused on expansive pedagogy attended by Christian schools from across NSW and the ACT. The introduction of Project-Based Learning continues, with the pedagogy now being planned for both Stage 3 and Stage 5.

Learning Enrichment – This year the Learning Enrichment Coordinator has launched Soar, a level 3 service program that meets the needs of advanced learners. The intention is that over time this program will attract academically advanced students to our community. The Learning Enrichment Coordinator together with Heads of Years have been exploring curriculum compacting, a strategy that will be applied in order to care for our most advanced learners. Curriculum compacting will only be accessible to a small range of students.

Extra-Curricular Learning – No further progress has been made this semester.

## 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 – This year, the Chaplain and Deputy Principal have been discussing the implementation of a Christian Education Continuum across the College. The continuum has been drafted and once reviewed by the Executive will then be adapted into a Canvas course to add detail and depth to the inside of our BPL Framework i.e. what does it look like for us to develop virtue in our students and how can we go about doing

that? These stages of development are then being partnered with devotional resources to use across the College to offer staff options and consistency in teaching that development. These questions will also form the foundation of Professional Development devotions for 2020. In terms of developing Biblical literacy we have been implementing a range of strategies to improve staff understanding around the whole story of the Bible and more particularly how to apply the Old Testament. A scaffold for the whole story of the Bible will be implemented through Chapels and devotions in Primary in 2020, whilst one was introduced and shared with Secondary staff in 2019.

Service Learning – no further progress since the previous update.

Careers Education – Our Careers Program is currently being developed by our Careers Adviser, Mrs. Pamela Ledley. The Program aims to speak strongly to the College's aim to grow young people who actively seek and pursue their God-given purpose in life, and includes elements from Early Learning to the Higher School Certificate. This year we have commenced a partnership with Key Alliance, a group of Christian schools working together to provide TVET opportunities for the students within their schools. This partnership will enable us to broaden our senior curriculum suite to include vocational training without the expense of a myriad of start-up costs. Our Careers Advisor will take up the position of VET coordinator in 2020.

## 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 – Primary educators have implemented a range of procedures to ensure that mathematical data is stored and then utilized to inform shifts in teaching and learning practice. Secondary have intentionally reviewed RAP data (HSC 2018) and have used it to inform the development of faculty improvements plans instituted at the beginning of 2019.

Use of Evidence - The return of Mervyn Moodley to the College as Information, Communications and Technology Manager is making a significant difference to our ability to use evidence to make informed decisions regarding teaching and learning and wellbeing practices. Mervyn has created a system using Microsoft Power BI which will ultimately enable us to track academic and behaviour patterns over the course of a student's education at Norwest. Whilst, this aspect of the QIP is in its infancy it is already proving to be useful for our Heads of House and Faculty Heads.

Academic Tracking – see above.

## Progress Analysis - QIPs

2019		R			A			I			S			E			2019
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	Progress
ELC	QIP - Alignment																85%
	QIP - Interest																75%
Primary	QIP - Alignment & Interest																55%
	QIP - Evidence (Lit. & Num.)																75%
Secondary	QIP - Teaching & Learning																80%
	QIP - Leadership & Community																65%
College	QIP - Christian Ed.																60%
	QIP - BPL																60%
	QIP - Wellbeing																10%
	QIP - Conflict & Mistreatment																10%
	QIP - Canvas																75%

This report is a summary of the achievements throughout Semester 2, 2019.

## Relationships

*strengthening connections between people*

**R1 - Leadership (Staff & Students)** – throughout 2018 & 2019 the student leadership policy has been developed with particular regard to secondary students leaders and the nature of their position portfolios. A range of student leadership development events have been incorporated into the College calendar to which select students have been invited to attend. Additionally, all secondary students have been given the opportunity to attend the newly developed leadership elective held on Tuesday afternoons. Middle leadership programs have also been developed for staff in order to equip leaders outside of the Executive team. This QIP is earmarked for further development within 2020.

**R2 - Student Wellbeing** – This QIP has 4 broad goals; develop messaging around authentic worth and purpose, develop and embed programs which are culturally relevant and enhance wellbeing, enhance student agency in the management of their own wellbeing and develop staff capacity to respond to wellbeing matters from Biblical principles. The restructure of the Secondary Years from Stages to Houses has expanded the role of the Heads of House and allowed for a deepening of relationships between school and home, as Heads of House now manage the wellbeing of all students from each family. Additionally, the appointment of a College Counsellor in 2018 has been a significant step towards ensuring that we appropriately respond to student wellbeing and proactively prepare young people and their families to manage issue that impact on wellbeing. This QIP is earmarked for further development within 2020.

**R3 - Conflict & Mistreatment** – This QIP is shaped around 4 broad goals; develop a strong sense of community based on Biblical principles, consistent management of and response to conflict and mistreatment, increase parent understanding of typical student relational issues and College responses and, enable students to relate based on biblical principles. Two parent information evenings have been held this year to discuss “Peacewise” approaches that have been adopted by the College and ways that we can support students as they approach situations involving conflict. This QIP is earmarked for further development within 2020.

## Alignment

*enhancing effectiveness and optimising learning design*

**A1 - Learning Continua** - Progress has been made in the ELC in developing learning continuums for literacy, numeracy, critical and creative thinking and personal and social responsibility. The introduction of Discovery Hour into the Preparatory program has allowed ELC educators to align preparatory outcomes with the Kindergarten general capabilities. Work on whole school learning continua will recommence in 2021.

**A2 - Learning Dispositions** – Throughout 2019 College educators have actively explored project-based learning both in –class and via professional learning opportunities as a means to further develop learning-focused environments. A Learning Excellence Committee has been formed. This committee will work with the Principal to continually assess the quality of the learning and the development of a learning-focused culture. They will also provide assistance to implement the final stages of this QIP, including the reworking of learning disposition progression statements.

**A3 - Systems & Resources** – The appointment of a Director of E-learning and the implementation of CANVAS has seen the College make significant progress with respect to this QIP. CANVAS is an online student learning management system that resources students and teachers for a seamless learning experience. In order to optimise student engagement with Project-based learning initiatives and STEM the LRC is currently being refurbished. Funds donated by the P&F have also seen the development of the Infants playground. Other developments aligned with this QIP include new Primary classrooms and furniture, refurbishment of the ELC, installation of climbing mound in the ELC playground, provision for a Makerspace, Design and Technology classroom refurb, provision of Coding resources “dot / dash” to Infants and Primary and provision of new computers to the Secondary computer lab.

## Interest

*providing an authentic purpose to live and learn*

**I1 - Authentic Learning** - The College is committed to Project-Based Learning as a form of developing learning-focused environments. Throughout 2019 Stage 4 HSIE teachers developed the Norwest approach to this pedagogy. Its implementation in both Stage 3 and Stage 5 HSIE is planned for 2020. ELC educators have introduced “DIGGER” time into the Preparatory program. This is a multi-disciplinary activity time that received spectacular reviews from Leanne Day a Building Learning Power consultant, who has since taken it back to the UK. Primary educators continue to develop Imaginarium time in Stage 2&3. In 2019 Year 7 students undertook a new STEM course. The development of this course and other STEM initiatives will continue throughout 2020 under the leadership of our recently appointed Head of TAS/STEM, Mr Brian Barter.

**I2 - Learning Enrichment** – The College is committed to the development of a cohesive and explicit approach to supporting students at both extremes of the academic spectrum. In 2019 the College launched Soar, a program designed to meet the needs of advanced learners. The intention is that over time this program will attract academically advanced students to our community. Additionally, the Learning Enrichment Coordinator together with Heads of Years have been exploring curriculum compacting, a strategy that will be applied in order to care for our most advanced learners. A restructure of the Learning Enrichment team and the appointment of two case managers has enabled the College to provide greater continuity of care for students with learning support needs.

**I3 - Extra-Curricular Learning** – the College has continued to expand its extra-curricular offerings, further embedding a culture of inclusivity. The most significant developments within this QIP were the expansion of Seed Academy and the adoption of the Duke of Edinburgh program in 2019. We have fostered a range of connections with school networks enabling us to provide a broader range of sporting and creative arts opportunities for our students.

## Story

*framing a clear biblical narrative and worldview*

**S1 - Christian Education** – this QIP is focused on the development of a Christian education continuum which will ensure the integration of a Christian worldview into the College-wide narrative. A continuum has been drafted and will be further developed throughout 2020. The continuum adds detail and depth to the inside of our BPL Framework i.e. what does it look like for us to develop virtue in our students and how can we go about doing that? The continuum will be partnered with devotional resources to use across the College. In terms of developing Biblical literacy we have been implementing a range of strategies to improve student understanding of the whole story of the Bible and more particularly how to apply the Old Testament. A scaffold for the whole story of the Bible will be implemented through Chapels and devotions in Primary in 2020, whilst one was introduced and shared with Secondary staff in 2019.

**S2 - Service Learning** – the development of this QIP has been postponed until 2021.

**S3 - Careers Education** - Our Careers Program is currently being developed by our Careers Adviser, Mrs. Pamela Ledley. The Program aims to speak strongly to the College's aim to grow young people who actively seek and pursue their God-given purpose in life, and includes elements from Early Learning to the Higher School Certificate. This year we have commenced a partnership with Key Alliance, a group of Christian schools working together to provide TVET opportunities for the students within their schools. This partnership will enable us to broaden our senior curriculum suite to include vocational training without the expense of a myriad of start-up costs. Our Careers Advisor will take up the position of VET coordinator in 2020.

## Evidence

*collecting and using evidence of student progress*

**E1 - Use of Evidence** - The return of Mervyn Moodley to the College as Information, Communications and Technology Manager is making a significant difference to our ability to use evidence to make informed decisions regarding teaching and learning and wellbeing practices. The implementation of Microsoft Power BI will ultimately enable us to track academic and behaviour patterns over the course of a student's education at Norwest. Whilst, this aspect of the QIP is in its infancy it is already proving to be useful for our Heads of House and Faculty Heads.

**E2 - Learning Metrics** – Throughout 2018 and 2019 Primary educators have implemented a range of procedures to ensure that mathematical data is stored and then utilized to inform shifts in teaching and learning practice. Secondary have also reviewed RAP data (HSC 2018 and 2019) and have used it to inform the development of faculty improvements plans instituted at the beginning of the year. NAPLAN data has been actively analysed in both Primary and Secondary and has been beneficial in identifying performance gaps in literacy and numeracy.

**E3 - Academic Tracking** – The College is committed to tracking individual, subject and cohort performance and improvement over time. Staff are currently being trained to use Power BI, a program that enables us to track academic and behaviour patterns over the course of a student's education at Norwest

## Progress Summary

The following table provides a summary of progress made on the Strategic Plan "Raise the Bar" as at the end of 2019.

As at end of 2019	R			A			I			S			E		
	R1	R2	R3	A1	A2	A3	I1	I2	I3	S1	S2	S3	E1	E2	E3
Quality Improvement Plan (QIP)															
<b>Summary of Progress</b>	2020	2020	2020				2020			2020		2020	2020		2020

Key	
Carried into 2020	2020
Completed/Achieved	
Postponed until 2021	

# College Staff

## STAFFING COMPOSITION

In 2019, the College employed 116 individuals with full and part time roles, and engaged 56 casual staff, none of whom were indigenous Australians.

Of the 118 employees:

- 57 were teachers;
- 51 were employed in non-teaching roles; and
- 8 held formal positions of leadership.

## STAFF ATTENDANCE

The attendance of College staff was high at 96%.

## EDUCATOR QUALIFICATIONS AND 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. Throughout 2019 the College had 3 Educators who completed their Proficiency status as a NES A Accredited Teacher.

## EDUCATOR RETENTION

51 of the 57 teaching staff from 2019 returned in 2020, representing a retention rate of 89%.

## 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 2019, 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 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 2019 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.

## College Students

### ATTENDANCE

Infants		Primary	
Cohort	Average Attendance	Cohort	Average Attendance
Kindergarten	95.2%	Year 3	95.3%
Year 1	94.2%	Year 4	95.3%
Year 2	95.5%	Year 5	95.5%
		Year 6	95.9%
<b>Infants</b>	<b>94.5%</b>	<b>Primary</b>	<b>95.5%</b>
<b>Overall Attendance</b>	<b>95.3%</b>		

### STUDENT RETENTION RATES

Years 10 to 12:

Academic Year	Apparent Retention Rate	Actual Retention Rate
2011	75%	73%
2012	87%	59%
2013	60%	56%
2014	84%	80%
2015	78%	73%
2016	70%	57%
2017	76%	70%
2018	61%	56%
2019	47%	43%

# College Achievements

## 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: top 2 bands

- 72% achieving in Grammar & Punctuation
- 68% achieving in Reading
- 55% achieving in Spelling
- 59% achieving in Writing
- 46% achieving in Numeracy

#### Year 5 Cohort: top 2 bands

- 52% achieving in Grammar & Punctuation
- 45% achieving in Reading
- 38% achieving in Spelling
- 17% achieving in Writing
- 49% achieving in Numeracy

#### Year 7 Cohort: top 2 bands

- 46% achieving in Grammar & Punctuation
- 42% achieving in Reading
- 39% achieving in Spelling
- 30% achieving in Writing
- 53% achieving in Numeracy

#### Year 9 Cohort: top 2 bands

- 24% achieving in Grammar & Punctuation
- 26% achieving in Reading
- 16% achieving in Spelling
- 14% achieving in Writing
- 22% achieving 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 2019, the College compared favourably with statistically similar schools and the State in all year groups across all areas of assessment. As can be seen in the table below, green areas show where we were above the average and yellow shows that we were at the average.

Domain	Year Group	NWCC	SSSG	State
Reading	3	458.30	458.30	437.01
	5	517.50	530.11	509.13
	7	576.40	567.32	549.69
	9	580.90	603.96	588.63
Writing	3	425.70	443.09	429.65
	5	484.30	495.72	479.21
	7	541.90	533.88	516.95
	9	555.10	573.93	552.40
Spelling	3	430.90	447.77	428.58
	5	504.70	528.92	508.29
	7	569.80	567.37	553.37
	9	580.20	602.97	590.56
Grammar and Punctuation	3	462.90	471.57	448.10
	5	519.60	530.25	505.84
	7	577.20	566.37	546.07
	9	583.20	594.95	579.09
Numeracy	3	429.70	430.00	414.83
	5	522.60	520.83	501.35
	7	588.70	579.30	560.91
	9	595.30	615.43	599.77



## 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 in most areas. As can be seen in the table below, green areas show where we were above the average and yellow shows that we were at the average.

Domain	Year Group	NWCC	SSSG	State
Reading	5	58%	63%	60%
	7	67%	57%	54%
	9	65%	65%	63%
Writing	5	68%	64%	58%
	7	64%	61%	59%
	9	64%	64%	60%
Spelling	5	43%	66%	60%
	7	67%	58%	58%
	9	55%	60%	59%
Grammar and Punctuation	5	63%	62%	59%
	7	67%	61%	57%
	9	50%	57%	57%
Numeracy	5	64%	59%	54%
	7	76%	76%	71%
	9	57%	57%	56%

## HIGHER SCHOOL CERTIFICATE

In 2019, 21 students studied the HSC at the College. Twenty of these students were awarded the Higher School Certificate, with the remaining student 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	NWCC 2018	State 2018	NWCC 2019	State 2019
Ancient History	83	63	N/A	
Biology	50	70	25	60
Business Studies	75	65	78	62
Chemistry	40	69	N/A	
Community & Family Services	N/A		25	70
Design & Technology	N/A			
Drama	N/A		100	84
Economics	56	72	N/A	
English (Adv)	100	91	100	92
English (Std)	36	51	45	52
Food Techology	71	63	N/A	
IPT	50	68	N/A	
Legal Studies	N/A	N/A	0	66
Mathematics Standard 2	82	46	85	57
Mathematics	33	78	83	79
Modern History	100	61	71	67
Music 1	100	90	100	91
PDHPE	33	61	67	82
Studies of Religion	N/A	N/A	88	80
Visual Arts	50	92	100	80

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

Extension Course	NWCC 2018	State 2018	NWCC 2019	State 2019
Maths Ext 1	40	80	75	80
Maths Ext 2	N/A	N/A	N/A	N/A
English Ext 1	100	96	N/A	N/A
English Ext 2	100	71	N/A	N/A



Highlights:

- Students have exceeded the State averages for achievement in Bands 4-6 in the majority of subjects;
- There were six distinguished achievers in HSC Advanced Mathematics, Extension 1 Mathematics, Drama and Music 1. This is our highest number of distinguished achievers in any one HSC year in the past 10 years of comparative data;
- 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 maximising HSC saw a spike in HSC exam marks grow for students in middle ranks when compared to their School Assessment mark in a trend we have not previously experienced.

### 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;
- Practice opportunities to develop examination technique and refining effective study strategies;
- 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.

## College Alumni

### 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 did not have any students complete Vocational Education courses in 2019 as part of their curricular studies.

### 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, Economics, Psychology, Law, Commerce, Primary Education, Biomedical Science, and various health sciences and Engineering Science.



# College Policies

## POLICY REVIEW

The below table highlights the relevant Policy changes updated throughout 2019.

2019 Changes		Location	Access
Enrolment Policy	Amendments to guidelines to incorporate Overseas Students regulations and Scholarship management. Minor amendments to procedures.	FS04, Canvas	Staff access via Canvas
Safe and Supportive Environment			
Student Welfare Management	Major amendments to Child Protection Policy to keep in line with legislative changes.	FS04, Canvas, Website	Staff access via Canvas, Public access via website
Student Behaviour Management	This policy was last reviewed in 2015. The next review will be in 2020.	FS04, Canvas	Staff access via Canvas
Student Attendance	This policy was last reviewed in 2018. The next review will be in 2023.	FS04, Canvas	Staff access via Canvas
Bullying and Harassment	This policy was last reviewed in 2017. The next review will be in 2022.	FS04, Canvas, Website	Staff access via Canvas, Public access via website
Complaints and Appeals	Internal reporting processes fixed up. External appeals processes established for Overseas Students to bring into line with regulation amendments.	FS04, Canvas, Website	Staff access via Canvas, Public access via website
Natural Justice and Procedural Fairness			
Respect and Responsibility			
Code of Conduct	This policy was last reviewed in 2015. The next review will be in 2020.	FS04, Canvas, Website	Staff access via Canvas, Public access via website
Community Service	Volunteer Policy	FS04, Canvas,	Staff access via Canvas
Curriculum	Minor amendments to Curriculum Compliance, Academic Assessment, Academic Reporting guidelines to accommodate changeover to Canvas, amendments to procedures.	FS04, Canvas	Staff access via Canvas



# College Facilities

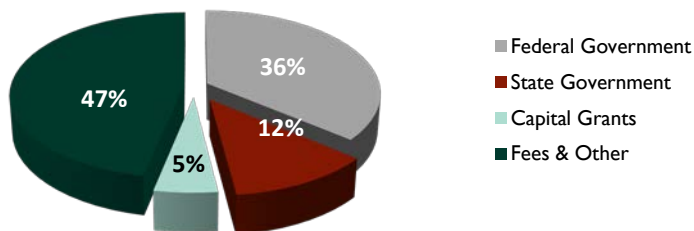
Phase 3 of the College Masterplan was completed and ready for the start of Term 1 2019. The project delivered 8 new learning spaces, administration areas and covered walkways for the Primary Years.

In partnership with the P&F, work was commenced on the Infants Playground including an outdoor learning area, veggie patch, sand pit and water play equipment.

# College Financial Summary

## FINANCIAL SUMMARY GRAPHS

### Income



### Expenditure

