

Annual Report

2024





Contents

| | |
|--|-------|
| Theme 1: Context | 2-5 |
| Theme 2: Outcomes and results | 6-14 |
| Theme 3: Staffing | 15 |
| Theme 4: Attendance | 16 |
| Theme 5: School policies | 17 |
| Theme 6: Stakeholder satisfaction | 18-21 |
| Theme 7: Summary financial information | 22 |

Board Chair's Report

NBCS continues to build a strong culture of student achievement supported by community expectations.

Our focus on learning continued to deliver improved student outcomes, with staff adopting a strong and unified approach to the delivery of curriculum.

Reputational strength has seen increasing student numbers, particularly in our Year 7 intake. Academic results evince positive student attitudes to learning and schooling. Students understand and have embraced our vision, 'love learning'. We are encouraged by students who demonstrate a desire to achieve their best and grow into people who make a difference in their world.

Leadership

The Board continues to focus on our mission, 'Excellence in Education, Christianity in Action'. While ongoing, we are very pleased with the growth we have seen in both areas. Highlights of Board meetings are the presentations from members of the school's Senior Leadership Team. These provide Board members with insights into school operations and the role of the SLT.

The Principal, Tim Watson, continues to provide strong leadership and is well supported by a dedicated team of highly qualified and professional educators. We are thankful for the teaching and support staff; for their ability to perform their individual roles whilst supporting each other in productive and collegial ways for the benefit of students and families.

Governance

The Directors continue to focus on how best, together, we can serve the school and support its leadership to provide the highest quality education possible. School finances remain robust. We are very grateful for our parent community, their commitment and financial support.

Enrolments

There is strong interest in future enrolments. We are confident that our vision, mission, and values align with community expectations and needs. Our desire to provide a quality education for all in the context of a Christian approach remains paramount. We are grateful for staff and parents in partnering with us for the benefit of our students.

Infrastructure

We are pleased to have completed the new STEM building. It provides wonderful teaching facilities for the Science staff in particular. A project of this size and scale comes with many challenges, new regulations, supply, and materials costs being some. We are very fortunate to have a capable and highly qualified team manage this project, and are grateful for them, particularly NBCS Property and Facilities Manager, Josh Riley, and Business Manager Santino Dimarco, who worked tirelessly to realise this significant project.

We recognise the sacrifice that many parents make to send their children to NBCS. We know that they do this to give their children the opportunity to grow and develop into the best version of themselves. The school is only as strong as the community it serves. We are grateful for the support of our parent community and proud of our student community. We likewise acknowledge the expertise of our Board members and thank them for the time and commitment they dedicate freely to the school.

Eric Bernard

NBCS Board Chair



Principal's Report

Education is a deeply human concern. Education is about the growth of individuals and communities; it is about the process of preparing people for the future that is, by definition, unknown.

It remains our belief that the best way to prepare students for the future is to focus on learning. We define learning as the process by which the unknown is connected to the known. The new or previously unknown is then incorporated into and made sense of through the expansion of the known.

Learners are those who are equipped to deal with the unknown and the uncertain. Learners are those who have developed a mechanism for making sense of the unknown via the ability to integrate new information, ideas and circumstances into schema or ways of organising knowledge that make sense of the world.

2024 saw NBCS continue to be shaped by our Strategic Plan. Our Vision, Love Learning, remains, as do our Strategic Goals.

Academic: pursuing and celebrating academic excellence

Christian: living and sharing the beauty of faith in Jesus

Wellbeing: nurturing and growing our community

Co-curricular: extending opportunities and enriching lives

Staff: shaping and engaging talented Christian staff

Infrastructure: inspiring and invigorating learning

Among other things, NBCS is renowned for its infrastructure, its facilities, and its built environment. We were delighted, in 2024, to complete work on our new Science building. It has added 13 new learning spaces within the heart of the school and opened up opportunities for the reconfiguration of other spaces for Technology, Music, Drama and Dance.

For the best part of two years, students and staff worked around a building site in the middle of campus and did so with aplomb. I am grateful to the staff who have worked closely with builders, project managers and architects to bring vision to fruition, to move from paper to physical reality. We look

forward to launching into 2025 with our largest Year 7 cohort, who will undoubtedly reap the benefits of these new facilities across their secondary school life.

We congratulate the class of 2024 on the way they cared for each other and shaped school culture. They contributed mightily towards the achievement of the first four of our strategic goals. A great school is one where students are happy to be involved, to give things a go, and to support each other; and when they are as delighted for the success of their peers as they are for their own. This was true for our students in 2024.

We congratulate our students on their corporate success and on all the individual successes and stories within it. The class of 2024 achieved our highest ever median and mean ATAR, and on that measure, can be seen as collectively our most successful year group to date. This sort of shared success can only be done together, with camaraderie, collaboration, enjoyment, care, and support. As each cohort completes their school journey, we are delighted for them and remain excited for their prospects as they make their way in the world.

Tim Watson
Principal, NBCS





Student Leadership Report

The 2024 Student Leadership Team set out with a clear purpose: to strengthen the sense of belonging and connection across NBCS.

At the heart of our leadership journey was a desire to keep building a more united school community—one where every student feels known and valued, and is encouraged to participate beyond their immediate circles. We recognised that meaningful community doesn't happen by chance, but rather it grows through intentional relationships and shared experiences.

One of the standout moments of the year was the launch of the House Olympics—a whole-school event that brought students from all year levels together through friendly competition, laughter, and collaboration. From tug-of-war and relay races, to creative challenges and team chants, the House Olympics showcased the vibrant spirit of NBCS. It wasn't just about winning points; it was about cheering on classmates, forming cross-grade bonds, and celebrating house identity and unity.

Throughout the year, the team facilitated a variety of cross-grade initiatives, including: Year 12 leaders running sessions for Year 7 Mentor Groups; the ever-popular NBCS Has Got Talent showcase; spike ball competitions; and Brain Battle contests, to name a few. These events helped students step outside their usual circles and connect more widely across the school community.

Alongside this, our Year 12 student leaders hosted student leaders from surrounding schools for a memorable afternoon tea—a time of leadership games, teamwork, and social connection. It was a chance to represent NBCS with pride and hospitality, sparking fresh insights and meaningful connections for the future. Throughout the year, NBCS student leaders were also invited to similar prefect afternoon teas hosted by other schools, further building leadership networks beyond NBCS.

In 2024, each leadership portfolio made a meaningful contribution to our collective goal:

- The **CRU Team** continued to create a welcoming space to explore faith and pray together.
- The **Service Prefects** led initiatives that modelled compassion and action, encouraging students to serve both the school and the wider community.

- The **Wellbeing Prefects** focused on strengthening peer support and raising awareness of mental health, especially through initiatives like **R U OK? Day**, encouraging students to check in on their mates.
- The **Academic Prefects** created opportunities for students to seek help with their learning through revision sessions and opportunities to extend their learning through academic competitions.
- The **Sports Prefects** collaborated with House and Wellbeing teams to build a culture of energy, spirit, and healthy competition.
- The **Co-curricular Prefects** championed participation in activities outside the classroom.
- The **Media & Production Prefects** worked tirelessly behind the scenes—capturing moments, promoting events, and enabling smooth execution through technical and creative support.

Throughout the year, our actions were anchored in the NBCS values of courage, gratitude, respect, compassion, and commitment. These values guided our planning, shaped our responses, and became the focus of our Assembly Talks.

Most importantly, we discovered that leadership is not about holding a title. Rather, it is about making space for others to shine. We learned to trust one another, to delegate, to reflect honestly and to lead with humility. Some of the greatest wins came from quiet encouragement, unseen effort, and collective achievement.

As we hand over to the 2025 Student Leadership Team, we offer this encouragement:

Show up. Be present. Lead with kindness. You don't need to have all the answers—you just need a heart to serve and a willingness to learn. Some of your most powerful leadership moments will come when you least expect them.

We are grateful for the opportunity to serve, for the relationships we have built, and for the strong and positive culture that continues to grow at NBCS.

Jed Hawkins and Carys Locke
2024 NBCS Captains



Contextual Information about the School

NBCS is an independent co-educational school, for students in Kindergarten to Year 12, based in Terrey Hills on the Northern Beaches of Sydney.

NBCS is registered and accredited by NESA and offers courses from Kindergarten to Year 12, leading to the award of the NSW Higher School Certificate. Our hope is that together we can build an enriching school community that inspires a love of learning and the growth of our students.

Within our world class facilities, we expect a positive learning culture, a safe, welcoming environment, wise use of technology, positive communication and a nurturing Christian community. Our aim is to offer consistent and high expectations for our students and provide them with the resources to meet these expectations.

At the heart of NBCS is the pursuit of academic excellence. We recognise that this will look different for every student, whether they are in Primary or Secondary, but our hope is that each individual learning journey will be shaped by curiosity and a love of discovery.

We believe that giving students a sense of belonging and connection fosters their wellbeing and motivates them to engage with school and learning. Motivated by God's love, we are intentional about nurturing and growing young people who will make a positive impact on Australian society as its future leaders. We aim to support and bring out the best in each student, opening for them a wide and wonderful future that they can face with confidence.

Characteristics of the Student Body

At census date in 2024 there were 1205 students attending NBCS. Students at NBCS come largely from English speaking families.

Student population breakdown at the Census Date 2024.

In 2024, 96% of Year 6 2023 students continued to Year 7 at NBCS. Of the total Year 7 2024 students 57.5% were new to the school.

Just over half of the student population reside on the Northern Beaches with the remainder coming from the Lower North Shore to the upper North Shore and Forest District.

| | |
|---|------------------------------|
| 2 Primary Indigenous | 6 Secondary Indigenous |
| 14 Primary Visa | 29 Secondary Visa |
| 277 Primary Other | 877 Secondary Other |
| 293 Total Primary | 912 Secondary Primary |
| 1205 Total School Population (Head Count) | |

Student Outcomes

Standardised National Literacy and Numeracy Testing (NAPLAN)

In 2024, students at Northern Beaches Christian School participated in NAPLAN testing at Year 3, Year 5, Year 7 and Year 9 levels. NBCS uses NAPLAN to assess students' learning and to compare performance against national and regional benchmarks. NAPLAN results are also studied for the information they yield on student improvement between tests. Literacy and numeracy are taught in accordance with the NESA syllabuses in all Stages.

The results of NAPLAN are available at <http://www.myschool.edu.au>

Senior Secondary Outcomes: HSC Student Achievement

In 2024, 133 students sat for the NSW Higher School Certificate in 36 courses. Of these, 13.17% of exam results were 90% (Band 6) or higher, with an overview of all results provided on the following page.

The tables on the following pages represent NBCS achievement for all courses in 2024, showing the percentage of students achieving scores in each band in comparison with the State.

Scores are represented as follows:

Bands 5-6: represents scores 80-100

Bands 3-4: represents scores 60-79

Bands 1-2: represents scores 59 or below





NBCS achievement for all HSC courses in 2024

| | | Number of NBCS students | Bands 5-6 | | Bands 3-4 | | Bands 1-2 | |
|------------------------------------|------|-------------------------------|-------------------------------|-----|-------------------------------|-----|-------------------------------|-----|
| | | | NBCS (% of total students) | NSW | NBCS (% of total students) | NSW | NBCS (% of total students) | NSW |
| Ancient History | 2024 | 12 | 50 | 37 | 33 | 47 | 17 | 15 |
| | 2023 | 14 | 79 | 32 | 21 | 48 | 0 | 19 |
| | 2022 | 10 | 30 | 33 | 70 | 49 | 0 | 7 |
| | 2021 | 14 | 57 | 34 | 43 | 45 | 0 | 21 |
| Biology | 2024 | 30 | 33 | 36 | 63 | 53 | 3 | 12 |
| | 2023 | 34 | 47 | 32 | 53 | 57 | 0 | 11 |
| | 2022 | 27 | 11 | 27 | 74 | 53 | 15 | 19 |
| | 2021 | 32 | 22 | 31 | 78 | 60 | 0 | 9 |
| Business Studies | 2024 | 47 | 55 | 37 | 40 | 50 | 4 | 13 |
| | 2023 | 34 | 53 | 36 | 41 | 52 | 6 | 12 |
| | 2022 | 26 | 31 | 35 | 69 | 55 | 0 | 10 |
| | 2021 | 43 | 30 | 36 | 70 | 51 | 0 | 13 |
| Chemistry | 2024 | 11 | 27 | 39 | 73 | 48 | 0 | 13 |
| | 2023 | 24 | 46 | 38 | 54 | 47 | 0 | 14 |
| | 2022 | 15 | 40 | 33 | 53 | 51 | 7 | 15 |
| | 2021 | 18 | 50 | 40 | 50 | 48 | 0 | 12 |
| Design and Technology | 2024 | 24 | 83 | 48 | 17 | 48 | 0 | 4 |
| | 2023 | 13 | 54 | 47 | 46 | 48 | 0 | 5 |
| | 2022 | 19 | 53 | 47 | 47 | 50 | 0 | 3 |
| | 2021 | 18 | 50 | 55 | 50 | 42 | 0 | 3 |
| Drama | 2024 | 12 | 58 | 62 | 42 | 37 | 0 | 1 |
| | 2023 | 8 | 50 | 60 | 50 | 39 | 0 | 1 |
| | 2022 | 15 | 87 | 58 | 13 | 40 | 0 | 1 |
| | 2021 | 7 | 43 | 46 | 57 | 53 | 0 | 2 |
| Earth and Environmental Science | 2024 | 9 | 33 | 33 | 56 | 56 | 11 | 12 |
| | 2023 | 14 | 64 | 33 | 29 | 39 | 7 | 10 |
| | 2022 | 11 | 73 | 32 | 27 | 60 | 0 | 8 |
| | 2021 | 5 | 40 | 28 | 60 | 59 | 0 | 13 |
| Economics | 2024 | 13 | 54 | 52 | 46 | 41 | 0 | 8 |
| | 2023 | 8 | 38 | 48 | 63 | 44 | 0 | 8 |
| | 2022 | 5 | 60 | 49 | 40 | 44 | 0 | 7 |
| | 2021 | 15 | 20 | 50 | 80 | 44 | 0 | 6 |



NBCS achievement for all HSC courses in 2024

| | | Number of NBCS students | Bands 5-6 | | Bands 3-4 | | Bands 1-2 | |
|---|------|-------------------------------|-------------------------------|-----|-------------------------------|-----|-------------------------------|-----|
| | | | NBCS (% of total students) | NSW | NBCS (% of total students) | NSW | NBCS (% of total students) | NSW |
| Engineering Studies | 2024 | 31 | 43 | 32 | 57 | 62 | 0 | 6 |
| | 2023 | 18 | 44 | 29 | 56 | 65 | 0 | 5 |
| | 2022 | 17 | 29 | 30 | 71 | 56 | 0 | 14 |
| | 2021 | 20 | 70 | 36 | 25 | 56 | 5 | 7 |
| English Advanced | 2024 | 76 | 87 | 68 | 13 | 32 | 0 | 1 |
| | 2023 | 72 | 82 | 67 | 18 | 32 | 0 | 1 |
| | 2022 | 72 | 67 | 67 | 33 | 32 | 0 | 1 |
| | 2021 | 102 | 61 | 69 | 39 | 31 | 0 | 1 |
| English Standard | 2024 | 57 | 19 | 13 | 79 | 79 | 2 | 8 |
| | 2023 | 42 | 17 | 13 | 76 | 76 | 7 | 10 |
| | 2022 | 41 | 22 | 15 | 73 | 72 | 5 | 12 |
| | 2021 | 16 | 0 | 17 | 100 | 74 | 0 | 9 |
| Food Technology | 2024 | 11 | 36 | 32 | 64 | 56 | 0 | 12 |
| | 2023 | 10 | 30 | 30 | 70 | 57 | 0 | 11 |
| | 2022 | 10 | 40 | 30 | 60 | 55 | 0 | 15 |
| | 2021 | 7 | 57 | 36 | 43 | 50 | 0 | 13 |
| French Continuers | 2024 | 6 | 33 | 63 | 67 | 35 | 0 | 2 |
| | 2023 | 5 | 20 | 59 | 80 | 40 | 0 | 1 |
| | 2022 | No students in 2022 | | | | | | |
| | 2021 | 6 | 50 | 63 | 33 | 34 | 17 | 3 |
| Geography | 2024 | 6 | 67 | 38 | 33 | 53 | 0 | 9 |
| | 2023 | 7 | 43 | 42 | 57 | 51 | 0 | 7 |
| | 2022 | 5 | 40 | 42 | 60 | 47 | 0 | 11 |
| | 2021 | 8 | 25 | 44 | 75 | 48 | 0 | 8 |
| Industrial Technology | 2024 | 12 | 83 | 23 | 17 | 64 | 0 | 13 |
| | 2023 | 14 | 43 | 24 | 57 | 62 | 0 | 14 |
| | 2022 | 14 | 0 | 22 | 100 | 64 | 0 | 14 |
| Information Processes and Technology | 2024 | 11 | 55 | 31 | 45 | 54 | 0 | 15 |
| | 2023 | 3 | 100 | 31 | 0 | 49 | 0 | 19 |
| | 2022 | 6 | 83 | 28 | 17 | 56 | 0 | 16 |
| | 2021 | No students in 2021 | | | | | | |



NBCS achievement for all HSC courses in 2024

| | | Number of NBCS students | Bands 5-6 | | Bands 3-4 | | Bands 1-2 | |
|------------------------|------|-------------------------------|-------------------------------|-----|-------------------------------|-----|-------------------------------|-----|
| | | | NBCS (% of total students) | NSW | NBCS (% of total students) | NSW | NBCS (% of total students) | NSW |
| Legal Studies | 2024 | 22 | 59 | 44 | 41 | 46 | 0 | 11 |
| | 2023 | 5 | 80 | 42 | 20 | 47 | 0 | 10 |
| | 2022 | 19 | 26 | 41 | 63 | 43 | 11 | 16 |
| | 2021 | 18 | 56 | 42 | 44 | 44 | 0 | 14 |
| Mathematics Advanced | 2024 | 64 | 47 | 50 | 53 | 45 | 0 | 5 |
| | 2023 | 38 | 58 | 50 | 39 | 43 | 3 | 7 |
| | 2022 | 52 | 60 | 49 | 38 | 45 | 2 | 6 |
| | 2021 | 40 | 43 | 50 | 57 | 44 | 0 | 6 |
| Mathematics Standard 2 | 2024 | 60 | 22 | 29 | 70 | 54 | 8 | 17 |
| | 2023 | 63 | 35 | 31 | 57 | 50 | 8 | 18 |
| | 2022 | 69 | 25 | 29 | 61 | 52 | 14 | 19 |
| | 2021 | 62 | 26 | 25 | 60 | 54 | 15 | 21 |
| Modern History | 2024 | 18 | 78 | 39 | 22 | 51 | 0 | 9 |
| | 2023 | 22 | 59 | 35 | 41 | 49 | 0 | 15 |
| | 2022 | 29 | 48 | 34 | 52 | 54 | 0 | 12 |
| | 2021 | 25 | 52 | 38 | 40 | 46 | 8 | 16 |
| Music 1 | 2024 | 10 | 100 | 68 | 0 | 30 | 0 | 3 |
| | 2023 | 10 | 90 | 69 | 10 | 29 | 0 | 2 |
| | 2022 | 10 | 90 | 70 | 10 | 28 | 0 | 2 |
| | 2021 | 8 | 88 | 64 | 12 | 34 | 0 | 2 |
| Music 2 | 2024 | No students in 2024 | | | | | | |
| | 2023 | No students in 2023 | | | | | | |
| | 2022 | 3 | 100 | 86 | 0 | 14 | 0 | 0 |
| PDHPE | 2024 | 37 | 51 | 35 | 46 | 56 | 3 | 9 |
| | 2023 | 28 | 46 | 31 | 54 | 59 | 0 | 10 |
| | 2022 | 19 | 63 | 26 | 37 | 53 | 0 | 20 |
| | 2021 | 33 | 58 | 31 | 42 | 56 | 0 | 14 |
| Physics | 2024 | 28 | 43 | 38 | 54 | 48 | 4 | 14 |
| | 2023 | 26 | 38 | 39 | 62 | 50 | 0 | 11 |
| | 2022 | 20 | 30 | 61 | 70 | 45 | 0 | 12 |
| | 2021 | 25 | 40 | 41 | 60 | 50 | 0 | 9 |



NBCS achievement for all HSC courses in 2024

| | | Number of NBCS students | Bands 5-6 | | Bands 3-4 | | Bands 1-2 | |
|---------------------------------|------|-------------------------------|-------------------------------|-----|-------------------------------|-----|-------------------------------|-----|
| | | | NBCS (% of total students) | NSW | NBCS (% of total students) | NSW | NBCS (% of total students) | NSW |
| Society and Culture | 2024 | 20 | 60 | 45 | 40 | 50 | 0 | 5 |
| | 2023 | 1 | 100 | 45 | 0 | 50 | 0 | 5 |
| | 2022 | 9 | 56 | 43 | 44 | 50 | 0 | 7 |
| | 2021 | 8 | 38 | 45 | 62 | 48 | 0 | 6 |
| Software Design and Development | 2024 | 10 | 50 | 38 | 50 | 49 | 0 | 13 |
| | 2023 | 4 | 25 | 35 | 75 | 52 | 0 | 12 |
| | 2022 | 3 | 67 | 38 | 0 | 48 | 33 | 14 |
| | 2021 | 5 | 40 | 36 | 40 | 53 | 20 | 11 |
| Studies of Religion I | 2024 | No students in 2024 | | | | | | |
| | 2023 | 5 | 100 | 49 | 0 | 48 | 0 | 3 |
| | 2022 | 5 | 80 | 40 | 20 | 55 | 0 | 5 |
| Studies of Religion II | 2024 | 9 | 33 | 47 | 67 | 48 | 0 | 5 |
| | 2023 | 2 | 50 | 46 | 50 | 49 | 0 | 5 |
| | 2022 | 5 | 40 | 46 | 60 | 46 | 0 | 8 |
| Textiles and Design | 2024 | 13 | 92 | 50 | 8 | 42 | 0 | 8 |
| | 2023 | 14 | 86 | 51 | 14 | 43 | 0 | 6 |
| | 2022 | 10 | 90 | 54 | 10 | 39 | 0 | 6 |
| | 2021 | 10 | 100 | 57 | 0 | 37 | 0 | 7 |
| Visual Arts | 2024 | 15 | 100 | 67 | 0 | 32 | 0 | 1 |
| | 2023 | 16 | 69 | 65 | 31 | 33 | 0 | 1 |
| | 2022 | 17 | 94 | 66 | 6 | 33 | 0 | 1 |
| | 2021 | 15 | 80 | 63 | 20 | 20 | 0 | 2 |



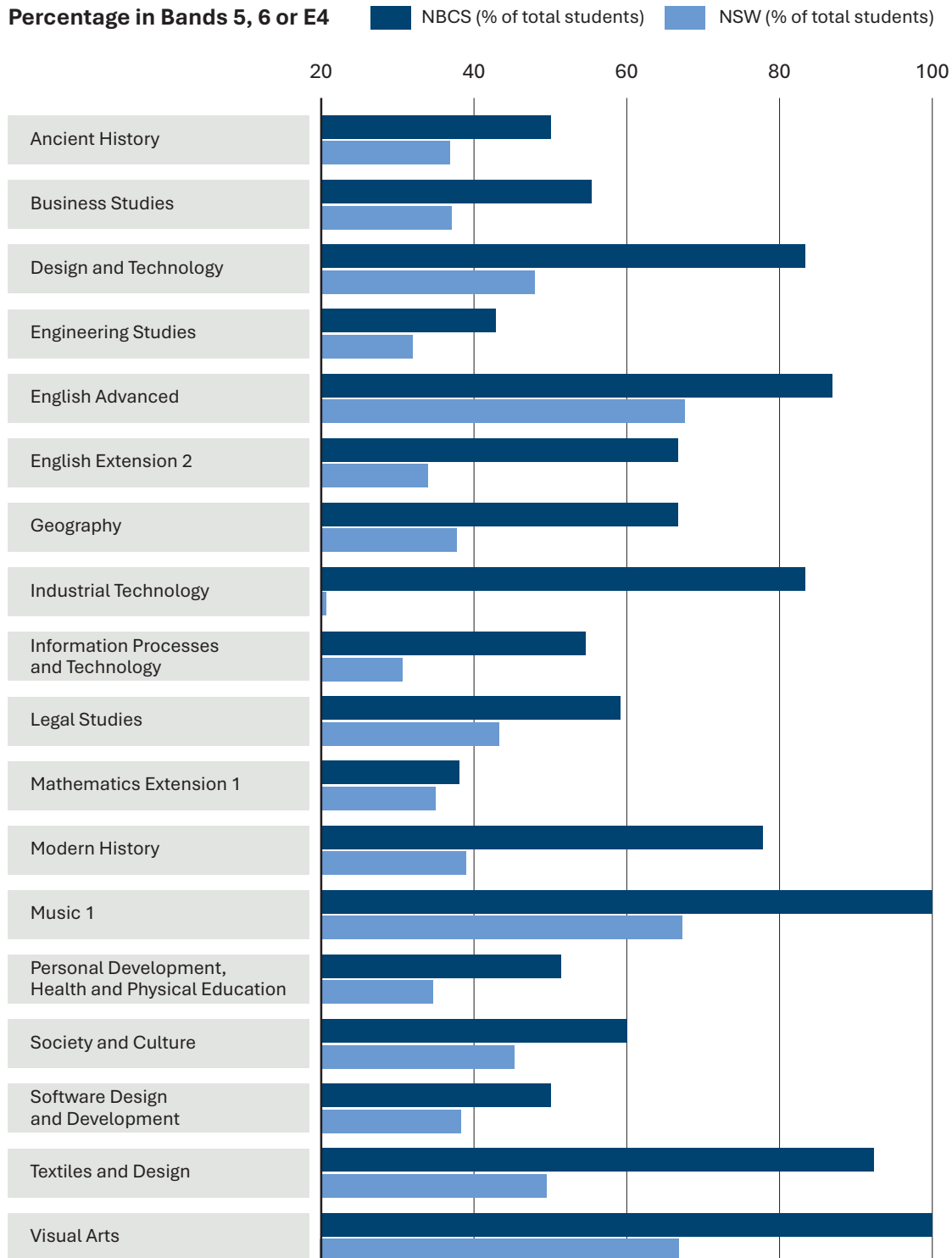
NBCS achievement for all HSC Extension courses in 2024

| | | Number of NBCS Students | E4 | | E3 | | E2 | | E1 | |
|---------------------------|------|-------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | | | NBCS | NSW | NBCS | NSW | NBCS | NSW | NBCS | NSW |
| | | | (% of total students) | (% of total students) | (% of total students) | (% of total students) | (% of total students) | (% of total students) | (% of total students) | (% of total students) |
| Science Extension | 2024 | 4 | 0 | 9 | 100 | 73 | 0 | 18 | 0 | 1 |
| | 2023 | 3 | 0 | 7 | 100 | 71 | 0 | 21 | 0 | 1 |
| | 2022 | 5 | 20 | 8 | 60 | 71 | 20 | 20 | 0 | 1 |
| | 2021 | 3 | 0 | 10 | 67 | 62 | 33 | 27 | 0 | 1 |
| Mathematics – Extension 1 | 2024 | 21 | 38 | 35 | 52 | 45 | 10 | 17 | 0 | 3 |
| | 2023 | 26 | 12 | 34 | 46 | 38 | 38 | 24 | 3 | 4 |
| | 2022 | 20 | 30 | 35 | 35 | 39 | 25 | 20 | 10 | 6 |
| | 2021 | 23 | 13 | 37 | 35 | 37 | 52 | 20 | 0 | 6 |
| Mathematics – Extension 2 | 2024 | 7 | 14 | 40 | 86 | 46 | 0 | 12 | 0 | 2 |
| | 2023 | 6 | 0 | 38 | 83 | 48 | 17 | 13 | 0 | 1 |
| | 2022 | 7 | 57 | 40 | 43 | 45 | 0 | 11 | 0 | 4 |
| | 2021 | 9 | 0 | 43 | 89 | 44 | 11 | 12 | 0 | 1 |
| English – Extension 1 | 2024 | 5 | 40 | 42 | 60 | 54 | 0 | 4 | 0 | 0 |
| | 2023 | 9 | 67 | 41 | 25 | 57 | 0 | 5 | 0 | 0 |
| | 2022 | 3 | 67 | 40 | 33 | 53 | 0 | 7 | 0 | 0 |
| | 2021 | 10 | 20 | 41 | 70 | 53 | 10 | 6 | 0 | 0 |
| English – Extension 2 | 2024 | 3 | 67 | 34 | 33 | 53 | 0 | 12 | 0 | 1 |
| | 2023 | 4 | 75 | 29 | 25 | 57 | 0 | 14 | 0 | 1 |
| | 2022 | 2 | 100 | 29 | 0 | 55 | 0 | 14 | 0 | 1 |
| | 2021 | 4 | 75 | 25 | 0 | 59 | 25 | 15 | 0 | 1 |
| History Extension | 2024 | 5 | 0 | 28 | 100 | 58 | 0 | 12 | 0 | 1 |
| | 2023 | 7 | 43 | 26 | 43 | 59 | 14 | 13 | 0 | 2 |
| | 2022 | 6 | 17 | 25 | 67 | 58 | 17 | 14 | 0 | 2 |
| | 2021 | 3 | 0 | 23 | 100 | 54 | 0 | 20 | 0 | 2 |



NBCS Band 5, 6 or E4 achievement in 2024

The following graph highlights the excellent results in a wide range of courses in comparison with the State when considering Bands 5 and 6 achievement:



Post-school Destinations

Based on data from UAC and early offers reported by universities and students, 79% of the class of 2024 applied for university, and 77% of the cohort received an offer for a bachelor's degree.

The most popular areas for further study were management and commerce, and society and culture, followed by engineering and technologies.

As in previous years, a large number of offers were made to students prior to the ATAR-based offer rounds beginning in December. Many students received multiple offers to courses across different offer rounds. From data supplied to the school, we can report that 142 early offers (prior to the release of HSC results) were made to the class of 2024. Some early entry schemes are via direct application to the university and not all universities supply that data to the school.

Of the students that applied for university through UAC, only one student received an offer from a university to complete a pathway course (diploma or undergraduate certificate) in place of a bachelor's degree.

Two students completed a School Based Traineeship while sitting their HSC.

Seven students completed a full vocational education qualification while undertaking their HSC:

- 2 students achieved the Cert III in Make-Up
- 1 student achieved the Cert III Design Fundamentals
- 1 student achieved the Cert III in Retail, School Based Trainee
- 1 student achieved the Cert II Construction Pathways, School Based Trainee
- 1 student achieved the Cert II in Hospitality
- 1 student achieved the Cert II in Electrotechnology



Post-school Destinations

Post-school destinations for Year 12 2024 (133 students)

| | | |
|--|---------|-------|
| Students entering the workforce | 11/133 | 8.3% |
| Students continuing with further study (Uni, pathway, VET) | 116/133 | 87.2% |
| Unknown | 6/133 | 4.5% |

ATAR and non-ATAR students

| | | |
|-----------------------|---------|-------|
| ATAR HSC students | 130/133 | 97.7% |
| Non-ATAR HSC students | 3/133 | 2.3% |

Further study at university

| | | |
|--|---------|------|
| Number of students who applied for university | 105/133 | 79% |
| Number of students who received an offer to a bachelor's degree at a university | 102/133 | 77% |
| Offer success rate – percentage of students who wanted to go to a university that received an offer to a bachelor's degree at university | 102/105 | 97% |
| Number of students who received an offer to a pathway course at a university (diploma or undergraduate certificate) | 1/133 | 0.8% |

Vocational education

| | | |
|--|-------|------|
| Number of Year 12 students undertaking vocational education as part of their HSC | 7/133 | 5.3% |
| Number of Year 12 students who completed a full vocational education (VET) | 7/133 | 5.3% |

Popular early offer schemes and criteria other than ATAR

| | |
|--|--------|
| SRS applicants (School Recommendation Scheme) | 74 |
| Successful SRS applications | 50 |
| Macquarie Leaders and Achievers offers | 21 |
| ACU Guarantee | 20 |
| UTS Early Entry offers | 43 |
| EAS applicants (for adjustment factors to change selection rank) | 24/105 |

2024 Staff

Accreditation status of all staff delivering curriculum

All teaching staff participated in Professional Development and Learning during 2024 and recorded their learning on their NESAs PD Log.

NBCS offers sponsored study for teachers who are seeking to broaden and enrich their professional development in areas related to their current employment. During 2024, 7 teaching staff received financial assistance from NBCS to undertake post-graduate study which will be of benefit to the students of NBCS.



Permanent Staff

| | |
|--|-----|
| Conditional Teachers | 2 |
| Provisional Teachers | 4 |
| Proficient Teachers (Includes Casual Teachers) | 111 |

Casual Staff

| | |
|----------------------|---|
| Proficient Teachers | 7 |
| Conditional Teachers | 0 |

Workforce composition

| | |
|---|--------------|
| Teaching (including Principal) | 109 |
| Full-time equivalent teaching staff | 101.4 |
| Non-teaching staff | 59 |
| Full-time equivalent non-teaching staff | 49.9 |
| Total | 168 |
| Full-time equivalent total | 151.3 |

One staff member has identified as Aboriginal or Torres Strait Islander.
We encourage applications from First Nations teachers and other staff.

Attendance

2024 Attendance rates

The overall 2024 student attendance rate was 88.7%. This is a small decrease (1.1%) from the overall daily attendance in 2023.

| Year | % |
|------|------|
| K | 90.2 |
| 1 | 92.7 |
| 2 | 89.4 |
| 3 | 88 |
| 4 | 87.3 |
| 5 | 89.5 |
| 6 | 87.3 |
| 7 | 90.9 |
| 8 | 88.7 |
| 9 | 89.3 |
| 10 | 87.8 |
| 11 | 85.6 |
| 12 | 86.9 |

How NBCS manages student non-attendance

- Attendance is checked every lesson in Secondary and twice a day in Primary and automatically uploaded to school database software.
- Summary data is produced daily.
- Parents/Guardians are requested to contact the school if their child will be, or is, absent.
- Parents/Guardians are contacted by phone, SMS or email if a student is absent without notification or if there is uncertainty as to a student's whereabouts.
- Regular group mail-outs occur for any unexplained absences.
- Mentors (Secondary) or Class Teachers (Primary) maintain close contact with families and monitor attendance from a pastoral perspective.
- In extreme cases of non-attendance, family interviews are arranged and legalities explained.



School Policies

All NBCS Policies

The overarching intended goals of NBCS Policies relating to student welfare, anti-bullying, discipline and complaints and grievances is to comply with legislation and to ensure that the best academic, physical and emotional interests of the students are at the forefront of practices at NBCS.

Staff employment is dependent upon compliance with all NBCS Policies and Procedures concerning student welfare, anti-bullying, discipline, and complaints and grievances.

Link: [all online Policies](#)

Anti-bullying

NBCS recognises the importance of a positive and supportive community. All students are expected to be respectful and to tolerate individual differences in all people. NBCS seeks to provide a safe environment, with clear guidelines for behaviour in the Primary and Secondary 'Student Expectations' displayed around the campus. NBCS also seeks a clear anti-bullying commitment from families, both at enrolment and thereafter.

Link: [Anti-bullying Policy](#)

Child Protection

The NBCS child protection policy applies to all NBCS employees, contractors and volunteers and is based on the four key pieces of child protection legislation in New South Wales.

Link: [Child Protection Policy](#)

Discipline

The NBCS philosophy on Behaviour Management is overwhelmingly positive. Behaviour expectations are high and are documented clearly in the Primary and Secondary 'Student Expectations' visible around the campus. The NBCS Policy is based on principles of procedural fairness and NBCS involves Parents/Guardians in all processes of behavioural management, including the processes of procedural fairness for suspension and expulsion. NBCS complies with the Education Reform Amendment Act 1995 (NSW) Act and expressly prohibits corporal punishment. In no way does NBCS explicitly or implicitly sanction the administering of corporal

punishment by NBCS employees or non-school persons, including Parents/Guardians, to enforce discipline at school.

Link: [Discipline \(Behaviour\) Policy](#)

Enrolment

Northern Beaches Christian School is a comprehensive co-educational K-12 school providing an education underpinned by Christian values and operating within the requirements of the NSW Educational Standards Authority (NESA). Students can come from a wide range of backgrounds, and the school is guided by legislation that makes it unlawful to discriminate against a person on the grounds of their race, sex or disability. In situations which are not specifically covered by the Policy, it is the Principal's responsibility to decide the appropriate course of action.

Link: [Enrolment Policy](#)

Managing Complaints

Parents/Guardians can raise a concern by following the procedure outlined in the NBCS 'Complaint Management for the NBCS Community - Procedure', found on the website in the Download Centre (Parent/Guardian log-in required). In undertaking its legislated responsibilities, NBCS operates according to the principles of procedural fairness and natural justice. This means that in decisions made by the School, its staff are unbiased and act in an unbiased way, give relevant parties an opportunity to be heard, and act on factual evidence or information that can be proven.

Link: [Complaint Management Procedure for the NBCS Community](#)

Student Welfare

A dedicated NBCS Wellbeing Team exists to assist with student wellbeing matters. The team is led by the Assistant Principal – Wellbeing and includes an Assistant Principal – Welfare, School Counsellors (2.4 FTE) and a 7-12 Wellbeing Adviser. To support the Wellbeing Team, Year Advisers are allocated to each grade in Secondary and the Deputy Head of Primary has a focus on student wellbeing in Primary.

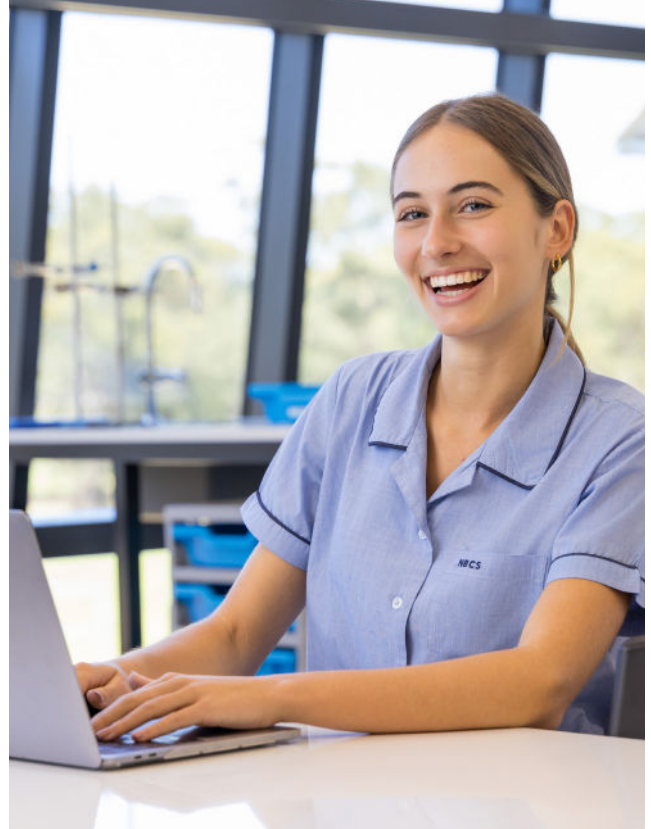
Link: [Student Welfare Policy](#)

Parent and Student Satisfaction

Northern Beaches Christian School is committed to listening to the views and expectations of key stakeholders, and commissions independent surveys to provide performance feedback on a wide range of related education topics.

The feedback from these surveys greatly assists the School with both its operational and strategic planning and its determination to continually improve the educational experience offered to the students.

In 2024, 382 parents, 843 students and 79 staff participated in surveys and provided views on areas such as academic performance, wellbeing program, Christian education, co-curricular music, sport, communications, reputation and facilities.



Parents and students were asked to provide open responses to the most valued aspects of Northern Beaches Christian School.

The most frequently nominated aspects were:

| 2024 NBCS Parents - Most Valued Aspects (Top 5) | 2024 NBCS Students - Most Valued Aspects (Top 5) |
|---|--|
| Safe, caring and supportive environment | Friendships/connections developed |
| Quality of teachers and staff | Academic curriculum and standards |
| Academic curriculum and standards | Quality of teachers and staff |
| Child enjoys going to school | Sports program |
| The School community | Experience at the School |



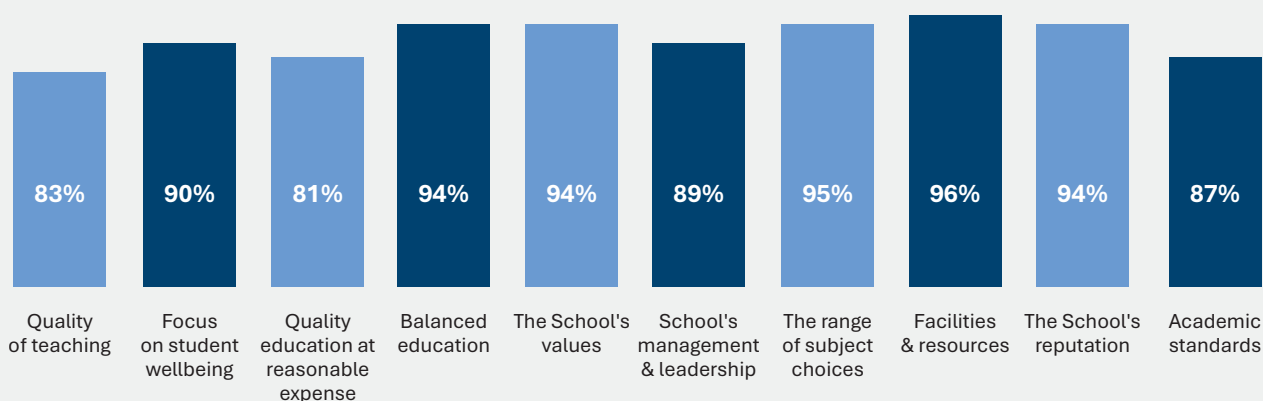
Parents

Evidence of Parent Satisfaction continues to be indicated in growing waitlists and the high retention of students into senior years. A selection of the parents' top-level findings are detailed below, ranked in order of the importance the parents placed on reasons for choosing a school for their children.

The top five areas are noted below:

1. 83% of parents noted their expectations were met or exceeded in relation to the quality of teaching
2. 90% of parents noted their expectations were met or exceeded in relation to the focus on student wellbeing
3. 81% of parents noted their expectations were met or exceeded in relation to a quality education at reasonable expense
4. 94% of parents noted their expectations were met or exceeded in relation to a balanced education
5. 94% of parents noted their expectations were met or exceeded in relation to the School's values

2024 NBCS Parents - Expectations Met/Exceeded - First 10 (n=382)



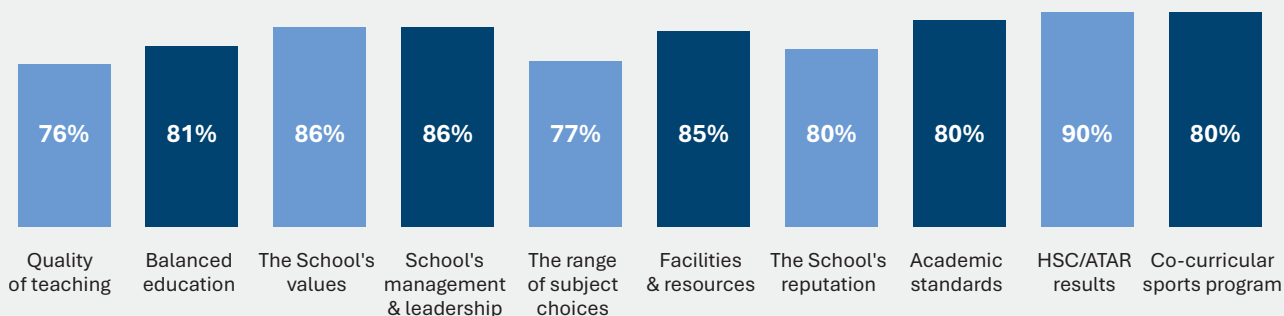
Students

A selection of the students' top level findings are detailed below (aligned with parent priorities).

The top five areas are noted below:

1. 76% of students noted their expectations were met or exceeded in relation to the quality of teaching
2. 81% of students noted their expectations were met or exceeded in relation to a balanced education
3. 86% of students noted their expectations were met or exceeded in relation to the School's values
4. 86% of students noted their expectations were met or exceeded in relation to the School's management and leadership
5. 77% of students noted their expectations were met or exceeded in relation to the range of subject choices

2024 NBCS Years 10-12 Students - Expectations Met/Exceeded - First 10 (n=373)



Parent quotes on what they value about Northern Beaches Christian School.

“

Very down to earth staff who are accessible & open to listening. I love how the primary school makes things special but not formal & stuffy e.g. the visual arts exhibition night. It had formalities but in a relaxed & authentic way - it had such a great vibe.

The support we have received from the school for my children's learning difficulties, but also the incredible teachers. Such patient, understanding teachers.

The sense of community the school provides. My child feeling connected to their school. My child having strong connections with friends and a general sense of happiness at school.

The fact my child has had a very happy and rewarding high school experience and has been inspired by some amazing teachers and fantastic school environment.

The caring and nurturing environment that has truly fostered a love of learning in my child.

The transformation in his love of school and his pride in his school has been a joy to watch.

”

Student quotes on what they value about Northern Beaches Christian School.

“

I think the facilities here are fantastic. My teachers have been really great and I will forever be thankful for them. I think the school has really encouraged me to pursue academics.

What I value most about my experience with NBCS is the exceptional education that I have gotten, as well as the great teachers that the school provides

I value most the social/leadership experiences I have gained, helping me to build my confidence as a person and as a leader.

The very helpful and kind teachers, and the friends I have made.

NBCS has been a place for me to meet lifelong friends, grow in my faith, and has given me unique experiences and opportunities which I am grateful for.

”

Staff Satisfaction

Retention remains high with the main reason for turnover being moving away from the School/location due to family reasons, including affordability of the location.

According to the independent survey, in which approximately half of staff participated, staff overall satisfaction with their experience of Northern Beaches Christian School has continued to grow and is now at 88% which is 8% above the independent schools benchmark.

NBCS Staff responses indicate that the School sits above the independent benchmark across all of the key areas including:

- Climate & Culture
- Staff Wellbeing
- Staff Attitude
- Leadership Support
- Goal Congruence
- Professional Learning and Development

Staff quotes on what they value about Northern Beaches Christian School.

“

The community, care and support for one another at NBCS. I also really appreciate the Christian focus, values and wellbeing that are being developed and honed in a realistic way.

The genuine care and support of me as a person by those in the school. The school wants us to continue improving and provides money to do that.

The impact and influence we have in our opportunities to share the love of Jesus with students.

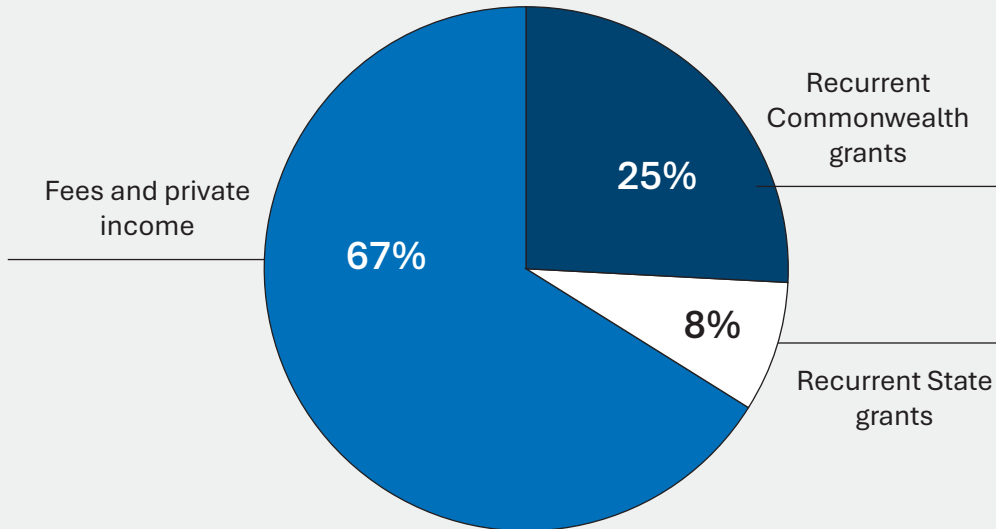
I am proud to work at NBCS. I like the ‘flavour’ of the multi-denominational aspect of the school and we have made great strides in the areas of work ethic and behaviour.

I am grateful to be part of a Christian community. I admire staff members, their professionalism, their care and compassion, willingness to help, and authenticity. I feel I am a valued part of a whole and that together we are moving forward and growing in a positive way.

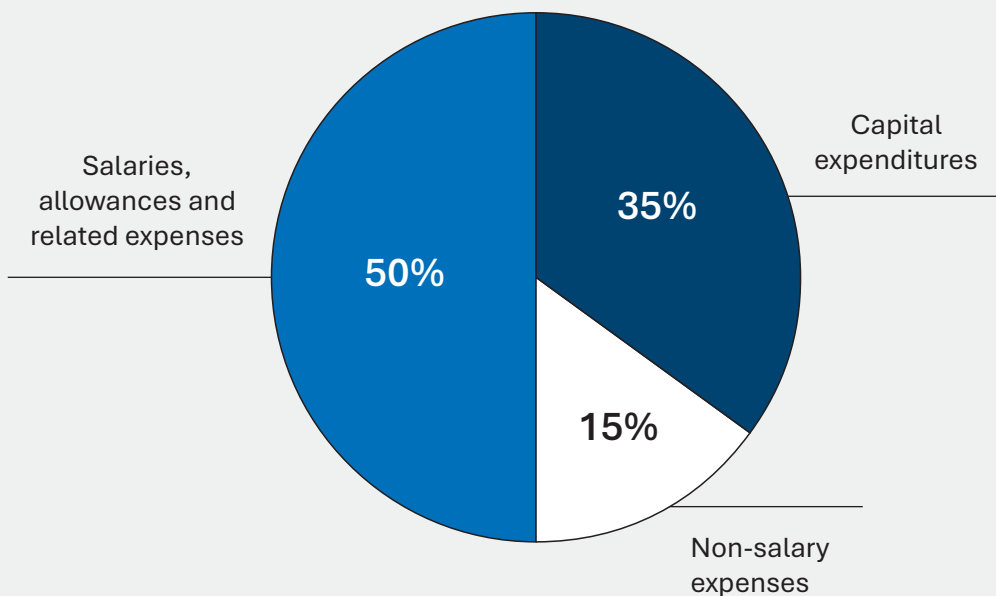
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Summary Financial Information

Income



Expenditure



Northern Beaches Christian School
1 Echunga Road,
Terrey Hills NSW 2084
T 9450 1311
www.nbcs.nsw.edu.au

