

NBCS 
NORTHERN BEACHES CHRISTIAN SCHOOL

Annual Report 2019

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1 A Message from Key School Bodies

Board Chair's Report

It is with quiet pleasure that I look back on 2019 and write this report on behalf of the Board of Northern Beaches Christian School.

This was the first year of our new principal, Mr Tim Watson, who came to NBCS in the last term of 2018. And it's been a great year! Yes, of course there was change but I think 2019 can best be described as a year of affirmation – affirmation of who we are as a school, of our principles, and of all we seek and hope to be.

Our mission is twofold:

1. To provide 'Excellence in Education', not just as a glib statement or a meaningless motto but as a personal, everyday lived reality for every student, and for every staff member. We want to exude excellence in whatever we do, in every interaction and relationship; we want to inspire excellence in our students and in each other.
2. And in so doing, we want to show and tell, and exude and inspire, 'Christianity in Action'.

The word 'excellence' comes through Old French from the Latin *excellentia*. There are many definitions as you would all know, but I like that of excellence as 'virtue.'

Excellence is a virtue: it is something to which we can all aspire. Its key feature is not a comparative with others – to do 'better than', to be 'better than'; it is a deeply personal interior goal, to do 'the best I can', to be the best I can.

We want to promote and inculcate this type of excellence, this virtue of excellence. As a school community, we want to ensure that all our children and young people are encouraged to develop and grow, discover potentials and realise them. We want them to be fully equipped with the attributes and skills and competencies that enable them to do so.

In 2019, the Board included Professor Rosemary Johnston (Chair), Mr Mark Stanley, Mr Eric Bernard, Mr Eskil Julliard, Mr Ghafur Barchia, and Mr Dean Robinson. Mr Peter Low resigned late in 2018 and moved with his family to Queensland; we miss him and we are grateful for his wise and thoughtful contribution.

The Board meets regularly at least seven times a year, with its various committees meeting as needed. We are, together with students, teachers, administrative staff, support services, parents and families, all part of the community which is NBCS. We all have a particular role to play in that community, and we cannot operate separately.

We are, as Tim Watson said in an early talk, and which New Zealand Prime Minister Jacinta Ardern has also so profoundly expressed slightly differently, '*a culture of us.*'

Each child, each staff member, each family, each Board member, is important and unique. We can't get along without each other. I am reminded of the apostle Paul's words in the first letter he wrote to the Corinthians (the early Christian community who lived in the powerful Greek city-state of Corinth):

The human body has many parts, but the many parts make up one whole body.

Yes, the body has many different parts, not just one part. If the foot says, 'I am not a part of the body because I am not a hand,' that does not make it any less a part of the body. And if the ear says, 'I am not part of the body because I am not an eye,' would that make it any less a part of the body? If the whole body were an eye, how would you hear? Or if your whole body were an ear, how would you smell anything?...

Yes, there are many parts, but only one body. ...

This makes for harmony among the members, so that all the members care for each other. If one part suffers, all the parts suffer with it, and if one part is honoured, all the parts are glad.

All of you together are Christ's body, and each of you is a part of it.

(1 Corinthians 12-27)

This sense of 'us-ness' has never been more important than it is now, as I write this in the early months of 2020. I am grateful for 2019 as a year of affirmation, a year of new growth together, a year of growing together. And may I affirm all of you, each one, for the important and significant place that is yours in the life of Northern Beaches Christian School.

Thank you!

Professor Emerita Dr Rosemary Johnston
Board Chair



Principal's Report

Our focus for the year was fivefold:

Learning, Wellbeing, Opportunities, Christian Life and Staff.



With respect to **Learning**:
high expectations.

With respect to **Wellbeing**:
a culture of positive interactions.

Regarding **Opportunities**:
expanding horizons.

Regarding our shared **Christian Life**:
authenticity.

With respect to **Staff**:
support, empower and grow.

In 2019, we commenced work on our 2020-2022 Strategic Plan, expanding upon our vision of **Love Learning**. As we worked towards our Strategic Plan, our focus remained as above, but to the five elements, we added infrastructure for the way it helps to support and shape learning and the student experience of school. It is envisaged that our next Strategic Plan will build on the work done in 2019 for the betterment of our students and their school experience. In 2019, the following took place.

Infrastructure/campus changes

The Global Village classrooms were revamped, with acoustic ceilings and air conditioning added, along with the creation of separate spaces to allow for the flexibility to work in smaller as well as larger groups. Work began on the Art rooms, again, incorporating two-way flexibility, acoustic treatment and air conditioning, and including better access and interplay with the outdoors. New, discreetly located, Counselling Rooms were also created. Additionally, planning was completed for a Library to be built and opened in the SCIL building early in 2020.

Changes in technology

We began the migration from SchoolPro to Synergetic for our administrative and finance software, and from

Moodle to Canvas for our Learning Management System. In both cases, we move from a legacy product to a contemporary and industry-standard one. This different IT architecture for administration, finance, learning, student data, tracking and feedback will offer better and more effective online learning as well as the prospect of real time reporting. The aim of this is to make report feedback a more effective mechanism for learning for students and parents.

Changes in community engagement and marketing

In 2019 we engaged MMG Education to conduct an external survey of staff, parents and year 6-12 students. This survey will provide data and feedback for staff and the school that will in turn help shape our work. 2019 also saw the beginning of planning for the school's 40th anniversary in 2021, as we seek to capture, reflect upon and celebrate the history of our school and honour those upon whose work we build.

Staff structural changes

2019 saw appointment of a Careers Adviser, Mrs Liz Delevaux, a Risk Oversight Officer and Director of Co-curricular, Ms Emily Shanahan, and a new Head of Primary, Mrs Julie Smith, who replaced Mr Peter Grimes who took up the position of Headmaster at Mosman Prep in July 2019.

Almost everything a Principal does is mediated through others. As such, at NBCS we seek to appoint and develop excellent staff who are responsible for learning. To support learning, we developed clear student expectations for Primary and Secondary students. Having clear, consistent, and shared expectations has been appreciated by staff and students alike. They provide a stronger sense of purpose and direct an obvious focus on learning. In all that we do, we seek the best and most effective way to shape the school in support of our predominant task of knowing and growing our students, our staff, and our community. There is joy and excitement in complexity and yet there is a simplicity to our task: love learning.

We congratulate our class of 2019 on their HSC success – the best NBCS results to date. We look forward to the legacy that they have left as they inspire those who come after them to build on their success.

Tim Watson
PRINCIPAL

Student Leadership Report

Over the course of 2019, the NBCS leadership team sought to continue the growth of an encouraging and tenacious community, achieved through service towards the school and modelling core values at the heart of our work. As leaders we sought to accent the importance of a well informed community committed to both diligence in their studies and the wellbeing and respect of others, beginning with the relationships among peers and teachers. These values extended beyond our school community towards the general public, as grade-communities, alongside the Social Justice Team, raised awareness and funds for prominent issues such as 'Mental Health' and 'Aid for Farmers' during the drought.

As a refined team of less than 15 members, we were all empowered to voice a variance of objectives and deeply discuss the networking around our goals. We met regularly to map out long term goals around NBCS' policies and procedures, as well as social and academic culture, with the mindset to augment a leadership outlook that would go beyond 2019 and would be attainable for following school leaders. Each member provided essential viewpoints of the school community and grew in communication, decision making and problem solving skills. The members of our team were wholeheartedly passionate towards the wellbeing and mental health of others, bringing to fruition a partnership between student-run bake sales and charities such as Beyond Blue and Batyr. Our areas of focus included: further developing and refining previously established teams, providing opportunities to actively involve many students from all ages in leadership. The acknowledgement and support of numerous key dates such as: International Women's Day, R U OK Day, Reconciliation Day and Anzac Day. The growth of a positive culture of self-respect and respect for others among the entire school community and to strive for excellence and personal best in academic and co-curricular endeavours.

One of the changes to student leadership this year was the introduction of key leadership roles to grades 9 and 10 functioning alongside existing senior leaders. The selection and encouragement of these 'Emerging Leaders' was incredibly successful, giving each grade a personal voice to be identified within the larger school community, as well as providing channels for younger students to confidently express concerns and ideas. Each year group experienced great success fundraising for their chosen charity, and the higher number and frequency of events taking place has fostered interaction and friendships between year groups not otherwise possible. Awareness of the aforementioned key dates was particularly important to our younger leaders, who went above and beyond coordinating heartening campaigns that did well to support the fresh sense of community between students.

Our 2019 student leaders have experienced first hand that leadership is, above all else, about empowering a community to prosper. We're proud that the team has undertaken such significant endeavours in promoting NBCS' core values to students of all ages, and are honoured to have served alongside them. The invaluable appreciation we've gained of what it takes to enact positive change has put us in a stronger position to experience the world, and in witnessing the efforts of the rest of the school, we have confidence that they're just as passionate about furthering our goal as we have been.

Jasper Mowbray and Lilly Mann
School Captains, 2018/2019



2 Contextual Information about the School and Characteristics of the Student Body

NBCS is a vibrant, independent, co-educational Christian school in Terrey Hills (Sydney) for students in Kindergarten to Year 12.

Our Mission, Excellence in Education, Christianity in Action, is realised in the consistent and high expectations set for our students, within a positive learning culture. Our hope is that, together with our parent and student community, 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 strive to build a culture that values academic success, with students seeking to affirm and encourage each other as they recognise and celebrate specific areas of academic achievement and growth. We expect a safe, welcoming environment, wise use of technology, positive communication and a nurturing Christian community.

Our school is a Christian community that supports and encourages learning, growth, wellbeing, connection, belonging and community. This rich foundation is reflected in our Vision, Mission and Values, enabling us to foster a lifelong love of learning and hope for the future.

Our aim is to develop a culture that brings out the best in our students – in their learning, in their character, in the opportunities they take, the friendships they develop, and in understanding the message of the God who loves them.

NBCS is registered and accredited by NESA and offers courses from Kindergarten to Year 12, leading to the award of the Higher School Certificate. At census date in 2019 there were 1228 students attending NBCS.



Characteristics of the Student Body

Students at NBCS come largely from English speaking families.

Student Population Breakdown at the Census Date 2019.

Full time Students:

	Male	Female	Total
Primary Indigenous	0	0	0
Primary Visa	9	5	14
Primary Other	190	156	346
Total Primary	199	161	360
Secondary Indigenous	2	0	2
Secondary Visa	18	12	30
Secondary Other	477	359	836
Total Secondary	497	371	868
Total School Population	696	532	1228

In 2019, Year 7 had 49% of students who were students at NBCS in Year 6 in 2018, and 51% that were new to NBCS in 2019.

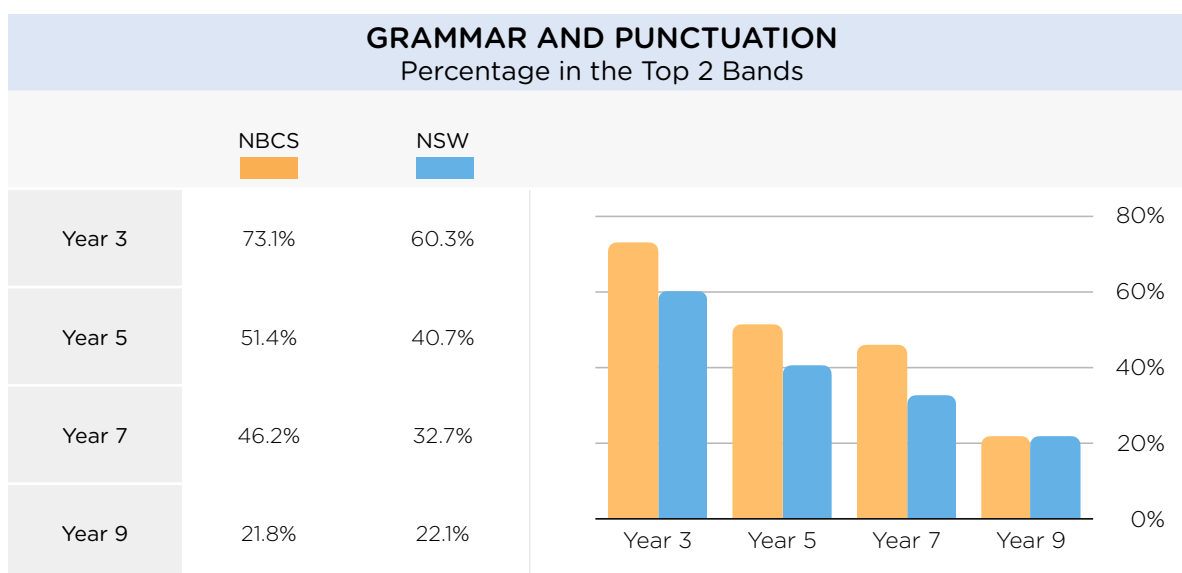
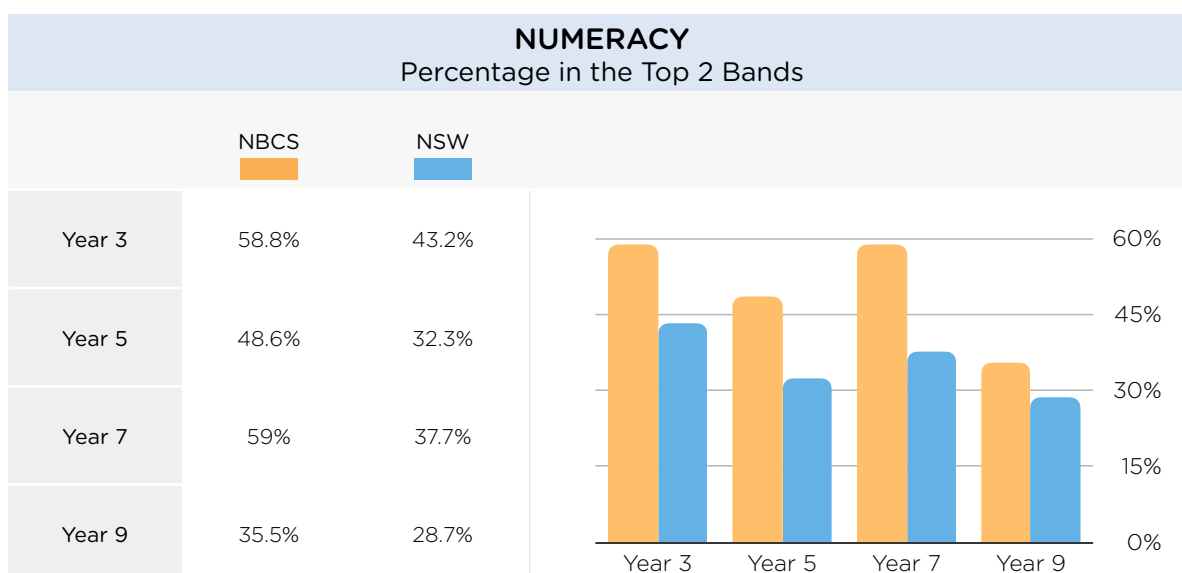
Just under half of the student population reside on the Northern Beaches with the remainder coming from Frenchs Forest through to Belrose and Terrey Hills, and the upper North Shore.

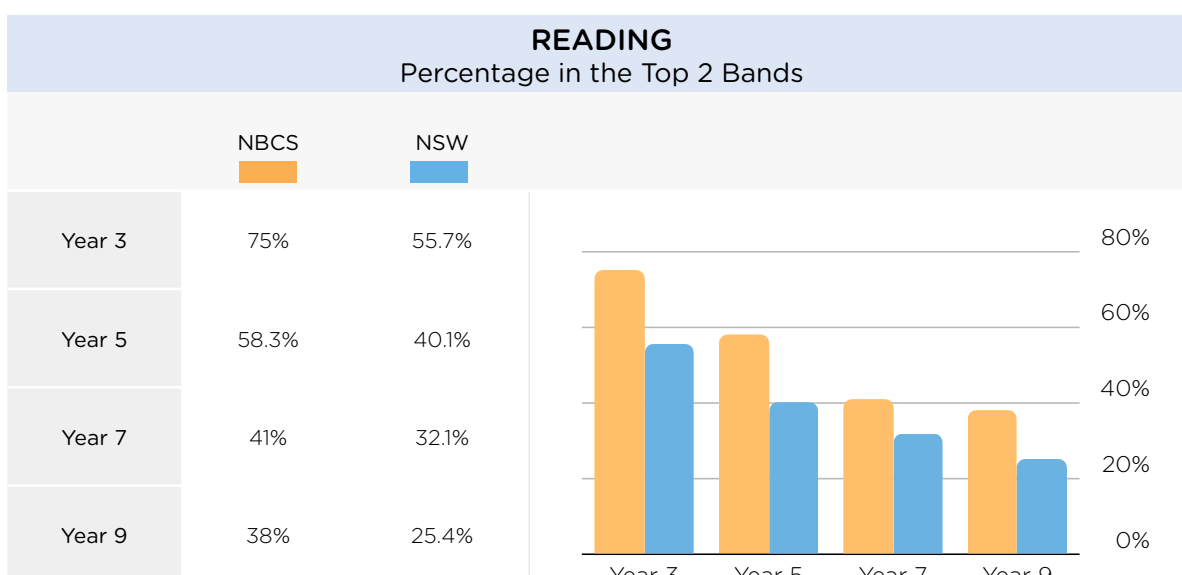
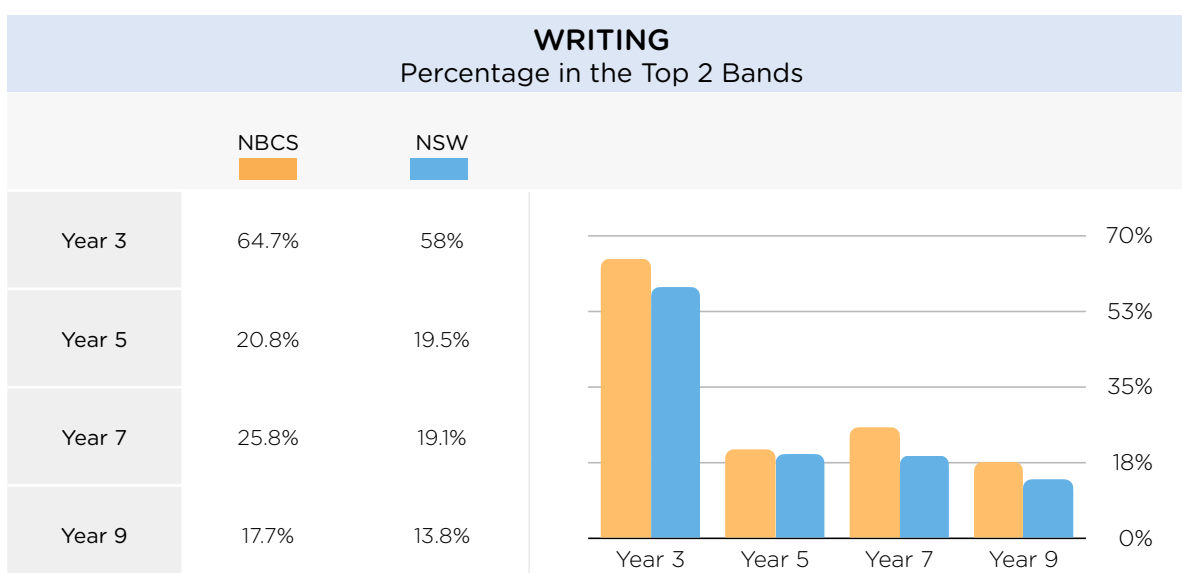
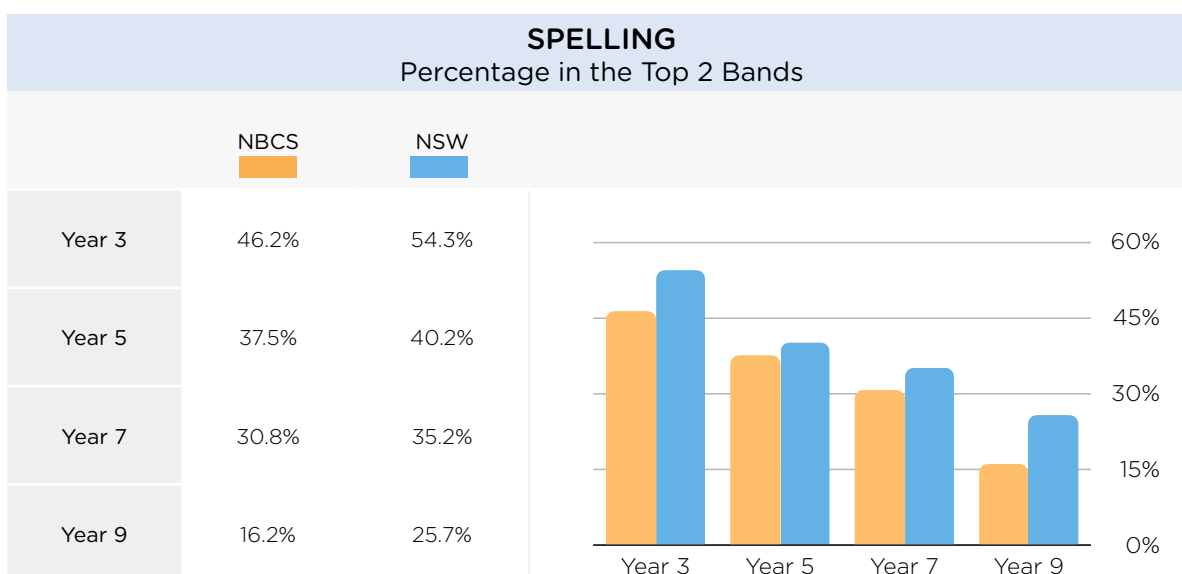




3 Student Outcomes in Standardised National Literacy and Numeracy Testing

In 2019, students at Northern Beaches Christian School participated in NAPLAN testing at Year 3, Year 5, Year 7 and Year 9 levels. Literacy and Numeracy are taught in accordance with the NESA syllabuses in all Stages. The results of 2019 NAPLAN are available at <http://www.myschool.edu.au>.







4 Senior Secondary Outcomes (Student Achievement)

In 2019, 122 NBCS students completed the requirements to achieve their Higher School Certificate. This represents 100% of the Year 12, 2019 cohort. No students requested or applied additionally for their Record of School Achievement.

The table below represents NBCS achievement for all courses in 2019, 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

			Bands 5-6		Bands 3-4		Bands 1-2	
			Number of NBCS students	NSW	NBCS	NSW	NBCS	NSW
				(% of total students)	(% of total students)	(% of total students)	(% of total students)	(% of total students)
Ancient History	2019	6	50	36	33	48	17	15
	2018	5	80	36	20	48	0	15
	2017	7	57	36	43	45	0	18
Biology	2019	38	27	31	74	53	0	15
	2018	49	29	37	65	53	6	10
	2017	32	63	40	37	48	0	12
Business Studies	2019	48	44	33	46	50	10	16
	2018	38	61	37	39	50	0	12
	2017	23	48	37	52	51	0	13
Chemistry	2019	17	53	46	47	42	0	12
	2018	19	42	42	53	47	5	11
	2017	19	16	43	79	48	5	9
Design and Technology	2019	16	50	47	50	49	0	5
	2018	19	79	47	21	50	0	3
	2017	6	50	43	50	51	0	5
Drama	2019	14	43	44	57	55	0	2
	2018	13	38	42	62	55	0	2
	2017	13	77	42	23	56	0	2
Earth and Environmental Science	2019	7	29	31	71	55	0	14
	2018	10	50	38	30	52	20	10
	2017	7	14	36	86	55	0	8

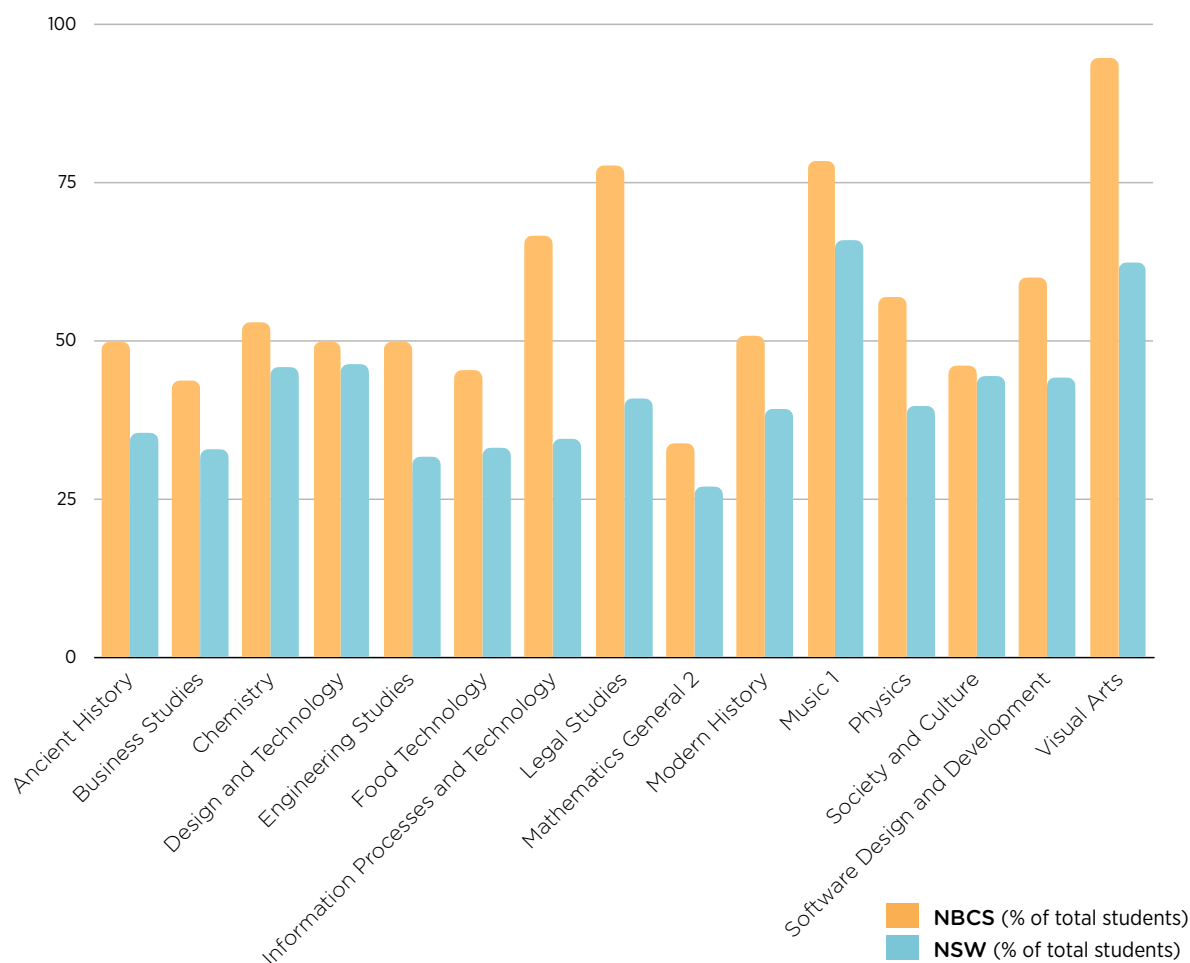
			Bands 5-6		Bands 3-4		Bands 1-2	
			NBCS		NBCS		NBCS	
			NSW		NSW		NSW	
			(% of total students)		(% of total students)		(% of total students)	
			Number of NBCS students					
Economics	2019	24	50	52	50	41	0	7
	2018	15	33	47	67	46	0	8
	2017	7	43	49	43	43	14	8
Engineering Studies	2019	14	50	32	50	60	0	8
	2018	13	54	36	46	55	0	9
	2017	9	44	36	56	53	0	10
English Advanced	2019	73	59	62	41	37	0	1
	2018	81	53	63	47	36	0	1
	2017	67	67	64	33	35	0	1
English Standard	2019	46	7	12	87	76	7	12
	2018	41	10	15	80	70	10	15
	2017	30	20	16	67	70	13	14
Food Technology	2019	11	45	33	45	56	9	9
	2018	16	56	33	38	53	6	14
	2017	16	44	30	56	52	19	18
French Continuers	2019	7	43	65	57	32	0	3
	2018	10	50	64	40	32	10	3
	2017	3	67	66	33	31	0	3
Information Processes and Technology	2019	9	67	35	33	50	0	15
	2018	3	100	38	0	50	0	13
	2017	0						
Legal Studies	2019	9	78	41	22	42	0	16
	2018	18	17	45	83	41	0	14
	2017	10	80	44	20	47	0	8
Mathematics	2019	33	48	49	52	43	0	8
	2018	35	60	52	40	41	0	7
	2017	28	29	54	61	37	11	9
Mathematics General 2	2019	71	33	27	61	53	6	20
	2018	71	34	27	61	53	6	20
	2017	54	28	26	65	49	7	25
Modern History	2019	13	51	39	46	46	0	14
	2018	15	73	42	27	43	0	15
	2017	25	60	39	40	47	0	14
Music 1	2019	14	79	66	21	32	0	2
	2018	11	82	65	18	34	0	2
	2017	13	92	66	8	33	0	1
PDHPE	2019	28	29	31	71	57	0	11
	2018	34	50	33	50	53	0	14
	2017	25	32	31	68	50	0	19
Physics	2019	14	57	37	43	49	0	14
	2018	17	41	34	53	53	6	13
	2017	19	16	34	74	55	11	11

			Bands 5-6		Bands 3-4		Bands 1-2	
			Number of NBCS students	NBCS NSW	NBCS NSW	NBCS NSW	NBCS NSW	
				(% of total students)	(% of total students)	(% of total students)	(% of total students)	
Society and Culture	2019	13	46	44	54	49	0	6
	2018	18	72	47	28	46	0	7
	2017	17	76	48	24	46	0	7
Software Design and Development	2019	10	60	44	40	42	0	13
	2018	4	100	37	0	52	0	11
	2017	8	69	36	31	53	0	11
Visual Arts	2019	19	95	63	5	35	0	2
	2018	17	88	53	12	46	0	1
	2017	12	83	55	17	44	0	1

Highlights of the 2019 HSC Student Achievements are:

- 11.15% of HSC results at the Band 6/E4 level - our best ever!
- Morgan Quan - All-round Achievers merit list
- Jasmine Pike - 50/50 for English Extension 2
- Top ATARs for NBCS - Jasmin Pike 99.05

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



In 2019, 16 students obtained VET qualifications. Eleven students achieved a Certificate II and 5 students achieved a Certificate III.



5 Teacher Learning, Accreditation and Qualifications

Teacher Learning

All teaching staff participated in Professional Development/Learning during 2019. During the year, two NESA registered Professional Development (PD) courses aimed at developing leadership and management were run internally for teachers in leadership roles. In addition, 91 teachers attended 118 external PD courses, primarily focused on 'curriculum' teaching and learning.

NBCS offers sponsored study for teachers who are seeking to broaden and enrich their professional development in areas related to their current employment. During 2019, four teaching staff received financial assistance from NBCS to undertake post-graduate study which will be of benefit to the students of NBCS.

Internal Professional Development

'NBCS NESA registered PD courses'		2019
Child Protection - Mandatory Staff Training 2019		91 teachers x 3 hours
First Aid at NBCS		33 teachers x 6 hours
Professional Conversations: Goal Setting <ul style="list-style-type: none"> • Attended by all Secondary Faculty Leaders • This registered course was designed to equip NBCS TAA Supervisors to effectively support staff to set professional learning goals aligned to the Standards. It referenced research from Hattie and Timperley, provided time for discussion and explored resources to help guide and improve the writing of clear and measurable professional learning goals by teachers. 		10 teachers x 2 hours
Professional Mentoring at NBCS <ul style="list-style-type: none"> • Attended by NBCS Faculty Leaders and Executives • This registered course was designed to prepare, equip and resource NBCS Mentors to support staff new to NBCS and the teaching profession. Professional discussions and resources were aligned with the Standards, National research and Christian School culture. It explored the characteristics of mentors, how to build a professional relationship, how to observe colleagues and how to provide feedback for growth. 		18 teachers x 2 hours

External Professional Development

Category of course	Sub-category of course	Number of Staff Participating
Teaching and Learning: 81 courses attended	Curriculum	55
	Pedagogy	7
	Assessment	12
	Technologies	2
	Disability	1
	Co-curricular	4
Leadership and Management		21
Wellbeing		10
NESA related	NAPLAN	2
	HSC	2
	Accreditation	1
Governance	Law	2

Teacher Accreditation

Level of Accreditation	Number of Teachers
Conditional	4
Provisional	15
Proficient Teacher	72
Highly Accomplished Teacher (Voluntary Accreditation)	0
Lead Teacher (Voluntary Accreditation)	0
Total Number of Teachers https://www.myschool.edu.au/school/44023	91

Teacher Qualifications

Category	Number of Teachers
Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	91
Teachers having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications.	0



6 Workforce Composition

School Staff 2019 (at Census date)

Teaching staff	91
Full-time equivalent teaching staff	83.1
Non-teaching staff	52
Full-time equivalent non-teaching staff	40.2

Northern Beaches Christian School had no Aboriginal and Torres Strait Islander employees in 2019.





7 *Student Attendance, Retention and Post-School Destinations*

Student Attendance Rates:

Year	2019 Student Attendance by Grade (%)
Kindergarten	91.62
Year 1	93.79
Year 2	94.43
Year 3	93.43
Year 4	94.17
Year 5	94.52
Year 6	94.00
Year 7	94.76
Year 8	93.64
Year 9	93.46
Year 10	91.51
Year 11	93.67
Year 12	95.31

Overall 2019 Student Attendance Rate: 93.72%

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.

Retention of Year 10 to Year 12:

NBCS has maintained post compulsory school Retention Rates at a level consistently higher than national averages.

Retention Rates for Year 10 - Year 12 (at NBCS or elsewhere) (%)	
2014	98.4
2015	100
2016	99.2
2017	91
2018	95.5
2019	93.6

Post-School Destinations - Year 12 2019 Cohort

Of the Class of 2019, 73% of students were successful in gaining an offer to a bachelor's degree, with the most popular areas for further study being business and health sciences. Of the students who aspired to go to university, 94.7% of them received an offer to a bachelor's degree. It is possible that some offers may have been made that are not captured in this data as students may apply directly to some universities and do not have to make a UAC application.

3% of students were offered places in Diploma programs where the admissions process was coordinated through the Universities Admissions Centre. It is expected that some students would have enrolled in programs via direct application to the institution, including TAFE, and this data is not included in these results.

23% of students did not aspire to go to university.

	no. of students	%
Students in Class of 2019	122	
Number of students who applied for university	94	
Number of students who received an offer	89	
Offer success rate		94.7%
Non-ATAR HSC students	0	
VET students	21	17%

Early offer schemes and criteria other than ATAR	no. of students
SRS* applicants	55
Successful SRS applications	21
EAS applications	10
Macquarie Leaders and Achievers applications	37
ACU Community Achievers Program	2
University of Notre Dame Young Achievers Program	11

*SRS = School Recommendation Scheme



8 Enrolment Policy

CONTEXT

1. Northern Beaches Christian School (NBCS – the School) is a comprehensive co-educational K-12 school providing an education underpinned by religious values and operating within the requirements of the NSW Educational Standards Authority (NESA).

2. The School maintains a total enrolment not exceeding 1325 students.

3. Students can come from a wide range of backgrounds.

4. Only applicants who are permanent residents of Australia, or whose families have a current eligible Australian working visa (copy of passport must be submitted) are eligible to apply for admission to the School.

5. While this policy is as comprehensive as possible, there will inevitably be some situations which are not specifically covered. In such instances, it is the Principal's responsibility to decide the appropriate course to take in the circumstances.

LEGISLATION

Relevant Legislation:

- *Disability Discrimination Act*
- *Sex Discrimination Act*
- *Race Discrimination Act*
- *Anti-Discrimination Act*

These Acts make it unlawful to discriminate against a person on the grounds of their disability, sex or race by refusing to enrol them at the School. The School is committed to fulfilling its obligations under the law in this Enrolment Policy.

PARAMETERS

1. A student must be enrolled in one school only at any given time.

2. A student does not need to be enrolled at the beginning of a school calendar year.

3. A student is considered to be 'enrolled' at NBCS when he or she is placed on the NBCS *Register of Enrolments*.

4. Enrolment applications will be processed with reference to waiting lists and consideration will be given to criteria determined by the School from time to time.

5. The School reserves the right to exempt nominated families from any waiting list, if the Principal, or delegate, assesses that a family has good cause for such exemption.

6. Subject to availability, offers of a place can be made, after interview, according to whether there are siblings of the student already at the school, and the suitability of the applicants to be best able to:

- a. benefit from the academic program the School offers,
- b. demonstrate a willingness to participate in the full range of activities offered by the School and whose families understand and are supportive of the Christian aims and objectives of the School.

7. For the purposes of enrolment the term 'siblings' refers to children who have at least one parent in common. For our purposes there is no difference between natural and adopted children.

8. Final decisions on any enrolment placement into a grade cohort are the decision of the Principal.

9. NBCS reserves the right to exclude students from consideration for enrolment:

- a. if they have been refused entry at another school, or if they have been withdrawn from another school pending exclusion, or if they have been asked to leave that school;
- b. if any parents/guardians are unable to assent to, and sign all components of any application forms;
- c. if the Principal, or delegate, assesses that the enrolment of that student has the potential to create conflict at school or within the family;
- d. if the Principal, or delegate assesses that the School does not have the foreseeable ability to provide a successful academic program for that student;

- e. if the Principal, or delegate, assesses that there has been lack of disclosure by the family;
- f. if the Principal, or delegate, assesses the School is not suited to the student according to academic assessment;
- g. in order to make a determination, with due process, as to whether the School has the necessary human resources to cater for specific needs;
- h. without specific explanation.

IMMUNISATION

Under the *Public Health Amendment (Review) Act 2017* (NSW), existing legislated provisions that have applied to primary students, regarding requesting and recording proof of immunisation status, have been extended (from 1 April 2018) to high school students.

This Act requires principals of high schools to obtain information about a child's vaccination status at enrolment and allow a public health office to exclude a child with a vaccine preventable disease, or an unvaccinated child, from high school during the outbreak of a vaccine preventable disease.

A parent can refuse to provide a History Statement to the School, but their child will be classified as not immunised and may be excluded from the NBCS if there is an outbreak of a vaccine-preventable disease in the School.

The Immunisation History Statement which is issued by the Australian Childhood Immunisation Register (ACIR) is required as proof of immunisation status for enrolment at any school under the NSW *Public Health Act 2010* (NSW). The Personal Health Record (Blue Book) is not acceptable evidence.

The School will need to retain the Statement for three years after the child has left the School.

ONGOING ENROLMENT

1. Once enrolled, and in order to maintain their enrolment, students are expected to act consistently within the School's standards and expectations of behaviour and to be accountable for complying with the School rules.
2. Parents may seek to enrol their child in the school of their choice, and if that enrolment is at NBCS parents are also expected to be supportive of the policies, procedures and rules of the School and other requirements as indicated from time to time, and to encourage their child to uphold the School's standards of behaviour.

3. A student's continuing enrolment is also subject to payment of all invoiced school fees as, and when, due.

4. The School reserves the right to terminate an enrolment where the parents have not declared or have withheld known information pertaining to their child's needs.

5. The School Board of Directors, through the Principal, may at any time require the removal from the School, permanently or temporarily, of any student, if in their absolute discretion, the NBCS Board of Directors and the Principal deem such action advisable either in the interests of the pupil, the wellbeing of other students, for the good of the School or if the parent or guardian is not supportive and complying with the policies of the School.

6. It is the School's right to require the removal of a student from enrolment at the School if the School should conclude that the necessary relationship of trust and cooperation between the family and the School is irreparably damaged. No remission of fees will apply in such cases.

WITHDRAWAL

A period of one full term's notice, in writing, to the School Principal or Registrar, is required for any family wishing to withdraw their child. Notice is not required for a student completing Year 12.

Scheduled vacations of the School do not constitute adequate notice.

POLICY REVISION

NBCS reserves the right to change the Enrolment Policy at its discretion.



9 Other School 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.



Student Wellbeing

Multiple pieces of legislation feeds into NBCS Student Wellbeing policies. The *Child Protection (Working With Children) Act 2012* (NSW) and *Children and Young Persons (Care and Protection) Act 1998* (NSW), including the *Children Legislation Amendment (Wood Enquiry Recommendation) Act 2009* (NSW), the *Ombudsman Act 1974* (NSW) and *Ombudsman Amendment Act 1998* (NSW), the *Commission for Children and Young People Act 1998* (NSW), the *Keep Them Safe Reforms 2009* (NSW) and the *Children's Guardian Act 2019* (NSW), all underpin the policies of a school. The *Work, Health and Safety Act 2011* (Cth) also impacts Student Welfare policies.

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 (1.6 FTE) and a 7-12 Wellbeing Adviser. To support the Wellbeing Team, Community Leaders are allocated to each grade in Secondary and the Deputy Head of Primary has a focus on student wellbeing in Primary.

Summary of Student Welfare Policies	Changes in 2019	Access to Full Text
<p><i>'Child Protection: Staff Manual - Policy'</i> includes, amongst other aspects:</p> <ul style="list-style-type: none"> • Child Protection requirements • NBCS Mandatory Reporting • Annual Training requirements 	No change since 10/10/2017	<ul style="list-style-type: none"> • Staff access via 'All Staff TEAM' in Office 365 • Parent access via a request to Main Reception
<p><i>'Child Protection: Statement for Parents - Policy'</i> includes, amongst other aspects:</p> <ul style="list-style-type: none"> • NBCS commitment to Child Protection • Related legislation • Partnership with parents and wider community 	No change since 29/03/2017	<ul style="list-style-type: none"> • Staff access via 'All Staff TEAM' in Office 365 • Parent access via the NBCS website, in Parent Portal Download Centre (<i>Parent/Guardian log-in required</i>)
<p><i>'Student Wellbeing - Policy'</i> includes, amongst other aspects:</p> <ul style="list-style-type: none"> • Strategy in place to support and strengthen the cognitive, emotional, social, physical, and spiritual wellbeing of students in a context of quality teaching and learning • Students develop the skills to reflect on and positively shape their own behaviour in the context of ethical decision making • NBCS is committed to supporting students to connect, succeed and thrive at each stage of their development and learning • Staff have an obligation to abide by the NBCS Code of Conduct 	No change since 02/03/2017	<ul style="list-style-type: none"> • Staff access via 'All Staff TEAM' in Office 365 • Parent access via; <ul style="list-style-type: none"> (i) the NBCS website, in Parent Portal Download Centre (<i>Parent/Guardian log-in required</i>) (ii) the 'Parent Handbook' on the NBCS website, in Parent Portal Download Centre (<i>Parent/Guardian log-in required</i>) (iii) a request to Main Reception
<p><i>'Counselling - Policy'</i> includes, amongst other aspects:</p> <ul style="list-style-type: none"> • The importance of counselling assessments at NBCS to assist in student wellbeing • All staff have a responsibility to report concerns and to comply with the Internal Referral Process 	<p>3/6/2019</p> <p><i>(This policy was reviewed and re-written to be more succinct.)</i></p>	<ul style="list-style-type: none"> • Staff access via 'All Staff TEAM' in Office 365 • Parent access via a request to Main Reception

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.

Summary of Anti-bullying Policy	Changes in 2019	Access to Full Text
<p><i>'Student Bullying, Discrimination and Violence Management - Policy and Procedure'</i> includes amongst other aspects:</p> <ul style="list-style-type: none"> NBCS rejects all forms of bullying, discrimination or violent behaviour Provides support to the victims of these behaviours 4-step tiered management, starting with 'preliminary warning' and ending with 'long suspension and/or termination of enrolment'. 	<p>29/10/2019</p> <p>(The previous policy and procedure were brought together into one succinct 2 page document. 'Discrimination and violence' were included.)</p>	<ul style="list-style-type: none"> Staff access via 'All Staff TEAM' in Office 365 Parent access via; <ul style="list-style-type: none"> (i) the NBCS website, in Parent Portal Download Centre (<i>Parent/Guardian log-in required</i>) (ii) the 'Parent Handbook' on the NBCS website, in Parent Portal Download Centre (<i>Parent/Guardian log-in required</i>) (iii) a request to Main Reception

Student 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.

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.

The provisions of the *Education Reform Amendment Act 1995* (NSW) state that corporal punishment is not to be used in NSW Schools. NBCS complies with this 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.

Summary of Discipline Policies	Changes in 2019	Access to Full Text
<p><i>'Primary Behaviour Management - Policy and Procedure'</i> includes, amongst other aspects:</p> <ul style="list-style-type: none"> Explanation of behaviour expectations Response from the School for minor, moderate and major breaches of behaviour expectations 	<p>No changes during 2019</p>	<ul style="list-style-type: none"> Staff access via 'All Staff TEAM' in Office 365 Parent access via; <ul style="list-style-type: none"> (i) the NBCS website, in Parent Portal Download Centre (<i>Parent/Guardian log-in required</i>) (ii) a request to Main Reception
<p><i>'Secondary Behaviour Levels'</i> includes, amongst other aspects:</p> <ul style="list-style-type: none"> Explanation of each behavioural level Staff member responsible for oversight Communication Recommended review time Guidelines for Actions 	<p>No change since 25/5/2017</p>	<ul style="list-style-type: none"> Staff access via 'All Staff TEAM' in Office 365 Parent access via a request to Main Reception
<p><i>'Termination of Enrolment - Expulsion Policy'</i> includes, amongst other aspects:</p> <ul style="list-style-type: none"> Definition of expulsion Grounds for expulsion Procedural fairness A formal appeals process 	<p>No change since 14/09/2017</p>	<ul style="list-style-type: none"> Staff access via 'All Staff TEAM' in Office 365 Parent access via a request to Main Reception

Complaints and Grievances

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.

Summary of Complaints Policy and Procedures	Changes in 2019	Access to Full Text
<p><i>'Complaint Management - Policy', 'Complaint Management for NBCS Staff - Procedure' and 'Complaint Management for the NBCS Community - Procedure', which include, amongst other aspects:</i></p> <ul style="list-style-type: none"> • NBCS invites feedback • The <i>NBCS Staff Code of Conduct</i> serves to guide all NBCS staff behaviour • Parents and care givers have access to definitions and examples of 'reportable conduct' and clear instructions as to how to lodge a complaint about NBCS Staff. • Both claimants and accused have a right to challenge decisions and to be properly informed about the basis on which decisions have been made • Support is available to claimants • The Respondent will be given fair consideration by the School 	<p>26/9/2019</p> <p><i>(These documents were rewritten succinctly and clearly to incorporate the new registration requirement for stakeholders other than staff, in particular parents and care givers, to have ready access to making complaints of 'reportable conduct' of staff.)</i></p>	<ul style="list-style-type: none"> • Staff access via 'All Staff TEAM' in Office 365 • Parent access via; <ul style="list-style-type: none"> (i) the NBCS website, in Parent Portal Download Centre (Parent/Guardian log-in required) (ii) a request to Main Reception



10 Priority Areas for Improvement

Our school is a Christian community that supports and encourages learning, growth, wellbeing, connection, belonging and community. This rich foundation underpinned the process of revisiting our Vision, Mission and Values in 2019.

The areas selected for improvement by the school for 2019 included the refinement of the NBCS Vision and Mission, reconsideration of the NBCS Values, scrutiny of the NBCS short and long term goals and agreement on specific metrics of measurement of success. The following outcomes articulate who we are at NBCS, what goals we will achieve with which strategies, and how we will clearly measure our success.

The review of the NBCS Vision led to the adoption of the phrase “Love Learning”. This phrase reflects our belief that the direction and focus of our love determines who we are and who we become. The role of NBCS, in partnership with families, is to help direct the loves of its students - love of learning, love of others and love of God. With an emphasis on transformation, not just information, we are intent on shaping the whole person. By the time a student finishes school, they should have learned how to learn, to think about how to think, to know what to do and why to do it.

Love Learning is, therefore, characterised by engaged, resilient students who can make connections with what they are learning, who they are and who they want to become. Their love of learning will see them confidently follow their passions and take hold of the many opportunities on offer at school, doing their best in any challenge that comes their way.

The review of the NBCS Mission reconfirmed the relevancy of our Mission statement: “Excellence in Education, Christianity in Action”. It continues to reflect our priority that our students will pursue wisdom and develop character within a supportive Christian community. Our aim is for students to explore and extend their potential in a healthy and productive way. As a community, we provide opportunities and resources to help our students thrive. We help to shape independent, resilient students who seek ownership of their own learning.

Ultimately, we want our students to know that they are loved by God and loved by the community around them. We will cheer them on in their successes and spur them on when they face challenges along the way.

Within this strategic process we were able to identify proposed NBCS Values that reflect who we are and help determine approaches that will help our community flourish. These values shape how we relate, guide our strategy and our decision-making. We trust that the values we instil in our students will equip them for the journey ahead. The proposed NBCS Values, refined during 2019, are:

Gratitude

A thankful heart creates a healthier mindset, allowing us to embrace possibilities. Gratitude helps us to be joyful, enables us to celebrate the wins along the way, while keeping our sights on what is ahead, with a sense of hope and purpose.

Respect

When we affirm the value of another person, listen to them and consider their needs, we build trust and ultimately a deeper sense of belonging. Respect builds a more resilient, connected community.

Courage

Grit, determination and perseverance are attributes that enable us to navigate challenges with a sense of resolve and optimism. Courage ensures we come through the other side of these challenges, with a greater depth of character and self-knowledge.

Compassion

We want to look beyond our own needs and seek opportunities to use our God-given talents and resources to make a difference in the lives of others. Compassion sheds light in dark places, heals hurts and shows the heart of God.

Finally, as part of this process of improvement in 2019 we identified and refined six strategic goals and these will provide a roadmap for improvements to be made during 2020 and beyond. These Goals are:

Goal	Defined as
1. Academic Pursuing and celebrating academic excellence	At the heart of NBCS is the pursuit of academic excellence. We recognise that this will look different for every student, but our hope is that each individual learning journey will be shaped by curiosity and a love of discovery. We encourage our students to go beyond the dissemination and digestion of facts, to make connections with what they are learning, to who they are and the impact they want to make on the world around them.
2. Christian We live and share the beauty of faith in Jesus	The second part of our Mission statement, Christianity in Action, is no less important than our commitment to academic excellence. It provides a deep framework for our community, shaping our values and culture. NBCS is built upon trust in a God who graciously loves, rescues and redeems. This provides the basis for being a community that loves and supports one another, fostering a sense of hope while recognising the diversity of faith and worldview in our broader community
3. Wellbeing Nurturing and growing all in our community	Being a high achieving, low stress school means a steadfast commitment to wellbeing. We provide our students and their families with rich resources and tools that help build resilience and a positive mindset, setting them up for success. Developing the whole person, body, heart and mind, helps to ignite a love for learning in all domains.
4. Co-curricular Extending opportunities and enriching lives	As each student's learning journey will be unique, so too will the opportunities that they seek. Whether it is sport, music, creative arts, technology or outdoor adventure, we seek to give our students the chance to discover and grow their God-given talents. These opportunities can often be a gateway to new learning, enabling our students to go ahead with confidence.

Goal	Defined as
5. Staff Shaping and engaging talented Christian staff	Exceptional teachers make exceptional schools. Their love for learning is the spark that fires a love of learning in our students. Developing our teachers professionally is an ongoing priority – as our teachers thrive, so too do our students.
6. Infrastructure Inspiring and invigorating learning	Our state-of-the-art campus reflects the important balance between form and function. It has been shaped by the belief that learning spaces must meet the needs of students and teachers, while inspiring new possibilities for learning. Our facilities exist to help bring our Mission and Vision to life.

Academic outcomes are covered in Themes 3 and 4 of this report.

Strategies to improve the areas of Christian emphasis, staff and student wellbeing, and staff management were initiated in 2019 and early improvements are covered in Theme 12 of this report.

The implementation of initiatives designed to achieve our long term co-curricular and infrastructure goals will carry over into 2020, and our success in meeting our predetermined metrics will be reported in the 2020 Annual Report.



// Initiatives Promoting Respect and Responsibility

NBCS has a significant focus on promoting respect and responsibility. This is evidenced in:

- Service-based curriculum
- Service-based outdoor education activities
- Broad-based leadership program
- Clear anti-harassment policies
- Strong and deliberate pastoral care oversight
- An ethos of care and respect
- Use of guest speakers to educate, develop and grow students and parents/guardians
- Chapel services and assemblies focussed on our school values
- Leadership program for students
- Consistently high expectations of student behaviour





12 Parent, Student and Staff Satisfaction

NBCS leaders seek feedback from our community in a variety of ways, formal and informal, as we seek to identify how we can best realise the NBCS vision of 'Love Learning' and mission of 'Excellence in Education, Christianity in Action'.

In September 2019, NBCS engaged an established third provider to run a comprehensive survey for students, parents and staff, to establish satisfaction with NBCS across a broad range of areas in comparison to an independent schools benchmark. The survey result was consistent, with all groups classifying NBCS as having 'good overall health'.

Parents/Guardians

The survey reported an 'overall parent satisfaction' of 80% with the following areas of strength:

- Leadership, communication, and community engagement rated as 'high'
- Facilities and resources (88%)
- Wellbeing program (80%)

Overall parents indicated that expectations were exceeded for:

- Focus on student wellbeing
- Facilities and resources
- Quality of teaching

The 'most valued aspects' themes in open response comments were:

- Dedicated and caring teaching staff
- Safe, caring environment
- My child enjoys going to school
- Sense of community

Representative comments included:

- *'Sense of community with a nurturing environment for my children'*
- *'The enthusiasm of the teachers, the facilities and the wellbeing program'*
- *'The care displayed by teachers for the children's growth and well being', and*
- *'NBCS encourages students to achieve in ways that are not just reflected in state results'.*

The Head of Primary and Head of Secondary conducted a number of tours for current parents/guardians during 2019 to provide clarity about our educational philosophy and practices.

Student Satisfaction

In the 2019 Student Satisfaction Survey, students responded with the following ratings:

- 'Overall satisfaction with time at the school' rated 'high'
- 'Happiness with NBCS' at 78%
- 'Learning satisfaction' at 75%
- A number of co-curricular activities and technology use rated as 'strengths'
- Statements in the survey relating to 'bullying management' rated with 'high' satisfaction, with the surveyed Primary year (Year 6) recording notably lower levels of perceived bullying than the benchmark schools
- Statements in the survey relating to 'safe and caring environment' also rated with 'high' satisfaction

The 'most valued aspects' themes in open response comments, apart from 'friendships made' were:

- Academic/learning environment
- High quality teachers and staff
- Facilities and resources
- Warm and welcoming community

Representative comments included:

- *'I value most the environment that it provides. I feel comfortable and safe at school'*
- *'I value the kind and caring nature of the school'*
- *'I value the way the teachers interact with students'*
- *'Being able to take electives that suit', and*
- *'Classrooms and grounds are also good'.*

Students also reported a keenness to strengthen the academic emphasis, which is the focus of the NBCS strategy and direction.

Staff Satisfaction

New staff continue to comment on the collegial support they receive and appreciate, including belonging to a strong Christian community.

Formal survey results indicated a 'high' to 'very high' rating for 'overall satisfaction with experience at the school' across all staff levels:

- 'Staff morale and attitude' ranked highest (79%)
- 'Staff wellbeing', 'leadership support', 'workplace climate and culture', 'educational climate and culture' and 'loyalty' were all reported in the 'high' category, and
- An increased emphasis on PD and staff wellbeing were identified as key areas for future focus.

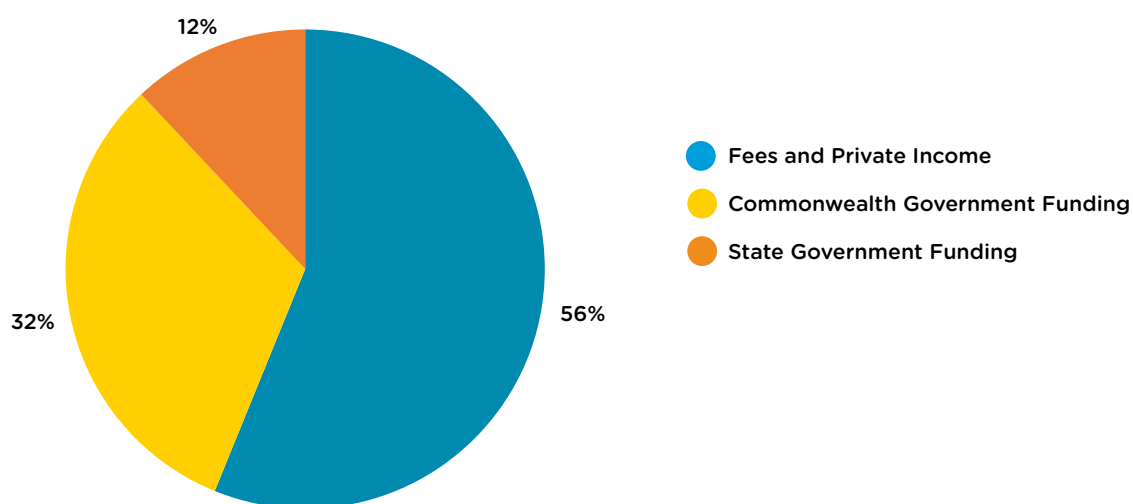
The opportunity to develop and grow at NBCS was evidenced in a number of internal promotions and career moves. NBCS was also able to attract experienced teachers for key roles.



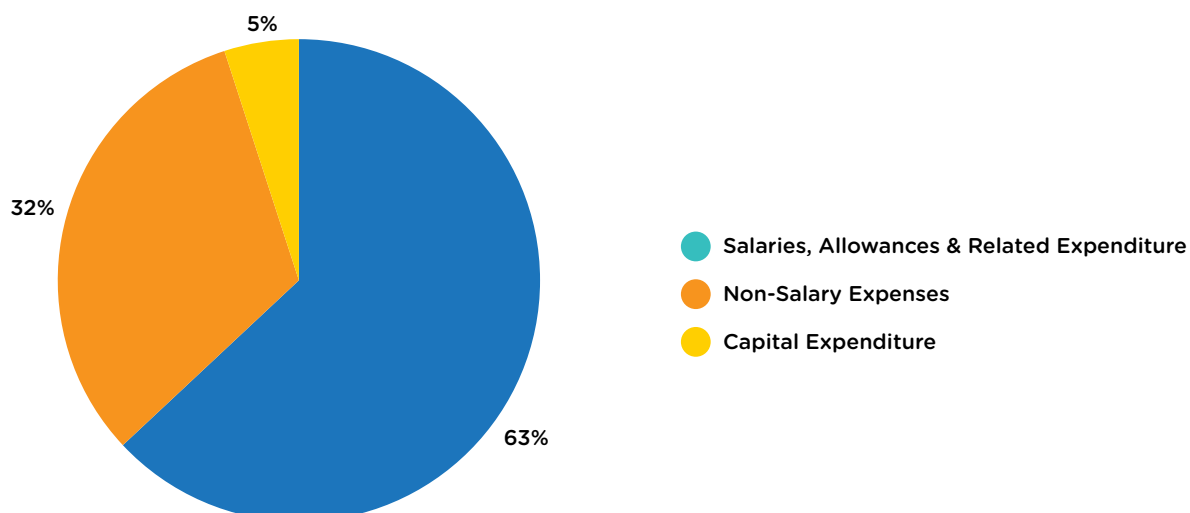
13 Summary Financial Information

Income

NBCS receives its income from tuition fees and Government grants. The contribution of various sources to 2019 income is shown below:



Expenses





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