

**NBCS**   
NORTHERN BEACHES CHRISTIAN SCHOOL

*Love Learning*

# Annual Report

2025





# Contents

Theme 1: Context	2-5
Theme 2: Outcomes and results	6-13
Theme 3: Staffing	14
Theme 4: Attendance	15
Theme 5: School policies	16
Theme 6: Stakeholder satisfaction	17-20
Theme 7: Summary of financial information	21

# Board Chair's Report

## NBCS continues to flourish as a vibrant learning community, grounded in a shared commitment to student growth and shaped by strong community expectations.

Our focus on learning is not only improving outcomes but also nurturing a culture where curiosity, perseverance, and excellence are deeply valued. Staff are united in purpose, delivering a rich and engaging curriculum that inspires students to thrive.

Our growing reputation is reflected in increasing enrolments, particularly in Year 7. More importantly, it is seen in the spirit of our students – young people who genuinely embrace our vision to “love learning.” They are developing a passion for growth, a commitment to excellence, and a desire to make a meaningful difference in the world around them through an environment espousing the beauty and truth of the Christian faith.

### Leadership

The Board remains steadfast in its commitment to our mission: “Excellence in Education, Christianity in Action.” This mission continues to guide and shape all that we do. We are encouraged by the progress made and inspired by the dedication of those entrusted to bring this mission to life.

A highlight of Board meetings has been the opportunity to hear directly from members of the Senior Leadership Team. These moments provide rich insight into the life of the school and the thoughtful leadership that underpins its success.

Our Principal, Tim Watson, continues to lead with clarity, wisdom, and integrity. He is supported by a team of passionate and highly skilled educators who model professionalism, care, and collaboration. Together, they create an environment where students and staff are encouraged to grow, contribute, and excel.

### Governance

The Board is united by a desire to serve the school faithfully and support its leadership to deliver the highest standard of education. The school’s financial strength provides a solid foundation for future growth and opportunity. We are deeply thankful for our parent community, whose trust, partnership, and generosity play a vital role in the life of the school. We have developed and adopted a new strategic plan to guide us through the next three years.

### Enrolments

Interest in NBCS continues to grow, reflecting a strong alignment between our vision and mission, and the hopes of our community. Our commitment to providing an excellent education within a Christian framework remains unwavering. We are grateful for the partnership between families and staff as we work together to shape the lives of our students.

### Infrastructure

The completion of our new STEM building marks an exciting milestone in the life of the school. This outstanding facility opens new possibilities for innovation, discovery, and deep learning, particularly within the Sciences. While the journey to completion brought its share of challenges, it also demonstrated the strength, resilience, and expertise of those entrusted with its delivery. We are thankful for a result that will serve both current and future generations of students.

In 2026 we will produce a new master plan to meet and shape the future of NBCS. We look forward to being able to meet the needs and vision of the school in new and improved facilities across the school, within and beyond the classroom.

We continue to work hard to ensure that NBCS meets the needs of its students and are excited about continuing to do so into the future.

### Eric Bernard

*Board Chair*



# Principal's Report

## Schools do a lot of things. One of the most significant things schools do is to act as a hub of connection and as the bedrock of community.

Schools are one of the last, best, intermediate spaces in a world where a paucity of time, energy and opportunity has meant that shared spaces have otherwise diminished.

Schools are responsible for a lot, too. Whoever, wherever, and whatever the school, there are very few schools today that would claim to be other than holistic in their approach to students and student growth. While there may be different emphases on the aspects of school life, schools continue to exist to provide breadth of opportunity to their students as they prepare those students to take their part in the world.

We remain committed to ensuring students leave NBCS with Values, Effort, Learning, Character, Relationships and Opportunities. We want these things (VELCRO) to be the things that stick and therefore can be easily taken away with them as our students leave the gates of NBCS for the final time.

**2025 saw the completion of our 2023 – 2025 Strategic Plan. Our Vision remains the same: Love Learning. Our Strategic Goals exist so that our vision might be realised.**

**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

There will be significant congruence between our 2023-25 Strategic Plan and our 2026-28 Strategic Plan. Ongoing, incremental change may not excite some, but it is inexorably the way that lasting, deep and significant change occurs over time.

Schools have one main product: learning. Along with the product, there are, of course, many by-products. It is important that the byproducts and the product are not confused. This type of confusion can disrupt and distort the purpose of schooling.

While we are keen for our results to be strong, they are a byproduct of learning. While we want our students to experience deep wellbeing, wellbeing itself is a byproduct of schooling done well, not the product. The same is true of the development of a Christian understanding and the provision of opportunities to students. They are byproducts of the strong and healthy product of schooling: learning.

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.

As ever, we congratulate our students on their corporate and individual successes. Their success has been achieved 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. As they leave, they take some of NBCS with them, and as they go, they leave behind a cultural legacy for others to inherit and inhabit, to reflect and to refine.

**Tim Watson**

*Principal*





# Student Leadership Report

**The 2025 Student Leadership Team had a clear goal to: *foster a supportive and collaborative environment within the leadership team and across year groups, where all students have the opportunity to contribute, learn, and grow, creating a positive culture that encourages teamwork, confidence and involvement.***

As a team, we decided that there was wisdom in continuing the legacy of previous teams, as creating this unified environment doesn't start or end with the team of 2024. Rather, it is something that is built upon. An area of continued focus was the House Olympics, a whole-school event that brought students from all year levels together through friendly competition, laughter, and collaboration. In 2025, we continued this program and implemented the Christmas Competition, that was run as Year Group and mentor-focused events to celebrate house identity and showcase the vibrant spirit of NBCS.

Throughout 2025, our leadership team also focused on initiatives that not only built connections but also celebrated talent and encouraged service. The combined Fiji and Kitbags for Kids fundraiser was a standout, with students donating sporting equipment to support schools and communities in Fiji and in underprivileged Australian communities. What began as a simple collection grew into a meaningful way for NBCS students to share resources and encourage generosity beyond our own school community. That same outward focus continued with the Afternoon Tea we hosted for Student Leaders from neighbouring schools. It was a chance to exchange ideas, play leadership games, and form new friendships, while representing NBCS with pride and hospitality.

The team was also involved in School Expos, where we had the opportunity to meet prospective students and families, share our experiences, and showcase the culture of NBCS. Meanwhile, much-loved events like NBCS Got Talent and Brain Battle returned, giving students opportunities to step outside their comfort zones, whether by performing on stage, tackling challenging questions, or supporting their peers. These initiatives not only celebrated creativity and learning but also fostered a strong sense of connection across the school community.

**In 2025, each leadership portfolio made a unique contribution to our collective goal.**

- The **CRU Prefects and Team** continued to generate a space of support where students could explore their faith journey, as well as starting a new initiative of the Winter Sleepout, raising money and building empathy for the homeless.
- The **Service Prefects** led initiatives that modelled compassion and action through collecting school uniforms for remote Australian communities and Fiji, supporting the Salvation Army through the Red Shield Appeal and the Winter Sleepout, and leading grade charity initiatives.
- The **Wellbeing Prefects** focused on strengthening awareness around peer support and mental health, reflected in their participation in Movember as well as initiatives like RUOK? Day.
- The **Academic Prefects** promoted academic growth through revision sessions and academic competitions, such as the 7-12 Brain Battle.
- The **Sports Prefects** worked closely with the **House Prefects**, building a culture of competition by promoting sporting events, strengthening house involvement, and planning NBCS' first-ever Colour Run.
- The **Co-curricular Prefects** increased student involvement beyond the classroom, successfully running NBCS Got Talent and helping with Student Opportunity Week and co-curricular activities, encouraging participation from younger years.
- The **Media & Production Prefects** supported the school community by capturing and promoting events, collaborating with the Marketing team, and ensuring smooth technical and creative execution.

Throughout the year, our efforts were focused on the NBCS values of courage, gratitude, respect, compassion and commitment. These values collectively influenced our planning, guided the way we went about achieving our goals, and were central to our Assembly talks.

We are grateful for the opportunity to serve, the skills we have built and the relationships we have built with many teachers who serve as role models.

**Lily Masselos and Andrew Bartlett**  
*2025 School Captains*



# Contextual Information

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

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

Within our world class facilities, we expect a positive learning culture, a safe, welcoming environment, wise use of technology, positive interactions and communication and a nurturing Christian community. Our aim is to provide consistent and high expectations for our students and 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 student’s learning journey will lead to a deeper understanding of the world through what our students know and can do, and who they become.

We believe that belonging and connection foster wellbeing and motivate students to engage deeply with school life and learning. Motivated by God’s love, we are intentional about nurturing and developing young people of character who will make a positive impact wherever they are. We aim to support and bring out the best in each student, opening for them wide and wonderful futures that they can face with confidence.

### Characteristics of the Student Body

At census date in 2025 there were 1225 students attending NBCS. Students at NBCS come largely (91%) from English speaking families.

### Student population breakdown at the Census Date 2025.

In 2025, 96% of Year 6 2024 students continued to Year 7 in 2025 at NBCS. Owing to a larger Year 7 cohort, 60% of Year 7 2025 students were new to the school.

Approximately half the student population resides on the Northern Beaches, with the remainder coming from the North Shore and Forest District.

3 Primary Indigenous	4 Secondary Indigenous
12 Primary Visa	31 Secondary Visa
265 Primary Other	910 Secondary Other
280 Total Primary	945 Secondary Primary
1225 Total School Population (Head Count)	

# Student Outcomes

## Standardised National Literacy and Numeracy Testing (NAPLAN)

In 2025, students at Northern Beaches Christian School participated in NAPLAN testing at Year 3, Year 5, Year 7 and Year 9 levels. NBCS uses NAPLAN in order 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 2025 results of our students completing NAPLAN are available at: <http://www.myschool.edu.au>

## Senior Secondary Outcomes: HSC Student Achievement

In 2025, 146 students sat for the NSW Higher School Certificate in 37 courses. Of these, 12.27% of exam results were in Band 6 (90% or higher), with an overview of all results provided on the following pages of tables.

These tables represent NBCS achievements for all courses over the last four years, 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

		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	2025	28	36	35	57	46	7	17
	2024	12	50	37	33	47	17	15
	2023	14	79	32	21	48	0	19
	2022	10	30	33	70	49	0	7
Biology	2025	40	43	36	57	51	0	13
	2024	30	33	36	63	53	3	12
	2023	34	47	32	53	57	0	11
	2022	27	11	27	74	53	15	19
Business Studies	2025	47	45	37	53	51	2	11
	2024	47	55	37	40	50	4	13
	2023	34	53	36	41	52	6	12
	2022	26	31	35	69	55	0	10
Chemistry	2025	20	50	38	45	52	5	10
	2024	11	27	39	73	48	0	13
	2023	24	46	38	54	47	0	14
	2022	15	40	33	53	51	7	15
Design and Technology	2025	13	77	49	23	48	0	3
	2024	24	83	48	17	48	0	4
	2023	13	54	47	46	48	0	5
	2022	19	53	47	47	50	0	3
Drama	2025	12	92	59	8	39	0	2
	2024	12	58	62	42	37	0	1
	2023	8	50	60	50	39	0	1
	2022	15	87	58	13	40	0	1
Earth and Environmental Science	2025	14	43	37	57	50	0	12
	2024	9	33	33	56	56	11	12
	2023	14	64	33	29	39	7	10
	2022	11	73	32	27	60	0	8
Economics	2025	12	67	53	33	40	0	7
	2024	13	54	52	46	41	0	8
	2023	8	38	48	63	44	0	8
	2022	5	60	49	40	44	0	7



NBCS achievement for all HSC courses

		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	2025	17	41	28	59	63	0	8
	2024	31	43	32	57	62	0	6
	2023	18	44	29	56	65	0	5
	2022	17	29	30	71	56	0	14
English Advanced	2025	61	85	65	15	35	0	1
	2024	76	87	68	13	32	0	1
	2023	72	82	67	18	32	0	1
	2022	72	67	67	33	32	0	1
English Standard	2025	85	26	12	71	81	4	6
	2024	57	19	13	79	79	2	8
	2023	42	17	13	76	76	7	10
	2022	41	22	15	73	72	5	12
Enterprise Computing	2025	6	33	29	67	61	0	8
Food Technology	2025	12	75	32	25	54	0	14
	2024	11	36	32	64	56	0	12
	2023	10	30	30	70	57	0	11
	2022	10	40	30	60	55	0	15
French Continuers	2025	3	33	63	67	36	0	7
	2024	6	33	63	67	35	0	2
	2023	5	20	59	80	40	0	1
	2022	No students in 2022						
Geography	2025	6	50	42	50	48	0	10
	2024	6	67	38	33	53	0	9
	2023	7	43	42	57	51	0	7
	2022	5	40	42	60	47	0	11
Industrial Technology	2025	28	29	23	71	61	0	16
	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	2025	This course has been discontinued by NESA. The equivalent course is Enterprise Computing.						
	2024	11	55	31	45	54	0	15
	2023	3	100	31	0	49	0	19
	2022	6	83	28	17	56	0	16



NBCS achievement for all HSC courses

		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	2025	14	57	44	43	42	0	13
	2024	22	59	44	41	46	0	11
	2023	5	80	42	20	47	0	10
	2022	19	26	41	63	43	11	16
Mathematics Advanced	2025	38	63	52	37	43	0	6
	2024	64	47	50	53	45	0	5
	2023	38	58	50	39	43	3	7
	2022	52	60	49	38	45	2	6
Mathematics Standard 2	2025	96	32	30	60	54	7	17
	2024	60	22	29	70	54	8	17
	2023	63	35	31	57	50	8	18
	2022	69	25	29	61	52	14	19
Modern History	2025	21	43	36	57	51	0	13
	2024	18	78	39	22	51	0	9
	2023	22	59	35	41	49	0	15
	2022	29	48	34	52	54	0	12
Music 1	2025	16	88	67	13	29	0	4
	2024	10	100	68	0	30	0	3
	2023	10	90	69	10	29	0	2
	2022	10	90	70	10	28	0	2
Music 2	2025	3	100		0		0	
	2024	No students in 2024						
	2023	No students in 2023						
	2022	3	100	86	0	14	0	0
PDHPE	2025	45	51	35	49	55	0	9
	2024	37	51	35	46	56	3	9
	2023	28	46	31	54	59	0	10
	2022	19	63	26	37	53	0	20
Physics	2025	21	71	38	24	47	5	16
	2024	28	43	38	54	48	4	14
	2023	26	38	39	62	50	0	11
	2022	20	30	61	70	45	0	12



NBCS achievement for all HSC courses

		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	2025	16	75	47	25	48	0	6
	2024	20	60	45	40	50	0	5
	2023	1	100	45	0	50	0	5
	2022	9	56	43	44	50	0	7
Software Engineering (known as Software Design and Development in 2022-24)	2025	No students in 2025						
	2024	10	50	38	50	49	0	13
	2023	4	25	35	75	52	0	12
	2022	3	67	38	0	48	33	14
Studies of Religion I	2025	No students in 2024						
	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	2025	6	50	48	50	45	0	6
	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	2025	6	100	48	0	45	0	6
	2024	13	92	50	8	42	0	8
	2023	14	86	51	14	43	0	6
	2022	10	90	54	10	39	0	6
Visual Arts	2025	20	90	64	10	35	0	1
	2024	15	100	67	0	32	0	1
	2023	16	69	65	31	33	0	1
	2022	17	94	66	6	33	0	1



NBCS achievement for all HSC Extension courses

		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)	
Science Extension	2025	4	0	7	100	69	0	22	0	1
	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
Mathematics – Extension 1	2025	22	18	35	68	43	14	18	0	5
	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
Mathematics – Extension 2	2025	5	20	41	40	43	40	14	0	1
	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
English – Extension 1	2025	4	50	42	50	53	0	4	0	0
	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
English – Extension 2	2025	3	100	35	0	54	0	11	0	0
	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
History Extension	2025	8	0	26	63	62	38	12	0	1
	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

# Post-school Destinations

**Based on data from UAC and early offers reported by universities and students, 79% of the Class of 2025 applied for university, and 75% of the cohort received an offer for a bachelor's degree.**

The most popular fields for further study, in order, were society and culture, followed by management and commerce. Next came health and natural and physical sciences, which were equally popular.

Consistent with previous years, a significant proportion of university offers were made prior to the commencement of ATAR based offer rounds in December. Many students received multiple offers across different offer rounds. It is important to note that some early entry schemes require students to apply directly to universities, and not all institutions provide this data to the school.

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

One student completed a School Based Traineeship while completing their HSC. Four students completed a full VET qualification while completing their HSC:

- 2 students achieved the Cert II in Construction Pathways
- 1 student achieved the Cert II in Electrotechnology
- 1 student achieved the Cert III in Retail, School-based Traineeship





# Post-school Destinations

## Post-school destinations for the Class of 2025 (146 students)

Students entering the workforce or gap year	20/146	14%
Students continuing with further study (Uni, pathway, VET)	121/146	83%
Unknown	5/146	3%

## ATAR and non-ATAR students

ATAR HSC students	145/146	99%
Non-ATAR HSC students	1/146	1%

## Further study at university

Number of students who applied for university	116/146	79%
Number of students who received an offer to a bachelor's degree at a university	109/146	75%
Offer success rate – percentage of students who aspired to go to university and received an offer to a bachelor's degree at university	109/116	94%
Number of students who received an offer to a pathway course at a university (diploma or undergraduate certificate)	2/146	1%

## Vocational education

Number of Year 12 students undertaking vocational education as part of their HSC (VET)	5/146	3%
Number of Year 12 students who completed a full vocational qualification	4/146	3%

## Popular early offer schemes and criteria other than ATAR

SRS applicants (School Recommendation Scheme)	83
Successful SRS applications	55
Macquarie Leaders and Achievers offers	37
ACU Guarantee	23
EAS applicants (for adjustment factors to change selection rank)	32

# 2025 Staff

## Accreditation status of all staff delivering curriculum

All teaching staff participated in Professional Learning and Development during 2025 and recorded their learning either in NESAs eTAMS (Teacher Accreditation Management System) or 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 2025, 8 teaching staff received financial assistance from NBCS to undertake post-graduate study which will be of benefit to the students at NBCS.



## Permanent Staff

Conditional Teachers	7
Provisional Teachers	3
Proficient Teachers (Includes Casual Teachers)	120

## Casual Staff

Proficient Teachers	7
Conditional Teachers	1

## Workforce composition

Teaching (including Principal)	111
Full-time equivalent teaching staff	103.4
Non-teaching staff	66
Full-time equivalent non-teaching staff	53.9
<b>Total</b>	<b>177</b>
<b>Full-time equivalent total</b>	<b>157.3</b>

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

# Attendance

## 2025 Attendance rates

The overall 2025 student attendance rate was 90.5. This is a small increase (1.8%) from the overall daily attendance in 2024.

Year	%
K	93.6
1	92.1
2	93.5
3	90.0
4	89.0
5	91.3
6	90.0
7	91.1
8	89.8
9	88.9
10	89.4
11	88.9
12	88.3

## 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

## 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: [NBCS 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 Pre-K to Year 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 Procedure for the NBCS Community', found in the Policies section of the NBCS website.

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 assists with student wellbeing matters. The team is led by the Director of Wellbeing and includes the Director of Welfare and School Counsellors. To support this 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 its students.

In 2025, 248 (51%) parents and 485 (83%) students over selected year groups participated in surveys and provided views on areas such as academic performance, wellbeing program, Christian education, co-curricular music and sport, communications, reputation and facilities. The survey is a subset of a whole school survey run every three years across all cohorts.



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

**The most frequently nominated and valued aspects were:**

2025 NBCS Parents – Most Valued Aspects (Top 5)	2025 NBCS Students – Most Valued Aspects (Top 5)
Caring and Supportive Teachers	Friends and Peer Relationships
Student Wellbeing and Pastoral Care	Opportunities and Co-curricular
School Values and Christian Ethos	Caring and Supportive Teachers
Sense of Community and Belonging	Learning and Education (General)
Safe and Nurturing Environment	Sport and Physical Programs



## Parents

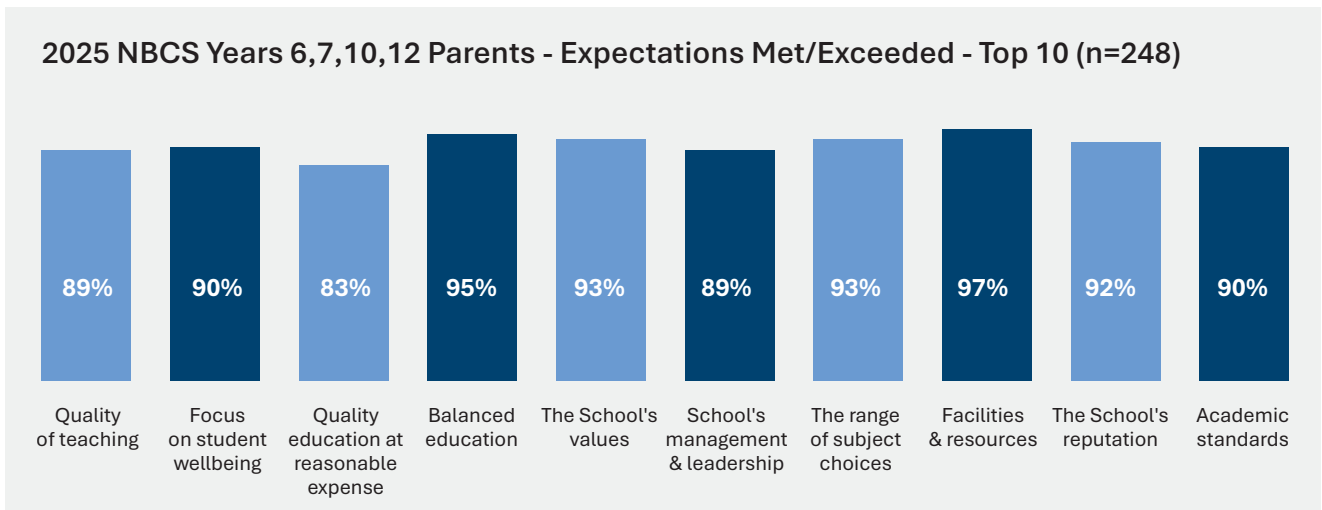
Evidence of Parent satisfaction continues to be indicated in growing waitlists and the high retention of students into senior years. The school added to its numbers, growing the Year 7 cohort by a class size.

Overall satisfaction rated at 85% and the overall score of the averaged areas was rated as ‘very high’\* (82%), benchmarked with 21,877 respondents in the MMG Parent database. This was 3% above the MMG average score.

**Overall satisfaction rated ‘very high’ (85%) against the independent schools benchmark in the following areas (and rated ‘high’ in the two remaining areas of Christian Education and Co-curricular Sport):**

- 89% Facilities and resources
- 83% Academic Program, and Communications
- 81% Community Engagement, Management and Leadership, Loyalty (Affinity)
- 80% Wellbeing Program, Clubs/Activities, Reputation.

The survey administrators noted that a number of parents said the Student Wellbeing Program is strong, effective, and a reason for choosing the school, praising initiatives like Operation Joy and teacher modelling of respect and care.



## Students

A selection of the students’ top-level findings are detailed below, ranked in order of the importance the parents placed on reasons for choosing a school.

Overall, the expectations met/exceeded score was ‘very high’ (84%) and is equal to the MMG Database average score of 84%.

**Students noted their expectations were met or exceeded in the following areas:**

- 96% Size of the school
- 93% Co-curricular music program
- 91% Christian school
- 89% Facilities and resources, co-curricular activities/program
- 86% Academic standards, co-curricular sports program
- 83% A balanced education, the School’s values, School’s management and leadership
- 82% HSC/ATAR results
- 80% Range of subject choices



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



Communication of solid values, genuine care and support of an interest in the students.

Great, approachable teachers. I feel all my children have had at least one teacher they feel they could talk to. It has provided a safe and nurturing high school experience which we are very grateful for.

How welcoming and kind the staff are. Communication from parents and students is welcomed and given importance. We feel respected and we respect the School. We appreciate the initiative the staff take and the effort they make.

I am grateful for the support and care that has been shown to my children during their time at NBCS. The wellbeing element is wonderful and I feel they are respected and valued. This is very important to us.

I love the teachers, the grounds, the campus life, the peaceful feeling you get when you're there.

Its care and wellbeing of students and parents alike; its warmth, its facilities and most importantly, the staff.



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



The study habits it has shown me pay off, and what I need to do to get better.

...as you get towards the higher years at school, you have more freedom to do what you want and gain mutual respect for your teachers and peers.

The opportunity to extend my learning in maths, as I participate in the extension program, and I have had some amazing teachers...

Many of my teachers have been crucial in my enjoyment of school, specifically Mrs Rawe, Mr Roch, Mrs Gibson. They have motivated me and made school a place I enjoy coming to.

Learning new things in subjects I enjoy. Being able to feel fulfilled and proud of myself after all the hard work I put in.

I value the connections with students and also with lots of the teachers. The camps have been good experiences too, and the music has been fun.





# Staff Satisfaction

**NBCS remained fully staffed, attracting many strong candidates for available roles, even in faculty areas that were considered difficult to staff in the 2025 employment market.**

NBCS continued to grow its talent and also awarded internships to a number of staff, either through the Teaching Schools Alliance program or to industry experts undertaking a Master of Teaching while concurrently teaching in their areas of expertise.

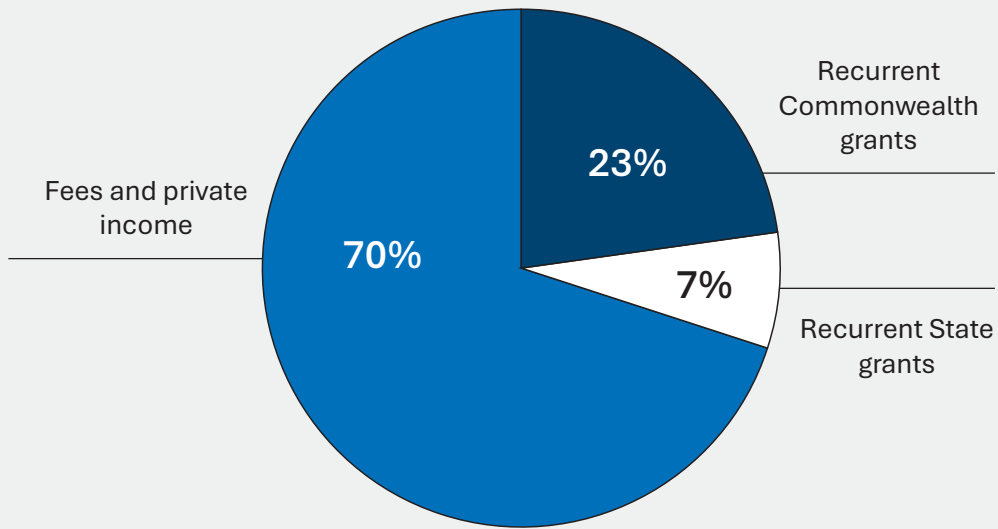
Retention remained high with low turnover (approx. 4.5%). Reasons for leaving for all but one were due to moving away from Sydney (interstate/overseas), retirement or change to different industry, or family. Other staff who left were on temporary contracts which came to a natural end (covering parental leave) notwithstanding that in many cases NBCS was able to retain these temporary staff in a different capacity e.g. casual or permanent.

Anecdotally, staff events served to increase belonging, community and morale.

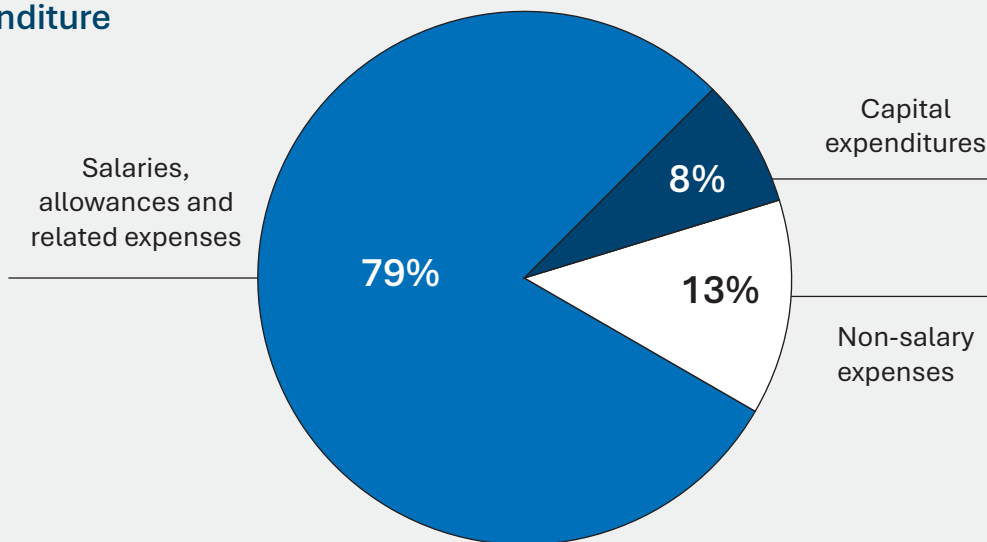


# Summary of Financial Information

## Income



## Expenditure



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