



NBCS 
NORTHERN BEACHES CHRISTIAN SCHOOL

Annual Report

2020

Contents

Page	Theme
3	1. A Message from Key School Bodies
7	2. Contextual Information about the School and Characteristics of the Student Body
9	3. Student Outcomes in Standardised National Literacy and Numeracy Testing
10	4. Senior Secondary Outcomes (Student Achievement)
14	5. Teacher Learning, Accreditation and Qualifications
17	6. Workforce Composition
18	7. Student Attendance, Retention and Post-School Destinations
20	8. Enrolment Policy
22	9. Other School Policies
26	10. Priority Areas for Improvement
31	11. Initiatives Promoting Respect and Responsibility
32	12. Parent, Student and Teacher Satisfaction
35	13. Summary Financial Information

Board Chair's Report

How the world has changed since I wrote this message last year!

Would we ever have envisaged borders being closed, not only those of nations to other nations but those of our own states to us?

The year 2020 was a very challenging and difficult year for the whole world. However, our school met the challenges quickly and nimbly. The Board is proud of how very well NBCS staff, under the wise leadership of Mr Tim Watson, adapted to the radical changes and the many teaching and learning transitions that had to be made during the year. Indeed, the responses of the whole school community – students and families – have been excellent.

The 2020 Northern Beaches Christian School Board included Professor Rosemary Johnston (Chair), Mr Mark Stanley, Mr Eric Bernard, Mr Eskil Julliard, Mr Ghafur Barchia, and Mr Dean Robinson. Mark Stanley resigned during the year because of business pressures and we were joined by Professor Lesley Harbon, Head of the School of International Studies and Education at UTS. We are fortunate to have such a strong Board of Directors.

So as I write now, in almost mid-2021, in this very different world, I am inspired by a spirit of hope. Martin Luther wrote that *'Everything that is done in the world is done by hope.'* Hope is surely the foundation of our shared enterprise – the enterprise of education – indeed of everything that we do as parents and carers, as teachers, as those concerned with the futures of our children and young people.

Hope is positive and creative, it activates. Martin Seligman, known for his work on Positive Psychology, and Mihaly Csikszentmihalyi of the University of Chicago, in a paper published in 2000, name as the features that make life worth living: *'hope, wisdom, creativity, future mindedness, courage, spirituality, responsibility, and perseverance.'*

They proposed a threefold emphasis which will *'improve quality of life'* and help *'individuals, communities and societies to thrive'*:

- positive subjective experience (ie happiness, joy, inspiration, love, hope)
- positive individual traits (eg gratitude, resilience, compassion)
- positive institutions (with these principles running throughout).

We at NBCS seek to be such an institution, one that encourages and promotes *'human flourishing'*. Our core values are Gratitude, Respect, Courage and Compassion. We seek to help our students to develop these values, but we also seek to enhance them in ourselves.

The Bible is a handbook of hope. *'I wait for the Lord, my soul waits, and in his word I hope'* (Psalm 119:81). *'Fear not, for I am with you; be not dismayed, for I am your God, I will strengthen you, I will help you ... '* (Isaiah 41:10). And that lovely benediction: *'May the God of hope fill you with all joy and peace as you trust in him, so that you may overflow with hope by the power of the Holy Spirit'* (Romans 15:13).

Hope is fundamental to living well, being well, thinking well. Never has what I call an 'ethics of hope' seemed more important than it does now. An ethics of hope is that implicit and explicit movement towards futures that – without discounting the significance of the child's present – gathers that present into a fullness of possibilities and options.

Wherever we are, at school and at home, we must inspire and quicken in our children a sense of hope. As President Obama said, *'Hope! Hope in the face of difficulty! Hope in the face of uncertainty! The audacity of hope! A belief that there are better days ahead.'*

Hope inspires our moral principles as adults and instills in us the desire not only to pass it on to our children but to equip them as well as possible. It guides behavior. Hope is at once a noun – an attribute, and a verb – active and doing. Hope propagates new ideas and enthuses others.

Hope generates possibilities and potential. As I am writing in my new book, *Growing Young Minds: Shifting horizons of thinking, possibility and aspiration*:

Hope promulgates hope. Hope is infectious, and empowering. Hope grows dynamic and agile and nimble minds and creative thinking.

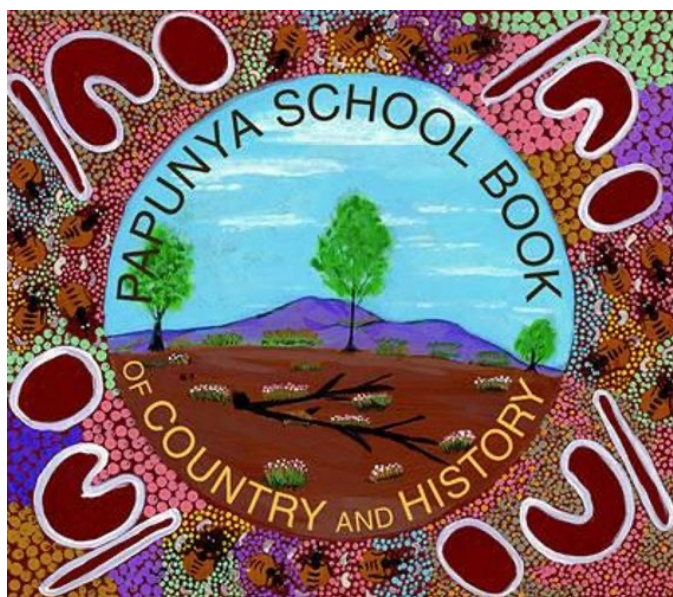
Hope energises capacities and endurance; it promotes persistence and resilience.

Hope, that we can do better and will do better, can transform a 'me culture' of fear into a culture of thinking about helping others. It liberates the leavening qualities of compassion and kindness.

A team from NBCS has recently visited a community in Far North Queensland. I'm sure the NBCS library has a copy of the *Papunya School Book of Country and History*, written by the children and teachers of Papunya School in Central Australia, assisted by the award-winning author and illustrator team, Nadia Wheatley and Ken Searle. I love this verbal image of hope:

'We want to see the children, after being educated at Papunya School, coming out like honey ants full of honey – nice and healthy honey – not poison inside. We want to see the children learning both ways and coming out bright orange and yellow together, like honey ants.'

The minds of our young people growing *'nice and healthy'* is an image of physical and mental wellbeing that gives us all, as parents and carers and educators, encouragement, inspiration and, indeed, hope.



Professor Emerita Rosemary Johnston AM

NBCS Board Chair



Principal's Report

Our Strategic Goals: Academic, Christian, Wellbeing, Co-curricular, Staff and Infrastructure

In 2020, we began to implement our 2020-2022 Strategic Plan, expanding upon our vision of Love Learning. As we did so, our focus was and is to support and shape learning and the student experience of school.

Academic: we pursue and celebrate academic excellence

Christian: we live and share the beauty of faith in Jesus

Wellbeing: we nurture and grow our community

Co-curricular: we extend opportunities and enrich lives

Staff: we share and engage talented Christian staff

Infrastructure: we inspire and invigorate learning

2020 was a year of change. Some changes were planned, while others were in response to a world in flux.

Infrastructure/campus changes

One blessing of the period of remote learning was the ability to continue with our campus refresh and refurbishment. Another blessing was the completion of the NBCS Library in February 2020. The ability to accelerate this, positions us well to complete our site utilisation and campus refresh by the end of 2021, with the prospect of moving towards updating Science and Technology infrastructure from 2022.

Changes in technology

Having put in place a new Learning Management System, Canvas, at the end of 2019, it was fully tested in 2020. Staff, students and families alike, particularly across Years 4-12, became very familiar with Canvas as a tool for bridging the physical divide during times of remote learning, and our capacity to use it to support, develop and grow learning remotely and in person has been of significant value.

Changes in community engagement

One significant downside of 2020 was the inability to move to live continuous reporting, despite Canvas giving us this capacity. We look forward to being better able to use reporting as a timely and effective tool for feedback and learning for students and parents alike in 2021.

Staff structural changes

At NBCS we seek to appoint and develop excellent staff who are responsible for learning. 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. The appointment of a Senior Chaplain, Mr Damien Whittington has enabled us to re-evaluate and transform our Chaplaincy and Christian Studies programs. The appointment of a Director of Learning Technologies, Mr Mike Hobson was prescient given the year that 2020 proved to be. Likewise, an expansion of our Wellbeing Team with the inclusion of psychologist Mrs Tania Thompson was even more significant in 2020. Along with our newly opened Library, we welcomed Mrs Emma Solomon as our Teacher/Librarian and Mrs Chelsea Howard as a Library Technician. The Library is a well-loved place and fast becoming the intellectual heart of the school.

We congratulate our class of 2020 on their HSC success – the best NBCS results to date, as was the case for the class of 2019. We look to the legacy left by the classes of 2019 and 2020. We are grateful for the way they inspire those who come after them to build on their success.

Tim Watson
PRINCIPAL



Student Leadership Report

After thirteen years as NBCS students we have gained beyond just academic achievements. We've experienced hardships of stress and uncertainty yet have been able to overcome them. We have been equipped with skills in problem solving and collaboration to create new solutions. We have developed the self-confidence to stand up for what we believe in and find where our values lie.

We'd like to give thanks to our teachers, who believed in our potential even when we couldn't see it and gave unending support when we were in class and at home. All the lunchtimes, extra resources and always going the extra mile for us made getting through school possible. To our parents, who were our steady rock during this journey, thank you for putting up with us even when we were less than pleasant to be around when stressed.

As we take our next steps into the future, whether it be university, a gap year or the unknown, remember from 1 Timothy 4:12 "Don't let anyone think less of you because you are young. Be an example to all believers in what you say, in the way you live, in your love, your faith and your purity".

We'd like to say just how proud we are to be a part of the NBCS class of 2020. Through pandemic, uncertainty, and an ever-changing world, we've witnessed all of us take each challenge in our stride. We have absolute confidence that no matter the results, we are all capable of success as we move forward in our lives.

We are proud to see us all continuing to work so hard. We know that we all have a world full of opportunities and challenges waiting for us, and we know we will be able to make the most of them when they arrive. We've all been through this together, as a grade, and after we've managed to handle the challenges thrown at us this year, we've seen us all grow stronger, both as individuals and as a collective. We've all learnt how to work under isolation while also maintaining close relationships with our mates, and we've all learnt how to adapt to the ever-changing requirements placed upon us from COVID.

We've all stepped out of our comfort zones and managed to flourish this year. And that's what makes us proud to be part of the class of 2020.

Looking back on the legacy we've all made together, we never imagined year 12 would be like this, but we are not disappointed.

Annabelle Walker and Harry Gyaneshwar

School Captains 2020

Theme 2

Contextual Information about the School

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

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. We expect much from our students because they are capable of much.

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 school or High school, but our hope is that each individual learning journey will be shaped by curiosity and a love of discovery.

Giving students a sense of belonging and connection fosters their wellbeing. 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 believe that giving students a sense of belonging and connection fosters their wellbeing and motivates them to engage with school and learning.

We aim to support and bring out the best in each and every student, opening for them a wide and wonderful future, a future that they can face with confidence as they head into the unknown.

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 2020 there were 1151 students attending NBCS.**



Characteristics of the Student Body

Students at NBCS come largely from English speaking families.

Student Population Breakdown at the Census Date 2020.

Students (Head count):

	Total
Primary Indigenous	0
Primary Visa	17
Primary Other	308
Total Primary	325
Secondary Indigenous	2
Secondary Visa	30
Secondary Other	794
Total Secondary	826
Total School Population (Head Count)	1151



In 2020, Year 7 had 43% of students who were students at NBCS in Year 6 in 2019, and 57% that were new to NBCS in 2020.

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.



Theme 3

Student Outcomes in Standardised National Literacy and Numeracy Testing

In 2020, NAPLAN testing across Australia was cancelled due to COVID-19.



Theme 4

Senior Secondary Outcomes (Student Achievement)

In 2020, 91 NBCS students completed the requirements to achieve their Higher School Certificate. This represents 99% of the Year 12, 2020 cohort. No students requested or applied additionally for their Record of School Achievement.

The table below represents NBCS achievement for all courses in 2020, 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

		Number of NBCS students	Bands 5-6		Bands 3-4		Bands 1-2	
			NBCS (% of total students)	NSW (% of total students)	NBCS (% of total students)	NSW (% of total students)	NBCS (% of total students)	NSW (% of total students)
Ancient History	2020	16	50	34	50	52	0	13
	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	2020	22	27	31	73	56	0	11
	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	2020	32	53	35	47	47	0	17
	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	2020	9	33	43	67	47	0	9
	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	2020	16	63	47	38	51	0	2
	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	2020	9	67	47	33	50	0	2
	2019	14	43	44	57	55	0	2
	2018	13	38	42	62	55	0	2
	2017	13	77	42	23	56	0	2

		Number of NBCS students	Bands 5-6		Bands 3-4		Bands 1-2	
			NBCS	NSW	NBCS	NSW	NBCS	NSW
			(% of total students)		(% of total students)		(% of total students)	
Earth and Environmental Science	2020	7	71	29	29	55	0	14
	2019	7	29	31	71	55	0	14
	2018	10	50	38	30	52	20	10
	2017	7	14	36	86	55	0	8
Economics	2020	13	62	51	23	40	15	9
	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	2020	12	58	34	42	58	0	8
	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	2020	64	58	63	42	36	0	1
	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	2020	31	10	11	84	77	6	11
	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	2020	8	50	29	50	54	0	15
	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	2020	3	67	64	33	33	0	3
	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	2020	11	64	32	36	49	0	18
	2019	9	67	35	33	50	0	15
	2018	3	100	38	0	50	0	13
	2017	0						
Legal Studies	2020	9	44	39	56	49	0	18
	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 Advanced	2020	29	72	52	28	43	0	4
	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 Standard 2	2020	57	37	25	60	50	7	24
	2019	71	33	27	61	53	6	20
	2018	71	34	27	61	53	6	20
	2017	54	28	26	65	49	7	25

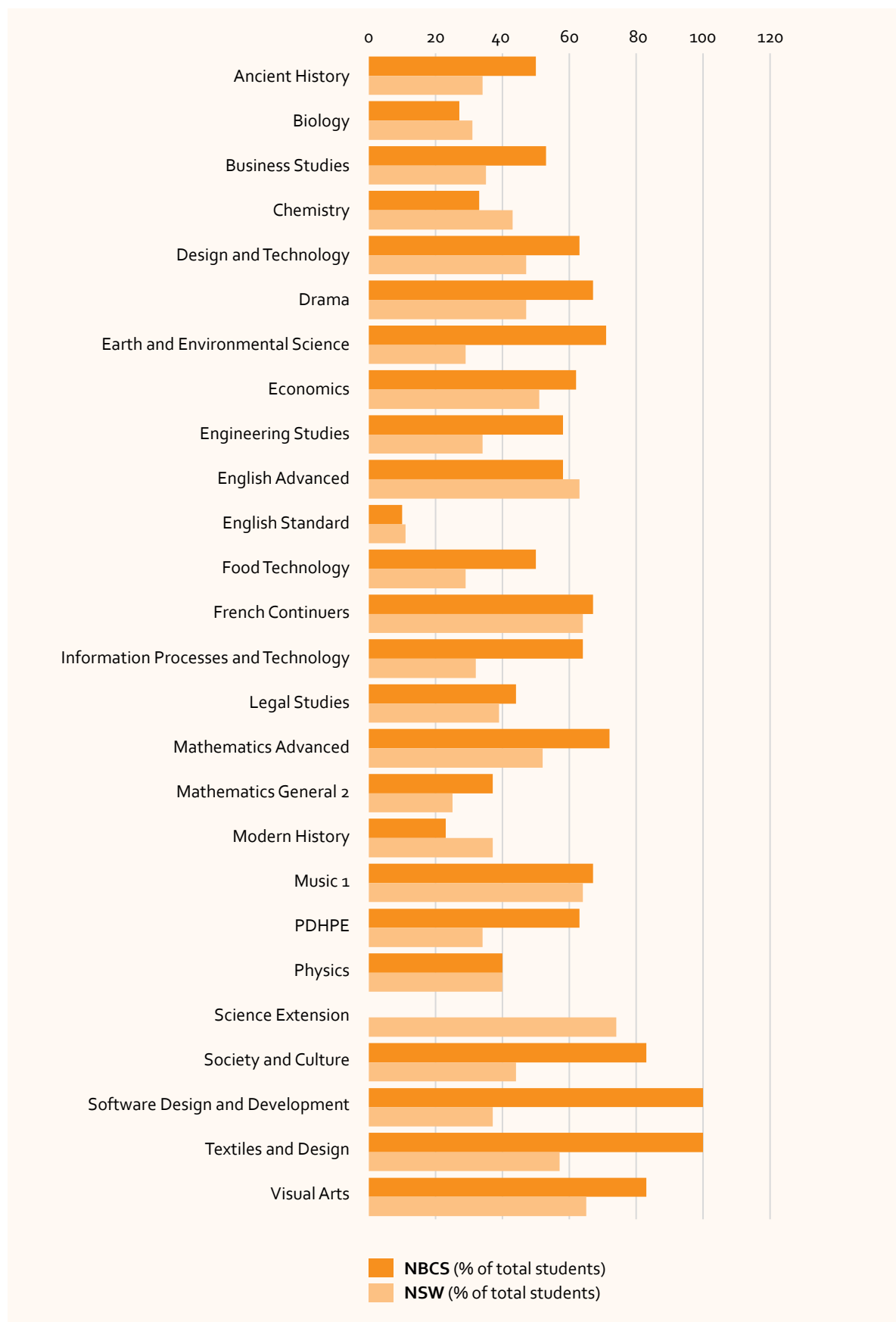
			Bands 5-6		Bands 3-4		Bands 1-2	
			NBCS	NSW	NBCS	NSW	NBCS	NSW
			(% of total students)		(% of total students)		(% of total students)	
Modern History	2020	13	23	37	77	47	9	15
	2019	13	51	39	46	46	0	14
	2018	15	73	42	27	43	0	15
	2017	25	60	39	40	47	0	14
Music 1	2020	9	67	64	33	34	0	2
	2019	14	79	66	21	32	0	2
	2018	11	82	65	18	34	0	2
	2017	13	92	66	8	33	0	1
PDHPE	2020	24	63	34	38	51	0	14
	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	2020	15	40	40	53	45	7	14
	2019	14	57	37	43	49	0	14
	2018	17	41	34	53	53	6	13
	2017	19	16	34	74	55	11	11
Science Extension	2020	2	0	74	100	26	0	6
Society and Culture	2020	12	83	44	17	50	0	6
	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	2020	3	100	37	0	50	0	12
	2019	10	60	44	40	42	0	13
	2018	4	100	37	0	52	0	11
	2017	8	69	36	31	53	0	11
Textiles and Design	2020	5	100	57	0	39	0	4
	2019	10	100	53	0	40	0	6
Visual Arts	2020	6	83	65	17	33	0	2
	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 2020 HSC Student Achievements are:

- 12.1% of HSC results at the Band 6/E4 level - our best ever!
- Two students identified as NSW Top Achievers - Chloe Greig (Textiles and Design - 3rd in NSW), and Matthew Sorbara (Information Process and Technology - 4th in NSW)
- Twenty six students achieving at least one Band 6 / E4 result, representing 27.36% of the Year 12, 2020 cohort

In 2020, 10 students obtained VET qualifications. 8 students achieved a Certificate II and 2 students obtained a Certificate of Attainment in Entertainment Industry.

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:



Theme 5

Teacher Learning, Accreditation and Qualifications

Teacher Learning

All teaching staff had the opportunity to participate in Professional Development/Learning during 2020.

NBCS offers sponsored study for teachers who are seeking to broaden and enrich their professional development in areas related to their current employment. During 2020, 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'		2020
NESA accredited NBCS courses offered internally to staff		11
Number of hours of internally offered NESA accredited PD hours completed by NBCS Staff		1048
Number of NBCS session staff enrolled in NBCS NESA Accredited PD (Some staff were enrolled in multiple courses)		189

External Professional Development

Category of course	Sub-category of course	Number of Staff Participating
Teaching and Learning: 81 courses attended	Curriculum	46
	Pedagogy	4
	Assessment	1
	Technologies	6
	Disability	3
	Co-curricular	4
Leadership and Management		26
Wellbeing		4
NESA related	HSC	7
	Accreditation	3



Teacher Accreditation

Level of Accreditation	Number of Teachers
Conditional	11
Provisional	6
Proficient Teacher	83
Highly Accomplished Teacher (Voluntary Accreditation)	0
Lead Teacher (Voluntary Accreditation)	0
Total Number of Teachers https://www.myschool.edu.au/school/44023	100*

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	100*
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

** Number includes all teaching staff that were employed throughout 2020 (including those who resigned throughout the year, were long service leave replacements etc.)*

Theme 6

Workforce Composition

School Staff 2020 (at Census date)

Teaching staff	95
Full-time equivalent teaching staff	90.2
Non-teaching staff	51
Full-time equivalent non-teaching staff	41

Northern Beaches Christian School had no Aboriginal and Torres Strait Islander employees in 2020.



Student Attendance, Retention and Post-School Destinations

Student Attendance Rates:

Year	2020 Student Attendance by Grade (%)
Kindergarten	92.30
Year 1	93.02
Year 2	91.68
Year 3	94.88
Year 4	94.28
Year 5	94.20
Year 6	94.34
Year 7	95.44
Year 8	94.43
Year 9	94.50
Year 10	94.38
Year 11	94.60
Year 12	95.87

Overall 2020 Student Attendance Rate: 94.15%

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
2020	100

Post-School Destinations - Year 12 2020 Cohort

Of the Class of 2020, based on data provided by UAC, 69% 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 and applied through UAC, 94% 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. It is also possible that students applied directly to some institutions and missed out on an offer.

Of the students that applied for university through UAC, 4% received offers to diploma programs instead of a bachelor's degree. It is expected that some students would have enrolled in programs via direct application to institutions, including TAFE, and this data is not included in these results.

26% of students did not aspire to go to university.

All Year 10 students in 2020 (122 in the cohort) moved into Year 11 in 2021. 104 students moved into Year 11 at NBCS. The remaining students moved into Year 11 at another school.

	no. of students	%
Students in Class of 2020	95	
Number of students who applied for university	70/95	74%
Number of students who received an offer to a bachelor degree	66	69%
Offer success rate	66/70	94%
Non-ATAR HSC students	0	
VET students	10	10.5%

Early offer schemes and criteria other than ATAR	no. of students
SRS* applicants	40
Successful SRS applications	39
EAS applications	11
Macquarie Leaders and Achievers applications	18
ACU Community Achievers Program	2
University of Notre Dame Young Achievers Program	4

*SRS = School Recommendation Scheme

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.

Theme 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 2020	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 13/05/2019	<ul style="list-style-type: none"> • Staff access via Staff Portal • 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 28/08/2019	<ul style="list-style-type: none"> • Staff access via 'Staff Portal • Parent access via Parent Portal
<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 	18/08/2020	<ul style="list-style-type: none"> • Staff access via Staff Portal • Parent access via; <ul style="list-style-type: none"> (i) Parent Portal (<i>Parent/Guardian log-in required</i>) (ii) the 'Parent Handbook' on the NBCS website, in Parent Portal (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 	02/04/2020 (This policy was reviewed and re-written to be more succinct. A Remote Counselling Policy was also written to guide counselling sessions when the school went to remote learning due to COVID.)	<ul style="list-style-type: none"> • Staff access via Staff Portal • 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 2020	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'. 	No change since 29/10/2019	<ul style="list-style-type: none"> Staff access via Staff Portal Parent access via; <ul style="list-style-type: none"> (i) Parent Portal Download Centre (<i>Parent/Guardian log-in required</i>) (ii) the 'Parent Handbook' on the NBCS website, in Parent Portal (<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 2020	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 	No change since 23/06/2020	<ul style="list-style-type: none"> Staff access via Staff Portal Parent access via; <ul style="list-style-type: none"> (i) 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 	No change since 25/6/2020	<ul style="list-style-type: none"> Staff access via Staff Portal 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 	No change since 30/07/2020	<ul style="list-style-type: none"> Staff access via Staff Portal 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 Parent Portal. 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 2020	Access to Full Text
<p>'<i>Complaint Management - Policy</i>', '<i>Complaint Management for NBCS Staff - Procedure</i>' and '<i>Complaint Management for the NBCS Community - Procedure</i>', which include, amongst other aspects:</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>No change since 03/12/2020</p>	<ul style="list-style-type: none"> • Staff access via Staff Portal • Parent access via; <ul style="list-style-type: none"> (i) the Parent Portal (Parent/ Guardian log-in required) (ii) a request to Main Reception

Priority Areas for Improvement

As we build on our vision, Love Learning, and embed our Values of Gratitude, Respect, Courage and Compassion, we seek to achieve our goals in the Academic, Wellbeing, Christian, Co-curricular, Staff and infrastructure spheres of school life. During 2020, a key area of priority was the development of our Learning and Wellbeing Frameworks.

Our Academic goal is to pursue and celebrate 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. The following NBCS Learning Framework helps to define and shape the way that we do just that. It identifies clear priorities in our approach to learning.

Every student's learning journey will be shaped by curiosity and a love of the learning process.

We encourage our students to go beyond the dissemination and digestion of facts, to make connections between what and how they are learning and who they are, as well as the impact they want to make on the world around them - both now and in the future.

At NBCS we cultivate positive and respectful relationships, recognising the importance of effective links between learning and wellbeing, and between home and school. We believe the careful balance of these factors, and a focus on the love of learning can lead students to achieve excellence.

LEARNING

NBCS students are resilient and resourceful learners, characterised by the values of gratitude, respect, courage and compassion. The learning process is shaped by goal setting, individual reflection and ongoing feedback as students develop knowledge and skills to become engaged citizens of the world.

TEACHING

NBCS teachers are experts in content and pedagogy. They use evidence-based instructional models such as explicit teaching, guided inquiry and differentiated learning to engage students' critical and creative thinking. NBCS teachers work individually and collaboratively to pursue growth and excellence in their own practice through ongoing reflection and professional learning. We recognise that collective teacher efficacy is a strong driver of student learning.

EXCELLENCE

NBCS is a high performance, low stress learning environment. We celebrate all growth and progress while pursuing excellence. Data is used effectively to identify and monitor student performance, as well as target interventions to maximise the learning opportunities for every student. At NBCS we cultivate the most effective learning environments, guided by expert teachers, to pursue and achieve individual excellence.



Learning - Priorities

1. Evidence-based approaches to student learning

- The continued development and implementation of research-based principles of instruction, such as explicit instruction, guided inquiry, and differentiated learning.
- A targeted approach to the development of literacy skills across all stages and courses.
- Applying research based principles of differentiation, through appropriate support, scaffolding, enrichment, and extension in order to meet the needs of all students.
- Developing the capacity of students to set meaningful goals, persevere in their learning and reflect on their progress
- *"The teacher decides the learning intentions and success criteria, makes them transparent to the students, demonstrates them by modelling, evaluates if they understand what they have been told by checking for understanding, and retelling them what they have been told by tying it all together with closure."* (Hattie 2009).

2. Feedback & Assessment

- An ongoing approach to feedback and reporting allows students to reflect on their progress and engage with assessment as a process for further learning. This includes the use of tools such as Canvas to allow students, parents and teachers to efficiently engage with the assessment, feedback and reporting processes.
- *"Feedback in the classroom should focus on students' performance on specific tasks, clearly identifying for students where and why mistakes have been made and emphasising opportunities to learn and improve"* (CESE, 2020)
- *"Nothing else matters in teaching and learning as much as quality assessment, that is, data that inform and differentiate instruction for each learner in a never-ending cycle of inquiry to discover what works best"* (Sharratt, 2019).

3. Use of Data to Inform Future Practice

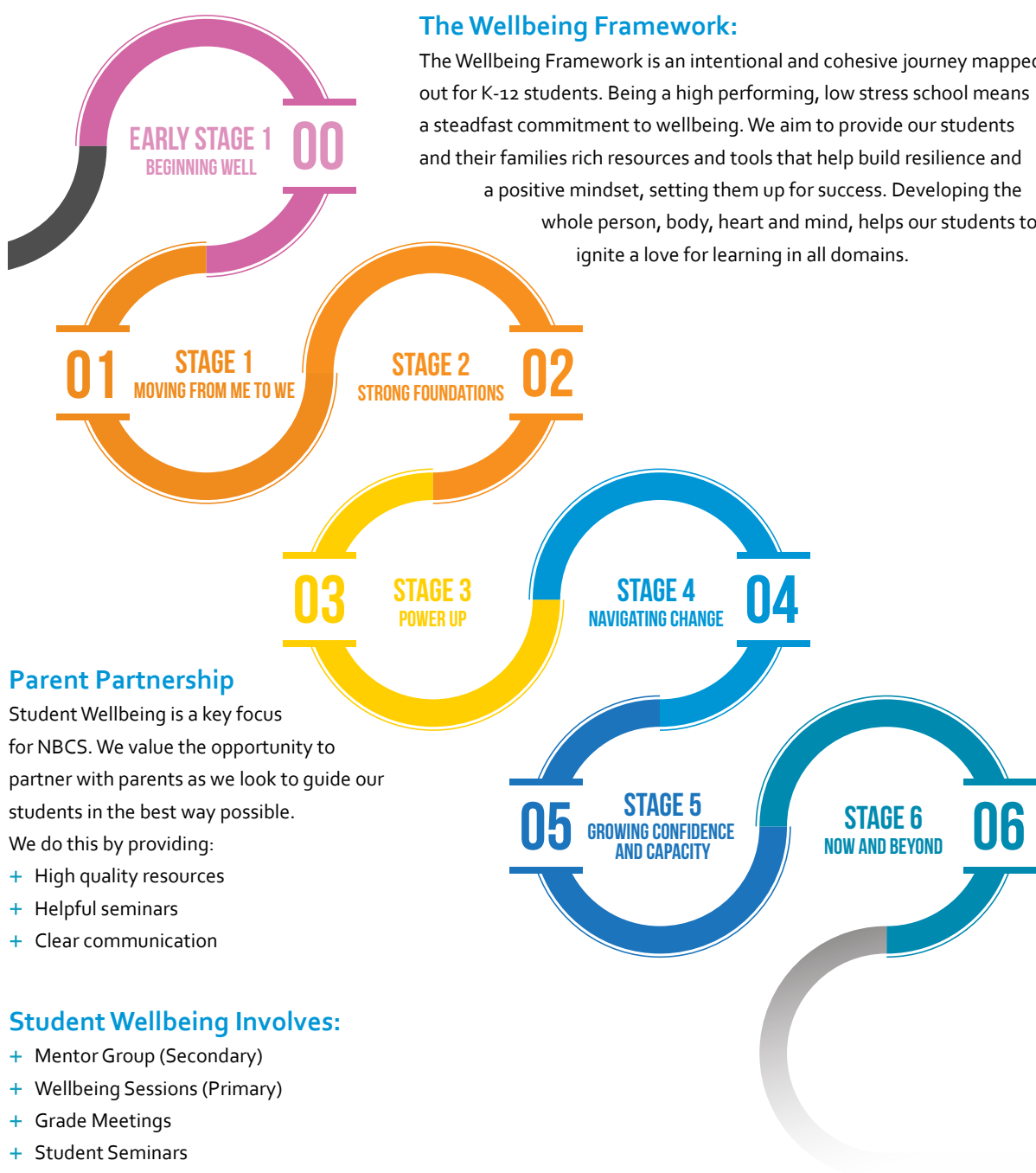
- Using data to identify areas where intervention is required, monitor progress and celebrate growth
- *"Teaching and learning should be directly informed by data through monitoring and reflecting on the progress of every student. Connections should be made between different data sets to build up a rounded picture of each student and student data across years or classes analysed to identify wider trends, and identify which teaching practices work for which students, and which do not."* (CESE, 2020).

Our Wellbeing goal is to nurture and grow our community. The following Wellbeing framework maps out the journey that students take from Kindergarten to Year 12, detailing our focus at each stage of the journey.

We recognise that 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.

OUR GOAL

WE NURTURE AND GROW OUR COMMUNITY



Parent Partnership

Student Wellbeing is a key focus for NBCS. We value the opportunity to partner with parents as we look to guide our students in the best way possible.

We do this by providing:

- + High quality resources
- + Helpful seminars
- + Clear communication

Student Wellbeing Involves:

- + Mentor Group (Secondary)
- + Wellbeing Sessions (Primary)
- + Grade Meetings
- + Student Seminars
- + School Counselling
- + Student Services
- + Wellbeing Curriculum

FOCUS AREAS

KINDERGARTEN TO YEAR 12 AND BEYOND



KINDERGARTEN FOCUS:

- + Introducing independence
- + Understanding emotions
- + Who am I?
- + How do I serve others?
- + What are the NBCS Values?

KEY PROGRAMS:

- + URStrong / Friendology Junior
- + Positive connections
- + Life Education – Healthy Harold
- + Focus on Gratitude



YEARS 1 AND 2 FOCUS:

- + Developing independence
- + Managing emotions
- + Where do I fit?
- + Who can we serve?
- + The NBCS values and me

KEY PROGRAMS:

- + URStrong / Friendology Junior
- + Cyber safety and anti-bullying
- + Life Education – Healthy Harold
- + Focus on Courage

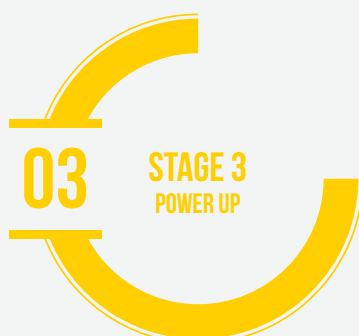


YEARS 3 AND 4 FOCUS:

- + Growing independence
- + Emotional literacy
- + Including others
- + Why do we serve?
- + Understanding the online world
- + Applying the NBCS values

KEY PROGRAMS:

- + URStrong / Friendology 101
- + Cybersafety
- + Life Education – Healthy Harold
- + Focus on Compassion

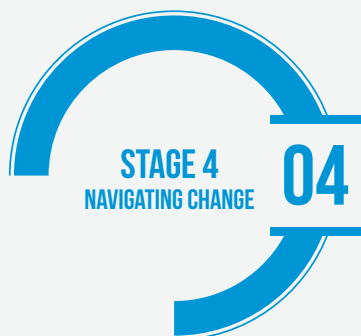


YEARS 5 AND 6 FOCUS:

- + Independence in practice
- + Emotional regulation
- + How am I changing?
- + Service in action
- + Navigating the online world
- + Leading with the NBCS values

KEY PROGRAMS:

- + URStrong / Friendology 101
- + Cybersafety
- + Personal Development and Sex Education
- + Preparing in Primary for High School
- + Focus on Respect



YEARS 7 AND 8 FOCUS:

- + Identity formation; values and beliefs
- + Belonging and understanding culture at NBCS
- + Developing emotional intelligence
- + Developing positive interpersonal skills
- + Understanding resilience (bouncing back)
- + Fostering independence, self-management and interdependence

KEY PROGRAMS:

- + Study and organisational skills
- + Navigating the online world
- + Conflict resolution and positive relationships
- + Serving the local community
- + Developing positive mental health and wellbeing

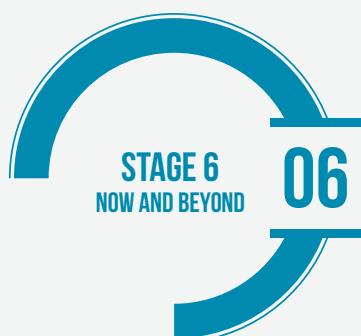


YEARS 9 AND 10 FOCUS:

- + Becoming a person of integrity
- + Embracing opportunities at NBCS
- + Growing emotional intelligence
- + Managing interpersonal adversity
- + Growing resilience, grit and determination
- + Understanding personal responsibility and wise decision making

KEY PROGRAMS:

- + Study and organisational skills
- + Social media and the online world
- + Positive gender identity
- + Positive mental health and wellbeing (managing stress)
- + Serving the wider community
- + Social choices and responsibilities
- + Leadership development



YEARS 11 AND 12 FOCUS:

- + Maintaining integrity
- + Supporting and embracing opportunities at NBCS
- + Emotional intelligence in action
- + Fostering teamwork and generosity
- + Pursuing work / life balance for positive wellbeing
- + Taking personal responsibility
- + Leading by example
- + Positive student leadership

KEY PROGRAMS:

- + Leadership opportunities
- + Service (giving back to the community)
- + Managing stress and anxiety
- + Effective study and examination skills for senior years
- + Career options and tertiary planning
- + Wise decision making

The creation and implementation of the Learning and Wellbeing Framework are key strategies in achieving our goals through creating a consistent language of learning and wellbeing, and consistent application of measures that create success and growth for students.

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	Broad-based leadership program
Clear anti-harassment policies activities	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	



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 2020, NBCS repeated the external survey by established third-party provider (MMG), targeting specific year groups of students and parents (Years 6,7,11,12), and staff. This reviewed satisfaction with NBCS across a range of areas, comparing results to an independent schools' benchmark (95 schools) and 2019 results. The survey result was consistent across all NBCS groups, who classified NBCS as having 'good overall health'.

Parents/Guardians (n 253 – 51%)

The survey reported an 'overall parent satisfaction' of 80% matching 2019 results, noting similar areas of strength:

- Leadership, communication, and community engagement rated as 'high' (80%)
- Facilities and resources (89%)

The percentage of parents who noted their expectations had been met or exceeded (in priority areas i.e., reason for original school choice):

- School's values (94%)
- Focus on student wellbeing providing a safe and caring environment (92%)
- Quality of teaching (87%)
- Facilities and resources (96%)

Parents highly valued NBCS's handling of Covid impact, and consequent school disruption (expressed both in formal survey and anecdotally, by volume of positive parent emails received regarding management of this impact):

- Remote Learning experience (94%)
- (The online format for student progress meetings introduced for the remote period has continued due to the positive responses to it facilitating involvement of both/working parents).

Parent 'most valued aspects' of NBCS were similar in theme to 2019 responses:

- Dedicated and caring teaching staff
- Safe, caring environment
- Sense of community

Additionally, in 2020:

- Values instilled in students (this likely reflects elevating and highlighting a set of values in the NBCS community in 2020: Respect, Courage, Gratitude, Compassion)

Representative, summative Parent comments included:

- *The school's values & incredible care given by the teaching staff.*
- *How welcoming and inclusive the school community has been to our son. How happy and valued our son feels since starting at the school and as a result is thriving and succeeding in his learning.*
- *I appreciate the community, the values of the parents/families my child is associated with, the school's focus on preparing kids for life after high school and for university, for being independent learners.*
- *The teachers will contact you if there is any concern. They have also recognised my child's strength & weaknesses and have focused on the positives of the weakness to develop skills. I have seen a marked improvement all round.*

Student Satisfaction (n 428 – 91%)

'Overall satisfaction with time at the school' rated 'high' for all year groups surveyed.

All factors for Primary improved against 2019 results.

Bullying management rated as a 'high performance' area.

Overall, students' 'expectations' were exceeded for:

- School's values,
- balanced education
- facilities and resources
- co-curricular music program

And rated 'high' for:

- 'Academic Standards'
- 'Quality of Teaching'
- Primary students and Year 7 rated the 'Academic Program' as 'high' compared to Year 10 and Year 12 who perceived it as 'moderate'. NBCS has increased focused on area with the introduction of additional programs to support and extend learning so will look to see an increase in future survey responses around this item.

Students 'most valued aspects', apart from 'friendships made' included similar themes to 2019:

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



Representative summative Student comments included:

- *Academics, preparation for life after school, social connections and experiences, sporting opportunities.*
- *The community and the buildings, the way of learning and how the teachers teach children in class.*
- *My friends and teachers, I also enjoy the sporting opportunities the school offers outside and inside the school. The curriculum is also well made for learning opportunities for less and more advanced kids.*

Additional data:

Complementing these survey results, the Principal gained qualitative data from 1:1 scheduled interviews with Year 10 and Year 12 cohorts: common themes included students identifying an increasing focus on academics, addition of facilities (Library) and stronger culture setting (values/behaviour/personal presentation standards).

Staff Satisfaction (n. 86 – 60%)

The School is in 'good' overall health with staff 'Overall satisfaction' ranging from 'high' to 'very high' depending on tenure.

The following areas rated -

'Very high':

- Staff Attitude
- Goal Congruence (suggesting clear direction gained from communication of the Strategic Plan in 2020 - this element was a focus area from 2019 survey results).

'High':

- Leadership
- Climate and Culture
- 'Remote Learning' experience
- In a potentially stressful Covid context, staff rated this as a 'very high' performance area, with 'Staff Wellbeing' (including 'Providing a Safe and Caring Environment') rating as 'high'.

Professional Development opportunities were rated as 'moderate' – as a result, opportunities will be increased in 2021 with the introduction of Professional Learning Groups.

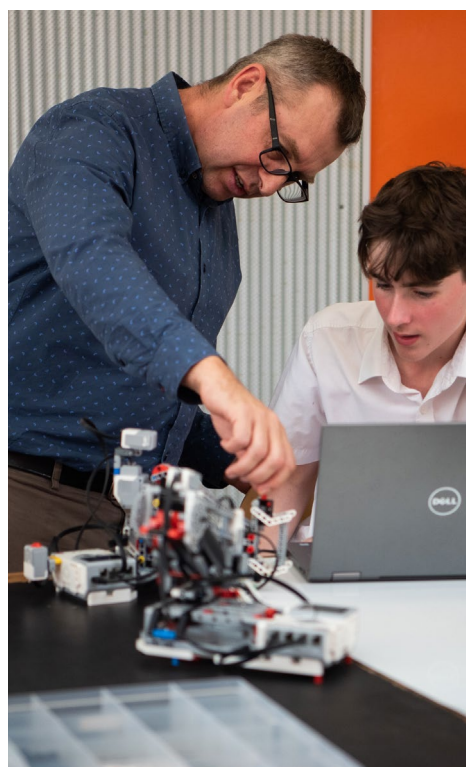
New staff continue to comment on the collegial support they receive and appreciate, including belonging to a strong Christian community.

Representative, summative Staff comments included:

- *Strong Christian values shown through the many interactions with all staff & Leadership Team bringing honesty, integrity, care, and compassion.*
- *I am a good fit here. My skills are widely used, and I feel like a valuable part of the organisation.*
- *I have had the opportunity at NBCS to grow as a teacher with supportive people around me who care and provide great modelling.*
- *Strong community.*
- *I have terrific classes with so many wonderful students in them. They have all been a pleasure to teach and I have had no issues in the classroom from a management point of view and very few from an application point of view. There are so many lovely kids at NBCS.*

Additional data:

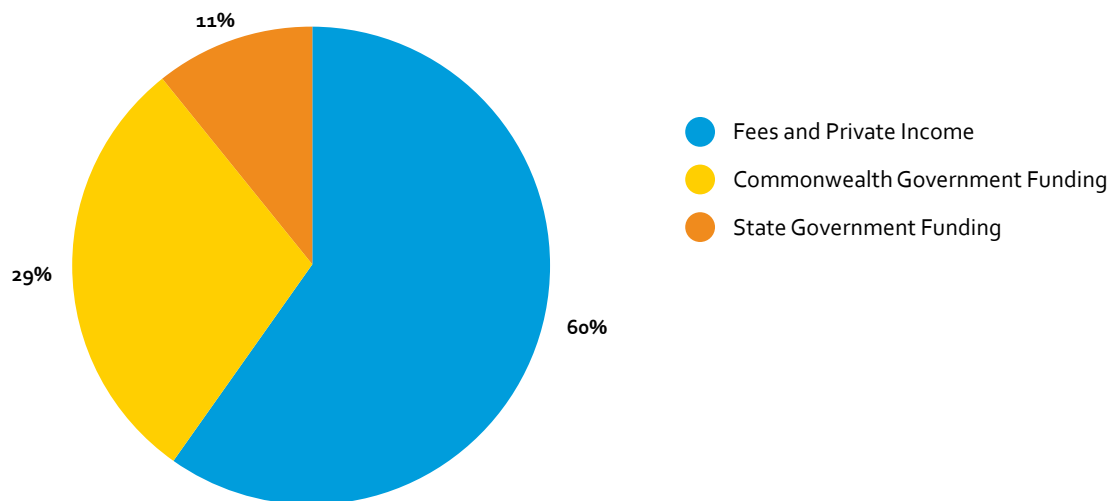
Complementing these survey results, the Principal gained qualitative data from 1:1 scheduled interviews with staff – themes endorsed and confirmed positive direction, goal clarity and culture setting.



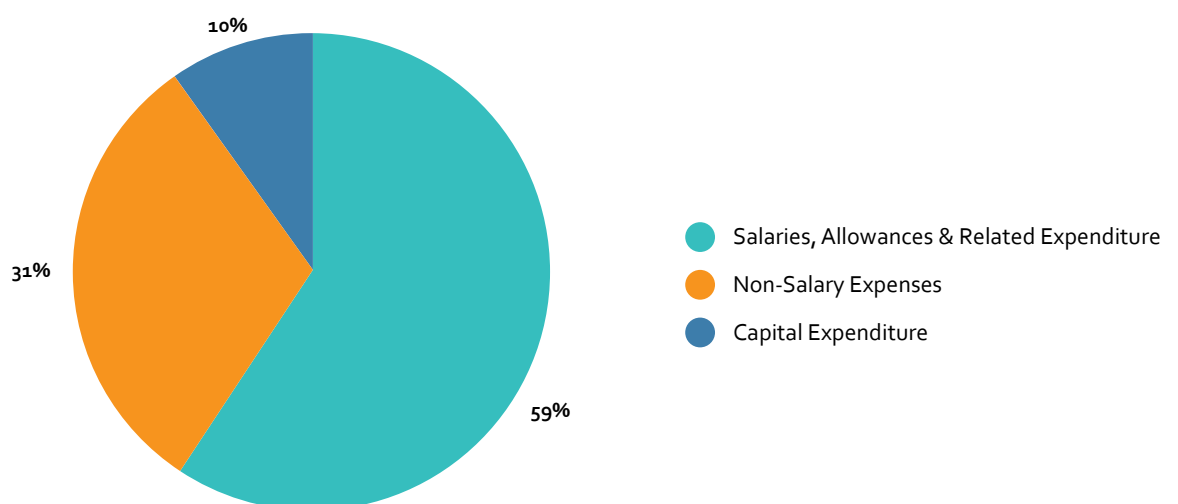
Summary Financial Information

Income

NBCS receives its income from tuition fees and Government grants. The contribution of various sources to 2020 income is shown below:



Expenses





☎ (02) 9450 1311

✉ nbcbs@nbcbs.nsw.edu.au

📍 1 Echunga Road, Terrey Hills

🌐 www.nbcbs.nsw.edu.au

ABN 25 002 024 839