



NBCS 
NORTHERN BEACHES CHRISTIAN SCHOOL

Annual Report

2021

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Indeed it has. I think those words have an extra meaning to us, here and now in 2022, when we as a community are slowly emerging from a disruptive period in which so much has changed. Disruption can be alienating and invasive, but can also, as economic and cultural theorists increasingly point out, provoke us to question, analyse, reconsider and improve previous practices. In other words, there can be an upside to disruption, and the NBCS Board, along with senior leaders and staff, is very alert to this and to exploring and identifying possibilities and opportunities.

The 2021 Northern Beaches Christian School Board included Mr Eric Bernard, Professor Lesley Harbon, Mr Eskil Julliard, Mr Dean Robinson, Mr Ghafur Barchia, and Professor Rosemary Johnston as Chair. I want to thank each member of the Board for the expertise, strength and wisdom they contribute so generously and willingly to our school. I also want to thank our Principal, Mr Tim Watson and his team of dedicated staff who have coped so brilliantly during this difficult time, demonstrating not only resilience and agility but creativity and care. Mr Watson, thank you! Staff and wider school community, we thank you!

My message last year was one of hope; hope is positive and creative, I wrote, it activates. And it does. As I think back over the past year I can see that hope has been at the very core of our school response to the COVID crisis. Hope *for* our children and hope *in* our children. Hope *for* our community and hope *in* our community. That sense of hope further ignites what we have identified as our NBCS core values, Gratitude, Respect, Courage and Compassion.

These values are at the heart of our educational endeavour. Gratitude for what we have, for what we can do, for what we have been helped to be; Respect both for those like us and those not like us and whose thinking we may not always understand; Courage to be true and hold on to our ideals, to strive to be our best selves, and to do as much as we can for others.

Lastly, but absolutely not least, is the core value of Compassion. Compassion is both relational and deeply personal. What a mighty spiritual dynamic it is!

Do you know that the Department of Medicine at one of the most prestigious universities in America, the University of Stanford in California, has a Centre for Compassion and Altruism Research and Education (CCARE)? Their website notes:

‘Drawing from several disciplines including neuroscience, psychology, economics and contemplative traditions, research and programs supported and organized by CCARE examine:

- the neural correlates, biological bases and antecedents of compassion
- the effects of compassion on brain and behaviour ...'



NORTHERN BEACHES CHRISTIAN SCHOOL ANNUAL REPORT 2021

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

I like this Stanford University infographic and the qualities and deep ideas its words inspire. They remind me of how the Bible offers various translations of the word 'compassion'; none is exactly synonymous but each one adds another lustre, another rich nuance: for example, 'tender mercies', 'tender-hearted', 'mercies', and 'loving-kindness.'

We want to inspire our student community with words and ideals such as these. We want to inspire them to inspire others. We want to inspire ourselves. Ideals such as these encourage a loving, kind, merciful generosity of spirit that is respectful, that is not only sympathetic (sorry for) but empathetic (sorry with).

I have been in education one way or another almost all my life. I have come to believe that the most important aspect of education is how knowledge helps us to be thoughtful and mindful and operate with a moral code that reflects goodness and grace. The Apostle Peter says just this: 'Finally, all of you, be like-minded, love one another, be compassionate and humble.' (1 Peter 3:8)

In a number of recent speeches, social scientist Hugh Mackay calls for 'a radical culture-shift in the direction of more compassion – more kindness, more tolerance, more generosity, more forgiveness, greater mutual respect – in our public and private lives.'

This is all very important at a time when mental health and wellbeing is a concern generally, but particularly so in relation to young people. Mackay's call is at once for 'a culture of compassion' and 'transforming love.'

In his words,

'That kind of transforming love is motivational, not emotional; it's a tough mental discipline that involves our commitment to the idea of kindness and compassion as a way of life. It's the discipline of approaching every situation with a charitable disposition, with an inherent sense of respect for the other person, and with a determination to be kind – no matter what our differences may be.'

Northern Beaches Christian School is founded and grounded in principles such as these. It seeks to offer its community an education and experience in which such principles can breed and multiply.

That's a gift for life, not only for our students, but for them – and us – to pass on to others.



Professor Emerita Rosemary Johnston AM

NBCS Board Chair



PRINCIPAL'S REPORT

Working towards our Strategic Goals: Academic, Christian, Wellbeing, Co-curricular, Staff and Infrastructure

In 2021, our Strategic Plan was further implemented through the development and application of clearly articulated Learning and Wellbeing frameworks. These frameworks have helped to give shape and effect to our vision, Love Learning. As we deploy them, we see the impact that they have on the day-do-day life of our students and staff, and the way they shape the 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

2021 was a year that picked up where 2020 left off. While we hoped that the pandemic would fall away (and it seemed that it had during semester one), we planned for a world in which remote learning was a likelihood, with an ongoing focus on ensuring continuity, community, and connection via whatever means was available. 2021 was a year of celebration, albeit muted by some in-person alumni and community events not taking place as envisaged. The completion of a history of the first 40 years of NBCS, along with the "40 Years, 40 Stories" video project helped to capture the story and stories that are NBCS. The school's 40th birthday was celebrated on 27th April, recognising our founding in 1981 and the opening of our current premises on that day in 1986. As part of our celebrations, we reinstated the plaque commemorating the opening of our site and at the same time unveiled our acknowledgement of country.

Acknowledgement of Country

We acknowledge the traditional custodians of this land, the Garigal people of the Eora nation. On this land, they taught their children their beliefs, knowledge, and culture. We pay our respects to elders past and present as we seek to do the same. As we gather on these ancestral lands, we acknowledge God our Heavenly Father who made the heavens and the earth. He entrusted this land to the traditional owners, and it is to Him we are all responsible for its stewardship.

Changes in infrastructure

When Term 3 became a term of remote learning, we were able to accelerate work on our Primary playground. We have expressed a desire to have our “campus as classroom” and it was good to be able to complete significant civil works that let us bring the outdoor learning and play spaces close to conclusion. K-2 students were able to enjoy their completed playground. Having done this, we now move towards finalising plans for our Science and Technology infrastructure, with a view to commencement of works in 2022. This will serve as a significant building, completing the current campus renewal.

Changes in technology

The challenges of 2020 and 2021 confirmed what has long been the case: that NBCS is at the forefront of effective use of technology in the service of learning. The use of technology supported learning, connection, and continuity in meaningful ways throughout 2021. Towards the end of 2021 we commenced a scoping project to ensure that technology and systems remain fit for purpose and serve the needs of students, parents, and staff.

Changes in community engagement

We had hoped for the opportunity for more in-person parent and community engagement, but once again ran significant events and presentations in a digital environment, all the while looking forward to being able to include more face-to-face interactions while retaining the benefits that mixed mode engagement do offer.

Staffing

At NBCS we continue to appoint and develop excellent staff who are responsible for learning. Strong academic teams coupled with use of data and renewed work in learning enrichment have helped make learning more accessible for all, even in the face of lengthy periods of remote learning. Clear, consistent, and shared expectations remain appreciated by staff and students alike. They provide a sense of purpose and help direct our focus to learning. We continue to enjoy the benefits of incremental change, seeking the best and most effective ways to shape the school for its purpose of knowing and growing its students, staff, and community. There is both complexity and simplicity to our task: love learning.

Students

We congratulate all students on their growth and learning, and in particular, the class of 2021 on their HSC success, achieving our second strongest average ATAR. This served to open for them more and more opportunities for their future. We are grateful for the way they led the school in trying circumstances. They have shaped the culture of NBCS, enjoying, serving, and learning, showing the way for those who come after them and will do likewise.

Tim Watson

Principal



STUDENT LEADERSHIP REPORT

Though the COVID-19 pandemic brought lockdown and fractured the traditional forms of communications, we continued to focus on reshaping Northern Beaches Christian School's systems and roles in leadership to encourage easier transitions for future leaders.

Our 2020/2021 leadership team was driven to leave a legacy that redefined leaders' roles and community presence in the NBCS community.



The values that underpinned all of the leadership team's events and contributions to the school community were respect, student engagement, and positive attitude, all of which permeated the academic, social and spiritual wellbeing of the students and teachers.

Our initial focuses were shaped by the previous disruptions caused by lockdown in 2020, that limited the events and roles of leadership in the school community. As such, the leadership focused on the Talent Show as a whole school event. Organising this event highlighted the importance of allocating specific areas to different prefects, such as the charities to the Service Prefects and the event's stage requirements to the Co-Curricular and Performing Arts Prefects who worked closely with the NBCS IT team. This event contributed to rebuilding school spirit as it encouraged students across all grades to get involved and saw a large audience from Primary through to Secondary. Furthermore, the focus on building school spirit and engagement was seen through organising events based around charities and sporting events such as Women's Day and Toys 'n' Tucker.

The school saw a large rise in student engagement with the Christian faith as the CRU Prefects worked closely with the Chaplain to execute CRU events that had food and games. Their role in creating fun atmospheres and CRU days contributed to the centrality of the Christian message that NBCS so critically values, and helped build relationships not only across grades but also with teachers. The student leadership team also broadened their focus to the importance of student academic wellbeing. It is through the collaboration of the Academic and Co-Curricular Prefects that they were able to get volunteers for Year 11 and Year 12 tutoring groups that helped the younger years with their studies. This addressed both the leadership and school's value for diligence and collaboration by building a network of care and support.



Further through the year, the Student Leadership Team recognised the importance and value of establishing relationships with surrounding schools through events such as a Leadership Afternoon Tea. This afternoon tea was student-run, making our leadership team take responsibility for their own event management and collaboration. The event was effective in comparing and gaining ideas on how our leadership team could build our school community and helped us put into perspective how high our school spirit was already, relative to other schools. It is from this that our team directed our focus to our internal structure of the leadership team and closely examined the values upon which the school community is built. With an intent to “build from the ground up” in many ways, the partial restructure of the team moving into 2022 came from an ongoing feedback process between the Head of Secondary, Captains and Vice Captains, the wider leadership team and that of the greater student body. The introduction of Wellbeing Prefects came from feedback from Captains and students, who considered how and why these roles served their purpose.

During the last few leadership meetings, the team closely examined the skills and qualities it takes to become a leader by allocating groups to present a short presentation specific to their given quality/skill. This served to ensure each member of the leadership team contributed and should seek to demonstrate to their peers in the school community.

On behalf of the whole leadership team, we appreciated the importance of making efforts to form relationships with other schools to discuss and create opportunities to build our own school spirit.

The 2020/2021 leadership team has much appreciated the opportunity to serve the Northern Beaches Christian School community and will continue to lead with confidence and passion as we leave school.

Alexandra Bragg and Brice Gardner

School Captains, 2020/2021



CONTEXTUAL INFORMATION ABOUT THE SCHOOL AND CHARACTERISTICS OF THE STUDENT BODY

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.

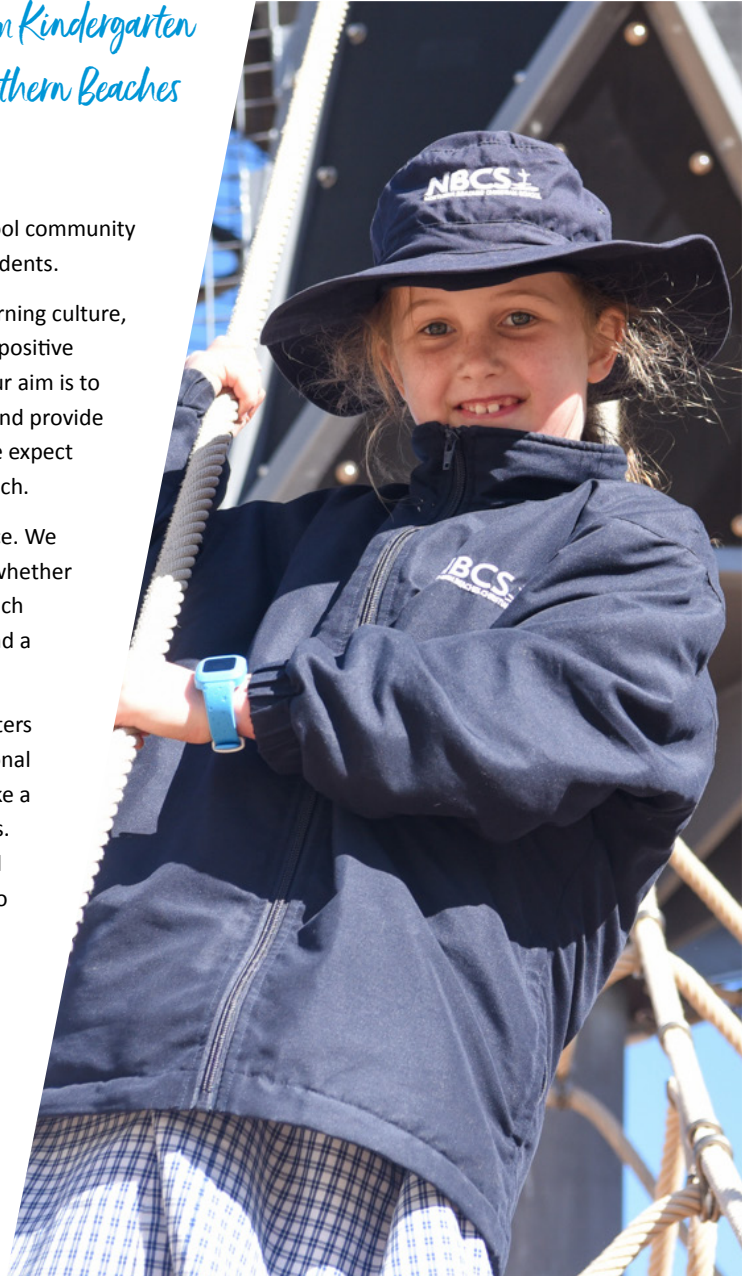
Within our world class facilities, we expect a positive learning culture, a safe, welcoming environment, wise use of technology, positive communication and a nurturing Christian community. Our aim is to offer consistent and high expectations for our students and provide them with the resources to meet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



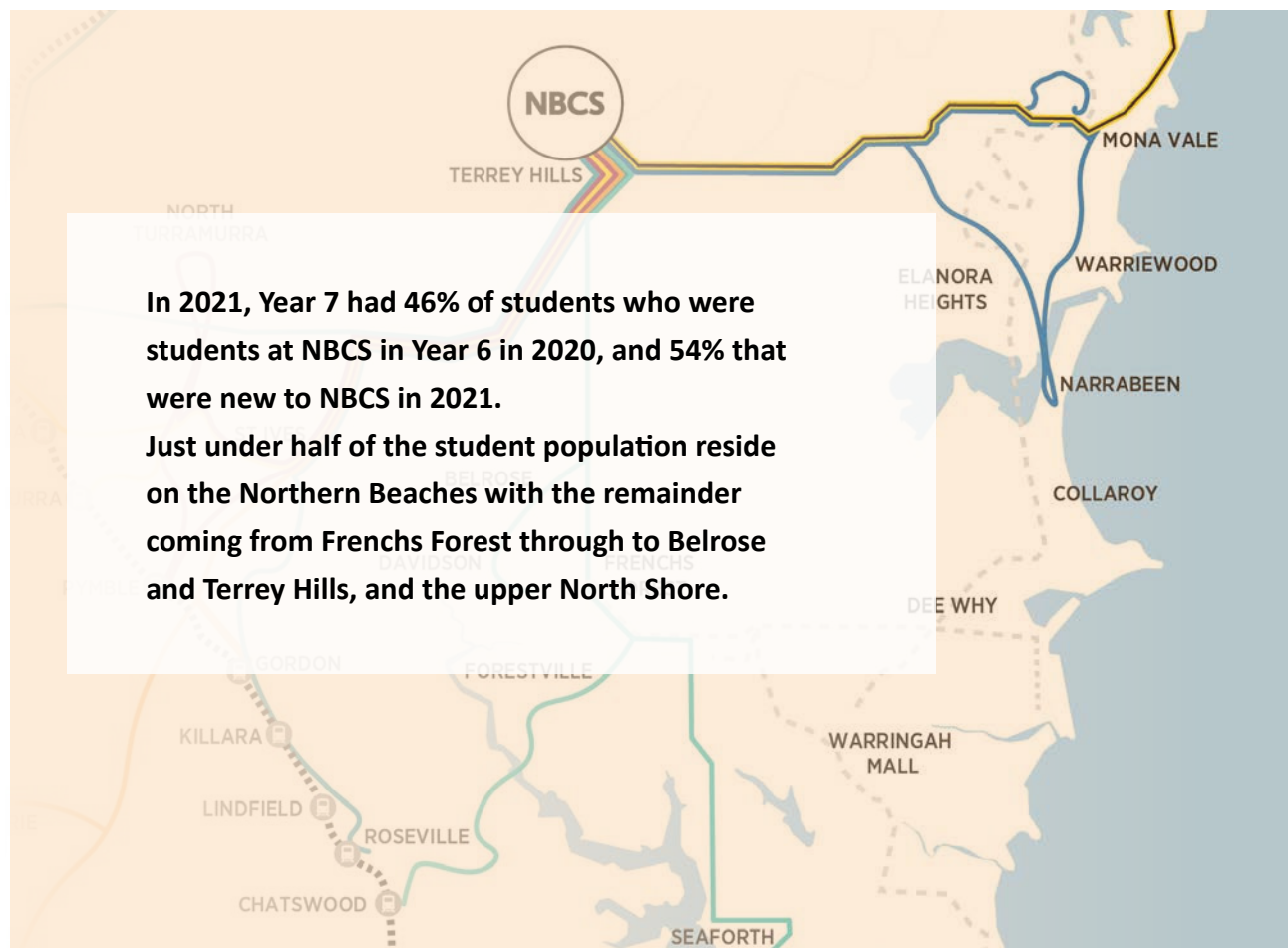
Characteristics of the Student Body

At census date in 2021 there were 1157 students attending NBCS. Students at NBCS come largely from English speaking families.

Student Population Breakdown at the Census Date 2021.

Students (Head count):

	Total
Primary Indigenous	1
Primary Visa	8
Primary Other	281
Total Primary	290
Secondary Indigenous	2
Secondary Visa	33
Secondary Other	832
Total Secondary	867
Total School Population (Head Count)	1157



STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

In 2021, 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 student learning and to compare performance against National and Regional benchmarks.

NAPLAN results are also studied for the information they yield on student improvement between tests. Literacy and Numeracy are taught in accordance with the NESA syllabuses in all Stages.

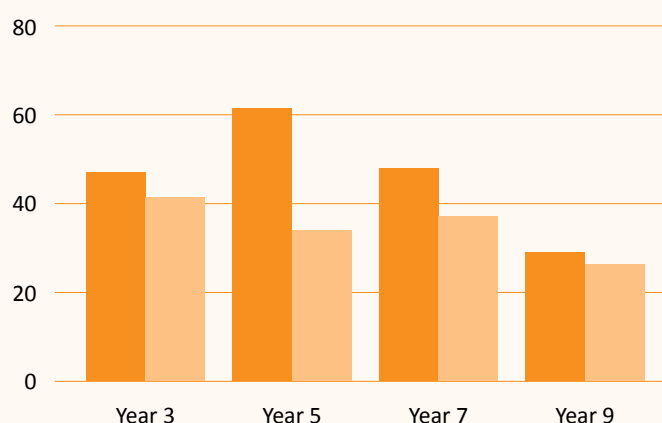
The results of NAPLAN are available at <http://www.myschool.edu.au>.

Percentage of Students in the Top Two Bands

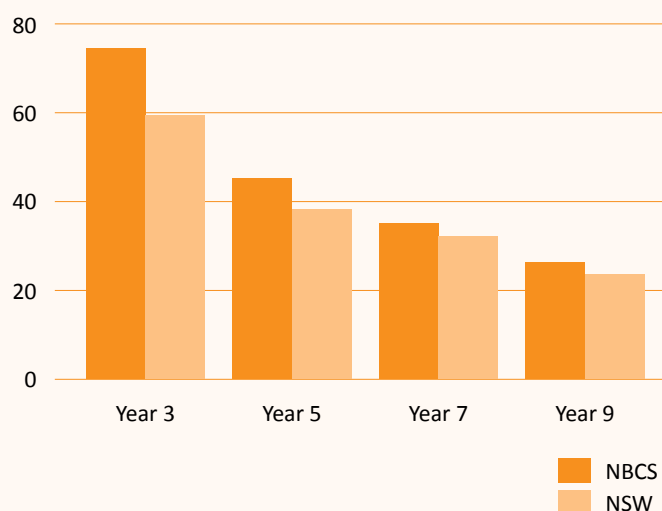
		NSW	NBCS
Year 3	Numeracy	41.6	47.2
Year 5	Numeracy	34.2	62
Year 7	Numeracy	37.4	48.3
Year 9	Numeracy	26.5	29.2
Year 3	Grammar and Punctuation	59.4	75
Year 5	Grammar and Punctuation	38.7	45.6
Year 7	Grammar and Punctuation	31.8	35.1
Year 9	Grammar and Punctuation	23.8	26.3
Year 3	Spelling	55.7	43.8
Year 5	Spelling	45.6	43
Year 7	Spelling	36.1	35.8
Year 9	Spelling	25.4	28.2
Year 3	Reading	57.7	57.6
Year 5	Reading	43.3	64.6
Year 7	Reading	31.7	41.2
Year 9	Reading	25	32.7
Year 3	Writing	61.8	58.1
Year 5	Writing	25.8	26.6
Year 7	Writing	25.9	25.8
Year 9	Writing	15.2	12.7

% Students in the Top Two Bands

Numeracy



Grammar and Punctuation



SENIOR SECONDARY OUTCOMES (STUDENT ACHIEVEMENT)

At NBCS, we recognise that excellence looks different for every student. We congratulate all who gave the 2021 HSC their best shot. Our aim, as ever, is to enable students to take their place in the world, ready to make their contribution for good. We are delighted for those among the year group who received scholarships or early offers at university, who have taken up apprenticeships and work as we recognise their readiness to enjoy and make the most of life beyond school. 2021 was a tricky year to navigate, and yet Year 12 did it with aplomb. We are grateful for the richness they added to our community.

In 2021, 118 NBCS students completed the requirements to achieve their Higher School Certificate. This represents 100% of the Year 12, 2021 cohort. No students requested or applied additionally for their Record of School Achievement.

In 2021, 9.3% of the exams our students sat resulted in a mark of 90% or higher, which, while pleasing, represented a dip from 2020. However, 50% of exams sat led to a mark of 80% or above, an increase from 2019 and 2020. Broadly speaking, the success of the cohort was spread more widely across the whole of the year group.

Special mention goes to Brice Gardner who received an ATAR of 99.45 and was included in the NSW All-round Achievers merit list. He achieved Band 6/E4 results in Engineering Studies, English Advanced, English Extension 1, English Extension 2, Physics, Mathematics Extension 1, Mathematics Extension 2 and achieved Top Achievers list: 9th in NSW in Engineering Studies.

The table below represents NBCS achievement for all courses in 2021, 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	NBCS (% of total students)	NSW	NBCS (% of total students)	NSW
Ancient History	2021	14	57	34	43	45	0	21
	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	2021	32	22	31	78	60	0	9
	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	2021	43	30	36	70	51	0	13
	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

		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)	(% of total students)	(% of total students)	(% of total students)
Chemistry	2021	18	50	40	50	48	0	12
	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	2021	18	50	55	50	42	0	3
	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	2021	7	43	46	57	53	0	2
	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
Earth and Environmental Science	2021	5	40	28	60	59	0	13
	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	2021	15	20	50	80	44	0	6
	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	2021	20	70	36	25	56	5	7
	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	2021	102	61	69	39	31	0	1
	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	2021	16	0	17	100	74	0	9
	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	2021	7	57	36	43	50	0	13
	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

		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)	
French Continuers	2021	6	50	63	33	34	17	3
	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
Geography	2021	8	25	44	75	48	0	8
	2020	8	25	42	63	45	13	13
	2019	13	38	43	62	44	0	12
Information Processes and Technology	2021	No students in 2021						
	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	10	80	44	20	47	0	8
Legal Studies	2021	18	56	42	44	44	0	14
	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	2021	40	43	50	57	44	0	6
	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	2021	62	26	25	60	54	15	21
	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
Modern History	2021	25	52	38	40	46	8	16
	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	2021	8	88	64	12	34	0	2
	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	2021	33	58	31	42	56	0	14
	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

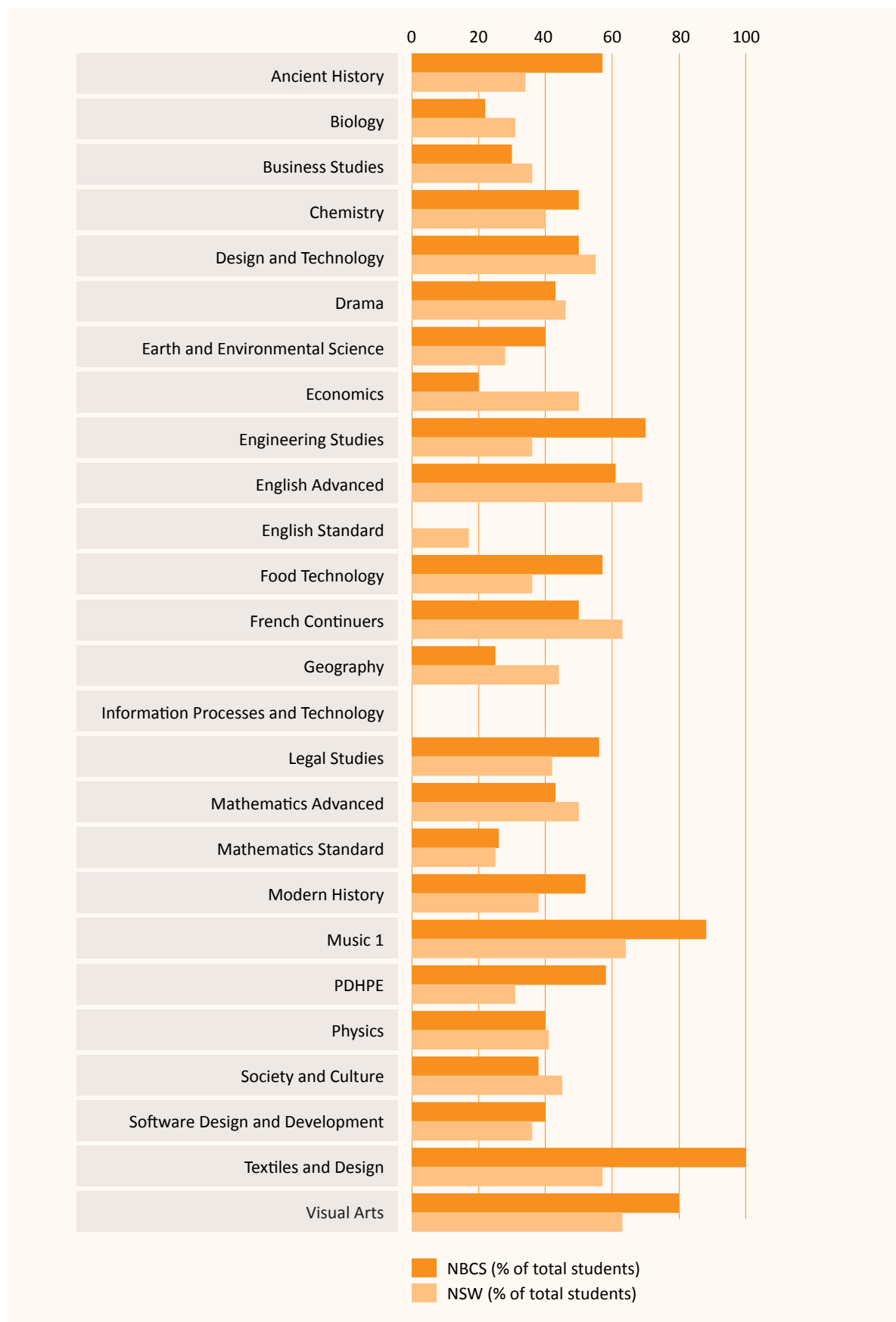
		Number of NBCS students	Bands 5-6		Bands 3-4		Bands 1-2	
			NBCS	NSW	NBCS	NSW	NBCS	NSW
			(% of total students)		(% of total students)		(% of total students)	
Physics	2021	25	40	41	60	50	0	9
	2020	15	40	40	53	45	7	14
	2019	14	57	37	43	49	0	14
	2018	17	41	34	53	53	6	13
	2017	19	16	34	74	55	11	11
Society and Culture	2021	8	38	45	62	48	0	6
	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	2021	5	40	36	40	53	20	11
	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	2021	10	100	57	0	37	0	7
	2020	5	100	57	0	39	0	4
	2019	10	100	53	0	40	0	6
Visual Arts	2021	15	80	63	20	20	0	2
	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

Extension Courses		Number of NBCS students	E4		E3		E2		E1	
			NBCS	NSW	NBCS	NSW	NBCS	NSW	NBCS	NSW
Science Extension	2021	3	0	10	67	62	33	27	0	1
	2020	2	0	7	0	67	100	25	0	1
Mathematics – Extension 1	2021	23	13	37	35	37	52	20	0	6
	2020	9	22	38	44	36	33	20	0	5
Mathematics – Extension 2	2021	9	0	43	89	44	11	12	0	1
	2020	2	0	36	100	48	0	13	0	3
English – Extension 1	2021	10	20	41	70	53	10	6	0	0
	2020	7	29	39	71	54	0	7	0	1
English – Extension 2	2021	4	75	25	0	59	25	15	0	1
	2020	5	0	25	80	57	20	17	0	1
History Extension	2021	3	0	23	100	54	0	20	0	2
	2020	3	33	21	33	56	33	22	0	2

In 2021, 13 students obtained VET qualifications. 11 students achieved a Certificate II and 2 students achieved a Certificate III.

We congratulate Year 12 2021 on their success and note that it has been achieved by students, staff and families working together in pursuit of our students' best. We aim to bring out the best in our students to keep their options for the future as wide open as possible. While rankings are interesting, we are more interested in how students performed against their own standard, and this is part of our deeper analysis each year.

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:



TEACHER LEARNING, ACCREDITATION AND QUALIFICATIONS

Teacher Learning

All teaching staff had the opportunity to participate in Professional Development/Learning during 2021, however their ability to engage in F2F PD, both internally and externally, was negatively impacted by COVID and lockdown conditions. The main area of teacher focus was on teaching and learning and any PD that enabled teachers to teach their classes effectively, or support the wellbeing of students, through online platforms.

Term 1

The following PD opportunities were made available to teachers:

Internal PD

- Accreditation: Orientation to NBCS NESA Accreditation – Session 1
- Orientation to NBCS NESA Accreditation – Session 2
- Accreditation: Navigating NESA eTAMS for teachers seeking Proficient Teacher Accreditation
- Learning Technologies: Introduction to Canvas
- Professional Learning: Explicit Instruction
- Professional Learning: How to write powerful, concise, and effective goals to guide and capture your professional learning.
- Professional Reading
- Learning Technologies: Canvas Feedback Tools
- Professional Learning: Differentiated Learning
- Co-Curricular: Coordinating an Event or Planning an Excursion/Incursion
- Learning Technologies: Canvas Gradebook
- Professional Learning: Using Data to Improve Teaching and Learning
- Library Resources: Literacy and the Pleasure of Reading

External PD

- AISNSW Learning App: The Neuroscience of Learning and Leading
- AIS Short Courses

Term 2

Internal PD

- Equipping and Growing Mentor Teachers – Compulsory for all Secondary Mentor Teachers
- Supporting Proficient Teacher Accreditation – For NBCS NESA Accreditation Supervisors
- Learning Technologies: Canvas Gradebook
- Learning Technologies: Getting the Most out of ViVi
- Literacy Steering Committee: Researching and designing support strategies for 2022

External PD

- AISNSW: Getting Ready for Robust Research
- AISNSW: Designing Surveys that Work
- AISNSW Learning App: The Neuroscience of Learning and Leading
- AIS Short Courses

Term 3

PD was placed on hold due to COVID lockdown conditions. Staff were supported on an individual basis according to their needs and availability.

Term 4

No Internal PD Courses were held, allowing teachers to focus on the return to F2F teaching and the wellbeing of their students.

External PD

- First Aid for Teacher Wellbeing by Daniela Falecki
- Be You and Beyond Blue Webinars – Teacher and Student Wellbeing
- AITSL has handpicked the top 8 wellbeing resources from our Teacher Resource Hub
- AISNSW: Getting Ready for Robust Research
- AISNSW: Designing Surveys that Work
- AIS Short Courses: Use the link below to target courses that support your Professional Learning
- AISNSW Learning App: The Neuroscience of Learning and Leading
- AITSL To guarantee highly effective teaching, it's necessary to be adequate in assessing own practices.
- Primary English Teaching Association Australia - PETAA self-paced professional learning online
- AITSL Identify your strengths with the downloadable Leadership Reflection Tool
- Leadership Courses: The Sydney School of Education and Social Work (SSES), University of Sydney

In 2021, we had staff either in leadership roles or aspiring to leadership roles, attend leadership courses from the AIS Flagship Program and Arrow Leadership.

NBCS teachers attended a variety of external PD courses, primarily focused on 'curriculum' teaching and learning and leadership. In a COVID environment there was a greater focus on PD with opportunities for teachers to independently join Webinars of their own choosing. They were encouraged to record their PD on their personal NESA Online Account.

NBCS offers sponsored study for teachers who are seeking to broaden and enrich their professional development in areas related to their current employment. During 2021, two staff members 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' Not available due to NESA Changes in PD Internal Courses are currently under Elective PD		2021
NESA accredited NBCS courses offered internally to staff		0
Number of hours of internally offered NESA accredited PD hours completed by NBCS Staff		0

External Professional Development

Category of course	Sub-category of course	Number of Staff Participating
Teaching and Learning	Curriculum	51
	Pedagogy	15
	Assessment	11
	Technologies	9
	Disability	2
	Co-curricular	0
	Indigenous	0
Leadership and Management (Conferences, networks, and presentations)		58
Careers		5
NESA Accreditation		0
Wellbeing		12



Teacher Accreditation- Based on Term 4 NESA School Report - 22/11/2021

Level of Accreditation	Number of Teachers
Conditional	9
Provisional	6
Proficient Teacher	80
Highly Accomplished Teacher (Voluntary Accreditation)	0
Lead Teacher (Voluntary Accreditation)	0
Total Number of Teachers	95



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.	95
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

WORKFORCE COMPOSITION

School Staff 2021 (at Census date)	
Teaching staff	92
Full-time equivalent teaching staff	90.4
Non-teaching staff	46
Full-time equivalent non-teaching staff	39.5

Northern Beaches Christian School had no Aboriginal and Torres Strait Islander employees in 2021.



STUDENT ATTENDANCE, RETENTION AND POST-SCHOOL DESTINATIONS

Student Attendance Rates:

Year	2021 Student Attendance by Grade (%)
Kindergarten	95.8
Year 1	91.1
Year 2	92.6
Year 3	93.3
Year 4	93.0
Year 5	92.1
Year 6	93.1
Year 7	94.5
Year 8	93.7
Year 9	93.1
Year 10	93.0
Year 11	94.5
Year 12	93.9

Overall 2021 Student Attendance Rate: 93.5%

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 2021 Cohort

Of the Class of 2021, based on data provided by UAC and early offers reported by students, 84% of the year group aspired to go to university and 78% of students in the grade were successful in getting an offer to a bachelor's degree. The most popular areas for further study were society and culture, business and natural and physical sciences. 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.

Of the students that applied for university through UAC, 5% received an offer to a university diploma or undergraduate certificate instead of a bachelor's degree. It is expected that some students would have enrolled in programs via direct application to colleges, including TAFE, and this data is not included in these results.

	no. of students	%
Students in Class of 2021	119	
Number of students who applied for university	100/119	84%
Number of students who received an offer to a bachelor degree	93/119	78%
Offer success rate	93/100	93%
Non-ATAR HSC students	0	
VET students	14	12%

Early offer schemes and criteria other than ATAR	no. of students
SRS* applicants	65
Successful SRS applications	38
EAS applications	22
Macquarie Leaders and Achievers offers	39
ACU Guarantee offers	4
University of Notre Dame Young Achievers Program	5

*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.

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 Welfare

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

Summary of Student Welfare Policies	Changes in 2021	Access to Full Text
<p>'Child Protection: Staff Manual - Policy' includes, amongst other aspects:</p> <p>Child Protection requirements</p> <p>NBCS Mandatory Reporting</p> <p>Annual Training requirements</p>		<p>Staff access via Staff Portal</p> <p>Parent access via a request to Main Reception</p>
<p>'Child Protection: Statement for Parents - Policy' includes, amongst other aspects:</p> <p>NBCS commitment to Child Protection</p> <p>Related legislation</p> <p>Partnership with parents and wider community</p>		<p>Staff access via Staff Portal</p> <p>Parent access via Parent Portal (Parent/Guardian log-in required)</p>

<p>'Student Wellbeing - Policy' includes, amongst other aspects:</p> <p>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</p> <p>Students develop the skills to reflect on and positively shape their own behaviour in the context of ethical decision making</p> <p>NBCS is committed to supporting students to connect, succeed and thrive at each stage of their development and learning</p> <p>Staff have an obligation to abide by the NBCS Code of Conduct</p>		<p>Staff access via Staff Portal</p> <p>Parent access via;</p> <p>(i) Parent Portal (Parent/Guardian log-in required)</p> <p>(ii) the 'Parent Handbook' on the NBCS website, in Parent Portal (Parent/Guardian log-in required)</p> <p>(iii) a request to Main Reception</p>
<p>'Counselling - Policy' includes, amongst other aspects:</p> <p>The importance of counselling assessments at NBCS to assist in student wellbeing</p> <p>All staff have a responsibility to report concerns and to comply with the Internal Referral Process</p>		<p>Staff access via Staff Portal</p> <p>Parent access via a request to Main Reception</p>

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 2021	Access to Full Text
<p>'Student Bullying, Discrimination and Violence Management - Policy and Procedure' includes amongst other aspects:</p> <p>NBCS rejects all forms of bullying, discrimination or violent behaviour</p> <p>Provides support to the victims of these behaviours</p> <p>4-step tiered management, starting with 'preliminary warning' and ending with 'long suspension and/or termination of enrolment'.</p>		<p>Staff access via Staff Portal</p> <p>Parent access via;</p> <p>(i) Parent Portal (Parent/Guardian log-in required)</p> <p>(ii) the 'Parent Handbook' on the NBCS website, in Parent Portal (Parent/Guardian log-in required)</p> <p>(iii) a request to Main Reception</p>

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 2021	Access to Full Text
<p>'Primary Behaviour Management – Policy and Procedure' includes, amongst other aspects:</p> <p>Explanation of behaviour expectations</p> <p>Response from the School for minor, moderate and major breaches of behaviour expectations.</p>		<p>Staff access via Staff Portal</p> <p>Parent access via;</p> <p>(i) Parent Portal (Parent/Guardian log-in required)</p> <p>(ii) a request to Main Reception</p>
<p>'Secondary Behaviour Levels' includes, amongst other aspects:</p> <p>Explanation of each behavioural level</p> <p>Staff member responsible for oversight</p> <p>Communication</p> <p>Recommended review time</p> <p>Guidelines for Actions</p>		<p>Staff access via Staff Portal</p> <p>Parent access via a request to Main Reception</p>
<p>'Termination of Enrolment - Expulsion Policy' includes, amongst other aspects:</p> <p>Definition of expulsion</p> <p>Grounds for expulsion</p> <p>Procedural fairness</p> <p>A formal appeals process</p>		<p>Staff access via Staff Portal</p> <p>Parent access via a request to Main Reception</p>





Complaints and Grievances

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

Summary of Complaints Policy and Procedures	Changes in 2021	Access to Full Text
<p>'Complaint Management - Policy', 'Complaint Management for NBCS Staff - Procedure' and 'Complaint Management for the NBCS Community - Procedure', which include, amongst other aspects:</p> <p>NBCS invites feedback</p> <p>The NBCS Staff Code of Conduct serves to guide all NBCS staff behaviour</p> <p>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</p> <p>Both claimants and accused have a right to challenge decisions and to be properly informed about the basis on which decisions have been made</p> <p>Support is available to claimants</p> <p>The Respondent will be given fair consideration by the School</p>		<p>Staff access via Staff Portal</p> <p>Parent access via;</p> <p>(i) the Parent Portal (Parent/Guardian log-in required)</p> <p>(ii) a request to Main Reception</p>

PRIORITY AREAS FOR IMPROVEMENT

We continue to be shaped by our vision, Love Learning, as we embed our Values of Gratitude, Respect, Courage, and Compassion.

We work toward our goals in the following domains: Academic, Wellbeing, Christian, Co-curricular, Staff and Infrastructure. During 2021, a key priority was the interrelated nature of our Learning and Wellbeing Frameworks, and the underpinning nature of Staffing and Infrastructure in the lives and learning of our students.

We pursue and celebrate academic excellence. We recognise that it looks different for every student. We define Learning as the ability to connect the unknown to the known, thereby making sense of it. Our NBCS Learning Framework helps to define and shape the way that we do just that. It identifies clear priorities in our approach to learning.

We nurture and grow our community. We recognise that being a high achieving, low stress school means a steadfast commitment to wellbeing. We provide our students and their families with resources that help build their capacity to cope, even during difficulty, setting them up for success.

The implementation of the Learning and Wellbeing Frameworks are key to achieving our goals. They do this by creating a consistent approach, consistent language and consistent application of measures that create growth and success for students.

The ability to integrate Learning and Wellbeing has

occurred on the back of clearly delineated approaches. In doing this, we are more readily able to identify student need, in learning or wellbeing, and then more able to address it via the best or first mechanism for intervention. This has shaped our desire to reinvigorate Learning Enrichment, which fits at the intersection of Learning and Wellbeing. In 2021 we have done this in Primary, with the use of Student Data and a Response to Intervention (RTI) model that has seen improvements in student growth in literacy and numeracy individually and corporately. We have identified a need for a similar approach to take place in Secondary from 2022 and have recruited accordingly.

As we place Learning Enrichment at the nexus of Learning and Wellbeing, we aim to focus on three groups of students – those who need significant support and scaffolded assistance to access learning, those who need opportunities to expand and enrich their learning, and those who might be termed “the missing middle” whose academic performance falls well within the normal range but has been identified as being below what the data tells us they can achieve.

Having done the work of identifying strategic goals, in separate domains, we are invested in how these separate elements work best together. In this way, all we do, including our work in infrastructure and staffing, continues to support and augment learning.



INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

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.

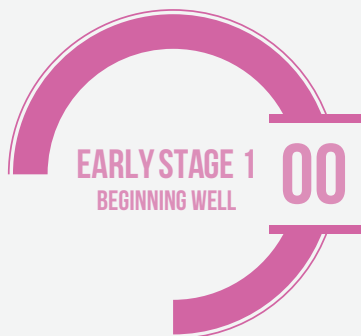
OUR GOAL

WE NURTURE AND GROW OUR COMMUNITY



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

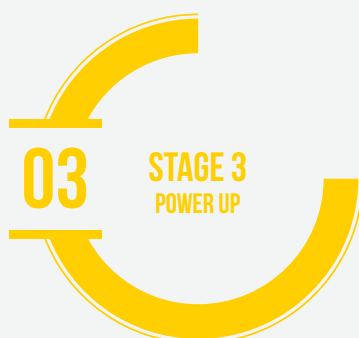


YEARS 3 AND 4 FOCUS:

- + 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

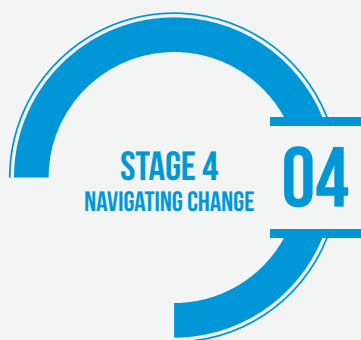


YEARS 5 AND 6 FOCUS:

- + 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

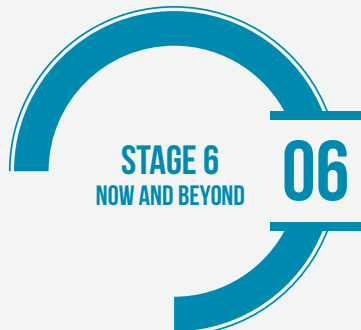


YEARS 9 AND 10 FOCUS:

- + 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 focused 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 October 2021, NBCS repeated the external survey by established third-party provider (MMG), targeting specific year groups of students and parents (Years 6,7,10,12). This reviewed satisfaction with NBCS across a range of areas, comparing results to an independent schools' benchmark (258 schools) and 2021 results. The survey result was consistent across all NBCS groups, who classified NBCS as having 'good overall health'.

Parents/Guardians (243 = 57%)

The survey reported an 'overall parent satisfaction' of 83%, a 3% overall increase on 2020 results, highlighting similar areas of strength:

- Leadership, communication, and community engagement rated as 'high' to 'very high' (80% and over)
- Communications with an upswing to 93% overall parent satisfaction
- Wellbeing Program rating overall 3% higher than other benchmarked schools
- Facilities and resources rating 9% higher than benchmarked schools, with overall satisfaction with the Academic/Learning Program meeting the independent schools' benchmark.
- Community engagement was rated overall by parents as 'very high' (80%) matching the benchmark

The percentage overall of parents who noted their expectations had been met or exceeded (in priority areas i.e. reason for original school choice) was 88% overall, with:

- School's values, Facilities and resources, Range of subjects, and Reputation rated in the 90% - 99% range.
- School Management and leadership, Focus on student wellbeing providing a safe and caring environment, Quality of teaching and Academic Standards rated in the 82- 90% range.

Parents continued to value NBCS's handling of Covid impact, and consequent school disruption (expressed both in formal survey and anecdotally, by positive parent emails received regarding management of this impact) - the Remote Learning experience meeting the Independent Schools benchmark (79%).

Parent 'most valued aspects' of NBCS were variation on similar themes to 2020:

- Quality of teachers and staff
- Safe, caring and supportive environment
- School culture and values

Additionally, in 2021:

- Academic curriculum and standards (additional theme from 2021)
- Happiness at attending school

Representative, summative Parent comments about what they valued included:

- *We value the sense of community and feel our children are supported at school in all aspects of their learning journey in a safe and nurturing environment.*
- *We chose this school for its balanced understanding of education. The sense that academic results are not the only guide of a person's individual talents or achievements. The school is so incredibly supportive of our daughter and her own individual needs.*
- *The welcoming, safe, well-equipped environment that promotes positive learning experiences.*
- *The fact that our teenage son is happy to go to school. It is not a chore for him to go. I feel that the school is a very positive place for my son.*
- *The great range of opportunities available for the kids - in terms of activities, resources, extra-curricular etc. Also, we really value the quality of communication from the school and level of logistical organisation and care taken by the school when it comes to events etc, which makes things easier for us as working parents.*

Student Satisfaction (368 = 82%)

In the external survey for Years 6,7,10 and 12, 'Overall satisfaction with time at the school' rated 'high' (77%) for all year groups surveyed and equalled the external benchmark. In the breakdown of results, benchmarks closely followed external levels, exceeding them for

- Communications
- Management and Leadership
- Facilities and Resources
- Christian Education
- Academic/Learning Program

Factors all improved on the 2020 scores, on an average of 4%; with the Year 12 and Year 7 cohorts being particularly satisfied, averaging 6%/4% increase respectively. Year 10 rated marginally under benchmarks in a few areas, highlighting the need to particularly focus on that grade as they move forward.

Bullying management matched the external benchmark.

Overall, students' 'expectations' continue to be 'exceeded' for:

- School's values
- balanced education
- facilities and resources

Teacher quality also exceeded expectations for this 2021 cohort.

Students 'most valued aspects,' included similar themes to 2020:

- Friendships and connections developed
- Academic, curriculum and standards
- Quality of teachers and staff
- School community
- Safe caring and supportive environment
- Experience at the school

Representative summative Student comments about what they valued, included:

- *The teachers are always willing to help and there is a good sense of community among different grades.*
- *The opportunities that were given to me and the things I have accomplished.*
- *The genuine care and support that my teachers have provided for both my learning and wellbeing.*
- *The sense of community between everyone in the school.*

Staff Satisfaction

A staff survey was last run in 2019 and will be repeated in 2022. In the meantime there are clear indications of staff satisfaction for 2021 year.

Staff turnover was low (4% overall). NBCS was successful at retaining 96% of teachers and appointing for all vacancies and for new roles, in a difficult climate of teacher shortage due to Covid vaccination requirements, teaching complexities and burnout from online.

To address the previous year feedback around the need to increase learning opportunities for staff, NBCS instigated Professional Learning Groups as an additional Professional development involving teachers and anecdotally providing an increase in satisfaction about that opportunity.

Comments about satisfaction around this development, captured in the 'Love Learning' internal staff magazine, included:

- *The ability to meet as a group gave us some accountability in the process, we knew that we were going to meet and talk about our findings, so we were motivated to action our goals.*
- *After our research and time in each other's lessons, we found we were able to share insight that was valuable and insightful.*
- *We have really enjoyed working with staff across the various faculties in the school. We have been able to share our ideas and experiences...It has been a very worthwhile experience to be part of a great group... that hopefully enables us to provide better education outcomes for students.*

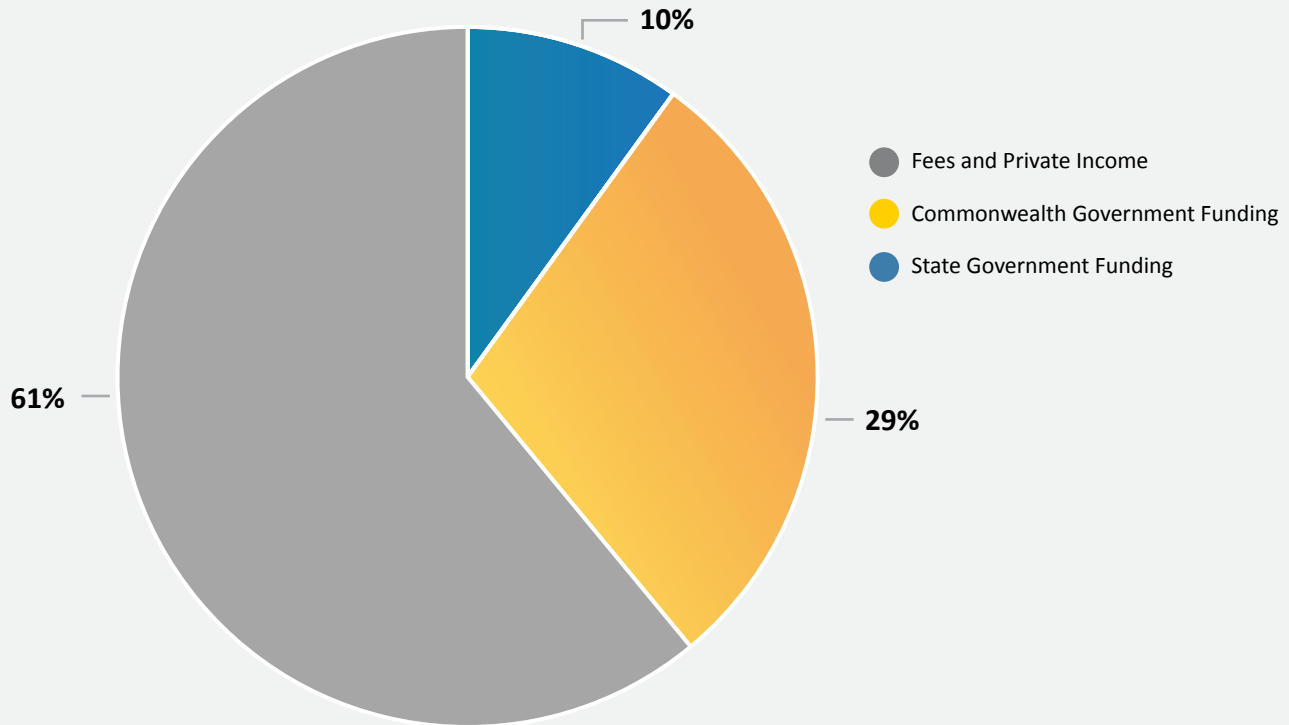
Six of our teachers received Teacher's Day Awards from the Teacher's Guild of NSW.

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

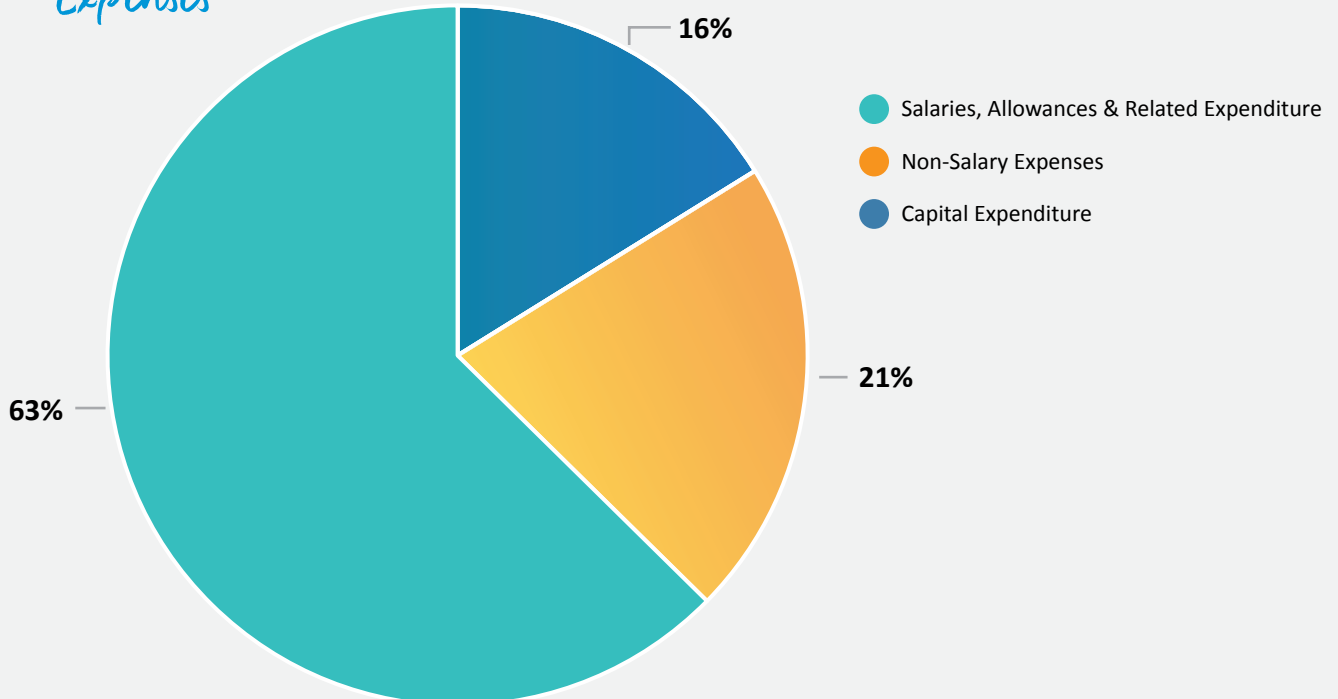
SUMMARY FINANCIAL INFORMATION

Income

NBCS receives its income from tuition fees and Government grants. The contribution of various sources to 2021 income is shown below:



Expenses





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