



NBCS 
NORTHERN BEACHES CHRISTIAN SCHOOL

Annual Report
2022

CONTENTS

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

BOARD CHAIR'S REPORT

As I reflect on the past year at Northern Beaches Christian School, the words 'stability' and 'change' come to mind. These ideas may be viewed as opposing thoughts, but the paradox is that they sit together in a comfortable tension.

In the past few years the School has embedded a range of changes which have resulted in uncertainty for some and stability for others. In a community as diverse as NBCS, some will respond more readily than others, as is reasonable to expect. As we have developed and implemented our Strategic Plan, cultural change has affected the whole school community. This change has been driven by the Board's desire to see 'excellence in education' and 'Christianity in action' as the key focus of the School. We acknowledge that change does not come without a cost and the process is not linear. However, we are very pleased with the progress that has been made in the past year. This can be measured in a variety of ways.

One of the challenges in implementing change is to ensure that the heart of the organisation is not lost. NBCS has a proud tradition of being a caring school with a desire to embrace the best educational opportunities for students. Whilst maintaining a focus on the latest developments in education, the staff, led by the senior leadership team, have worked hard to give every student the opportunity to achieve the highest academic results possible whilst maintaining care for the individual. The feedback we have received confirms that students feel supported and challenged in their learning whilst feeling valued as individuals. This is reflected in the academic results, in particular with improving HSC results, as one indicator. We were delighted to see two students gain the maximum university entrance score, but also to see many others achieve their personal best in the HSC and across the School generally.

Governance

The Board has also seen a number of changes in personnel in 2022. Four new Directors were appointed in the course of the year. We are very pleased with the breadth of talent and experience that the new Directors bring to the School. Each has a strong commitment to Christian education and see NBCS as a place where they can serve and use their expertise for the advancement of the School. We welcomed Reverend Dr Keith Garner, Mrs Kerryn Baird, Mr Kerry Gadsby and Mr Andrew Simpkin, who joined Professor Lesley Harbon and myself on the NBCS Board. We also farewelled departing Board members, Mr Gaufer Barchia, Mr Eskill Julliard, Mr Dean Robinson and Professor Emerita Rosemary Johnston, AM. We are very grateful for their service and we wish to make particular mention of Rosemary Johnston who retired as NBCS Board Chair at the end of 2022. Her dedication and commitment to the School over almost 20 years is greatly appreciated. She brought a love for learning and a deep desire for students to learn in a Christian environment. Her spiritual insights and understanding will be missed by the Board.

Infrastructure

Over the past year we have made significant improvements to the school environment to enhance the learning experience for students. Some of the classrooms have been upgraded and the outdoor areas have been revitalized and improved with new play equipment and shade. At the end of the year the Board approved the expenditure for a new STEM building which will provide state-of-the-art facilities for Science and Technology and Engineering subjects. We are excited to see the improvements to the school and the opportunities they create.

Leadership

We would like to acknowledge and thank Mr Tim Watson, our School Principal, for his leadership and vision for the School. Mr Watson has now completed four years at NBCS and with the Senior Leadership Team, has provided stability and clarity to the operation of the School. Tim has embraced the Board’s goals for NBCS as its mission and has given a clear sense of purpose to the community by creating the vision to ‘Love Learning’. This simple and powerful idea encapsulates the essence of NBCS. From this, our Strategic Plan adopted by the Board has identified the values that we share as a community. These values of gratitude, respect, courage, compassion and commitment help us live and work together effectively and provide a platform for resolving issues and growing as a community. We are very thankful for all staff who live out this vision and these values in their daily tasks and for the fine example set by Mr Watson. Their focus on learning includes the care of each individual and a desire to see each one flourish and achieve their potential. This is evidenced in academic achievement as well as in the students’ reflections on their experience at NBCS, their participation and enthusiasm in activities such as the School Musical and other programs.

In conclusion, I would like to remind us that NBCS is a school that gains its inspiration and values from the teachings of Jesus. He claims to be “the way, the truth and the life” and at NBCS we accept this claim as truth. As we reflect on his character, we can see him as one who provides stability and certainty, yet he brought about the greatest change in thinking and behaviour the world has seen. I trust we can take comfort from his example and seek his wisdom as we serve the students and community of NBCS.

We can be thankful for the year past and look forward to what we can achieve in the year ahead. We can approach a new year with hope and expectation as we continue to adapt and respond to the changing demands of our environment, knowing that the Board and the School leadership are united and committed to providing the best experience possible for all students at NBCS.

Eric Bernard
NBCS Board Chair





PRINCIPAL'S REPORT

Staying the course as we work towards our Strategic Goals

2022 saw NBCS move into the final year of its Strategic Plan and as a consequence, the development of our next Strategic Plan for the years 2023-2025. Our key considerations as we completed one and moved into our next Strategic Plan were completion, continuity, context and congruity. How much should a new Strategic Plan differ from its predecessor? What had been achieved as demonstrated in our success measures. What remained to be achieved? Building on our successes, what should we be striving for next?

Strategic planning can be a simple process made complex but should be a complex process made simple. Our process has been instructed by two straightforward ways of thinking. Firstly, where are we now, where would we like to be, and how will we get there? And secondly, can we clearly elucidate our Why, our What and our How? At heart, education is a deeply human concern. Education is about the growth of individuals and communities, it is about the process of preparing people for the future that is, by definition, unknown. It remains our belief that the best way to do that is to focus on learning. We define learning as the process by which the unknown is connected to the known and thereby incorporated into and made sense of through the expansion of the known. Learners are those who are equipped to deal with the unknown and the uncertain. They have a mechanism for doing so

via the ability to integrate new information, ideas and circumstances into schema or ways of organising knowledge or practices that make sense of the world. Our Vision, Love Learning, remains, as do our Strategic Goals.

Academic: pursuing and celebrating academic excellence

Christian: living and sharing the beauty of faith in Jesus

Wellbeing: nurturing and growing our community

Co-curricular: extending opportunities and enriching lives

Staff: shaping and engaging talented Christian staff

Infrastructure: inspiring and invigorating learning

Our key approaches and success measures change as we build on what we have achieved to date.

2022 was a year of significant success across each of our Strategic Goals. As ever, we congratulate all students on their growth as people and as learners. Our focus, as a school, is on learning, but always in the context of students as whole people, demonstrated in our specifically student-focused Academic, Christian, Wellbeing and Co-curricular domains.

At the end of 2022 we farewelled our Head of Secondary, Mrs Jenny Phillips. Mrs Phillips served the community of NBCS for more than half its existence. Her contribution to our community, its culture and its students and families, has been exceedingly valuable and indicative of her deep care. We wish her well and are delighted to welcome another long-serving member of staff, Mr Drew Dickson, into the role of Head of Secondary from 2023.

Finally, we congratulate the class of 2022 on the way that they shaped school culture and contributed to our pursuit and celebration of academic excellence. The measure of a great school culture is when students are as delighted for the success of their peers as they are of their own. The class of 2022 evinced this characteristic. We congratulate them all on their success and note with joy the achievement of an ATAR of 99.95 for two of their number, Aryan Ilkhani and Jacob Murray.

Tim Watson
Principal



In conversation with Jenny Phillips, Craig Linfoot and Julie Smith

STUDENT LEADERSHIP REPORT

Throughout both 2021 and 2022, our leadership team has worked with passion, perseverance, compassion and most importantly, has grown in its capabilities tremendously. Despite beginning our journey with the challenges of remote learning, our team has continued to drive towards fostering an enduring sense of community, and has continually encouraged the adoption of NBCS's overarching vision as a Christian school.



This team and its actions, influences and legacy was defined by a desire for service, a love of learning, a formation of relationships, a faith in God and an incredibly strong emphasis on individual character. Together, these core values have guided our team to continually work with NBCS' social, academic, and spiritual wellbeing in mind.

Our team effectively adapted to the complexities of the online environment and further succeeded in not only recovering, but permanently strengthening NBCS's school spirit and sense of community. The disruptions of COVID-19 were certainly a great challenge, but also enabled us to reconsider our preconceived approach to leadership and critically think about how meaningful relationships from student to student as well as student to teacher can be built. This core objective was immediately addressed with a fun and positively quirky *Introduction to the NBCS Leadership Team* video which achieved our goal of allowing this new team to be showcased for the first time in a light-hearted and memorable way. This video also set the tone for our commitment to engaging with the community in an online environment, which has the inherent tendency to distance relationships. Later on, a *Welcome home to NBCS* video imaginatively outlined the otherwise potentially bland announcements that accompanied a return to face-to-face learning. Our unique representation of such announcements as an airline safety video, utilising our leadership team's 'acting abilities', was received across all cohorts with overwhelming positivity, and promoted a sense of excitement for the return to the physical community.

Within our team, we have grown incredibly proud of our leaders who have pushed beyond their personal limits in order to achieve change for the betterment of our community as a whole. Each individual in the team



continually supported one another in their skills in public speaking, understanding of teamwork, situational management, communication skills, self-organisation of events and receptiveness to feedback. We prioritised opportunities to further these skills through weekly assembly speeches, spotlight on leadership workshops and in assisting various school tours with prospective parents. As a result of this focus on the skills that capture the essence of what effective leadership involves, the organisation and running of many events throughout the year by all portfolios in the team was consistently successful and saw an incredibly positive reception from the community.

Our team saw remarkable involvement in areas of service such as 'Roughtober', co-curricular events such as 'Dancing with the staff', a boosted Cru Group participation, our first Chapel Band, foundations of academic study groups, the re-starting of 'RnB Live', and so much more. Additionally, a vast number of talks were given to students over the course of the year, specific to the wellbeing needs of individual grades as we sought to promote a significant focus on mental health (particularly in response to the isolation caused by lockdown). Ultimately, we aimed to help grow the team into meaningful and valued members of society as they move beyond school, and how we interact with others to achieve a united goal. We also recognised the importance of networking and strengthening relationships with other schools in the region, and achieved so by hosting our own prefect afternoon tea, along with attending those of various other schools. Through this, our team gained a wealth of knowledge and a redefined perspective on the benefits of sharing both failures and successes in leadership strategies.

Ultimately, our greatest objective was to reshape the NBCS house system by adapting the traditional approach to all aspects of our time at school. This involves a new house-points oriented celebration of sporting, academic and co-curricular achievements in order to continue fostering a love of not only learning, but a sense of belonging and school life on the whole. Our team achieved this through the awarding of house-points for not only sporting accomplishments, but also for NBCS commendations and participation in co-curricular activities. Furthermore, our team helped to encourage and action the first school-spirit oriented events, such as the Rubik's cube competition in Term 2; held at both 7-9 and 10-12 assemblies. It is also through our team's recommendation that future Year 7 mentor teams will be organised within house groups to establish a sense of belonging to a house community right from the start of the high school journey. Overall, however, in setting this tremendous goal, our team recognised that such structural changes to the NBCS framework take an extended period of time, lasting longer than our tenure as leaders. Thus, we decided from the outset that our legacy would be in developing the foundations for this future system of houses to be passed on to future leadership teams, who we are confident will further our objective.

We recognise and are incredibly thankful for the variety of challenges and successes that have defined our leadership journey. Amidst completing the HSC, these additional leadership responsibilities have pushed us to learn how to balance our personal lives and workloads. We have grown in our critical thinking and ability to generate innovative ideas in short timeframes as we learn to prioritise different objectives and manage our time effectively.

On behalf of the 2021/2022 leadership team, we are incredibly grateful for the opportunity to serve NBCS in a lasting and meaningful capacity. It is our hope that our legacy remains to further shape the future of our school and its phenomenal community, and we look forward to leading with confidence and integrity in as many ways as possible in the coming years.

Max Hindman and Alexandra Siu

School Captains, 2021/2022

CONTEXTUAL INFORMATION ABOUT THE SCHOOL AND CHARACTERISTICS OF THE STUDENT BODY

NBCS is an independent co-educational school, for students in 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.

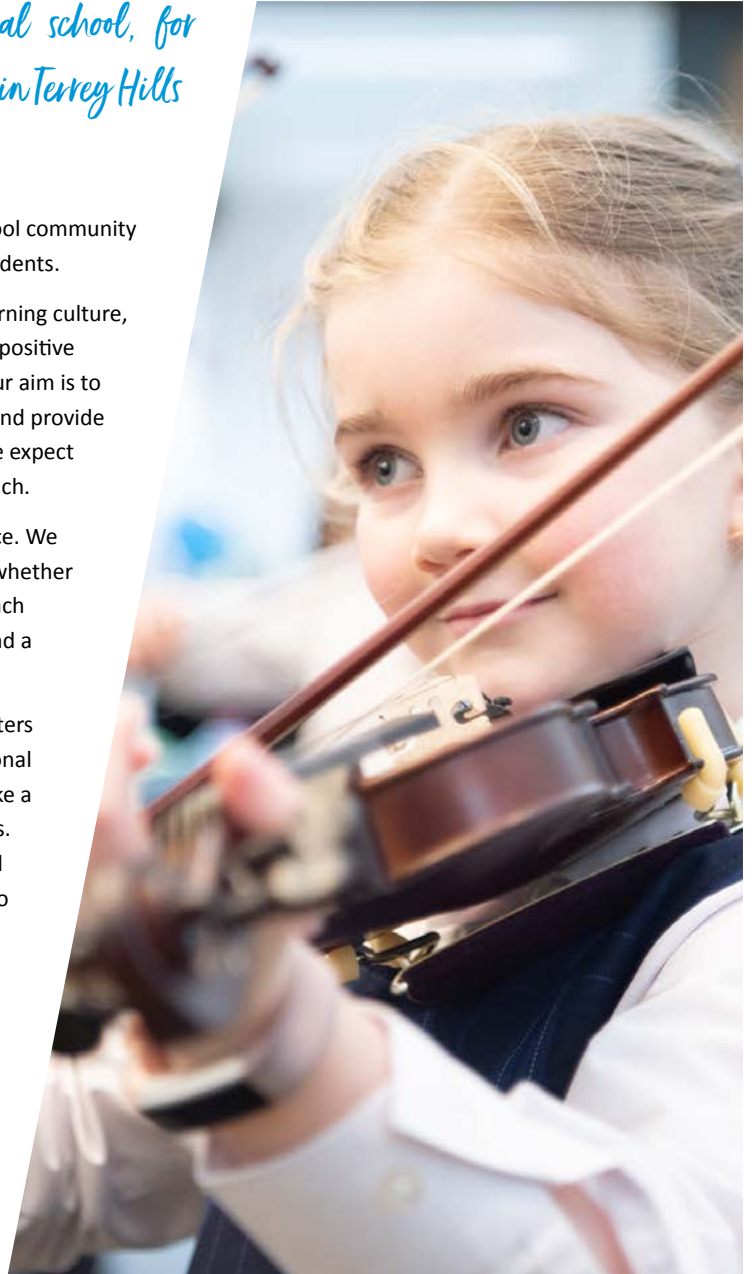
Within our world class facilities, we expect a positive learning culture, a safe, welcoming environment, wise use of technology, positive communication and a nurturing Christian community. Our aim is to offer consistent and high expectations for our students and provide them with the resources to meet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



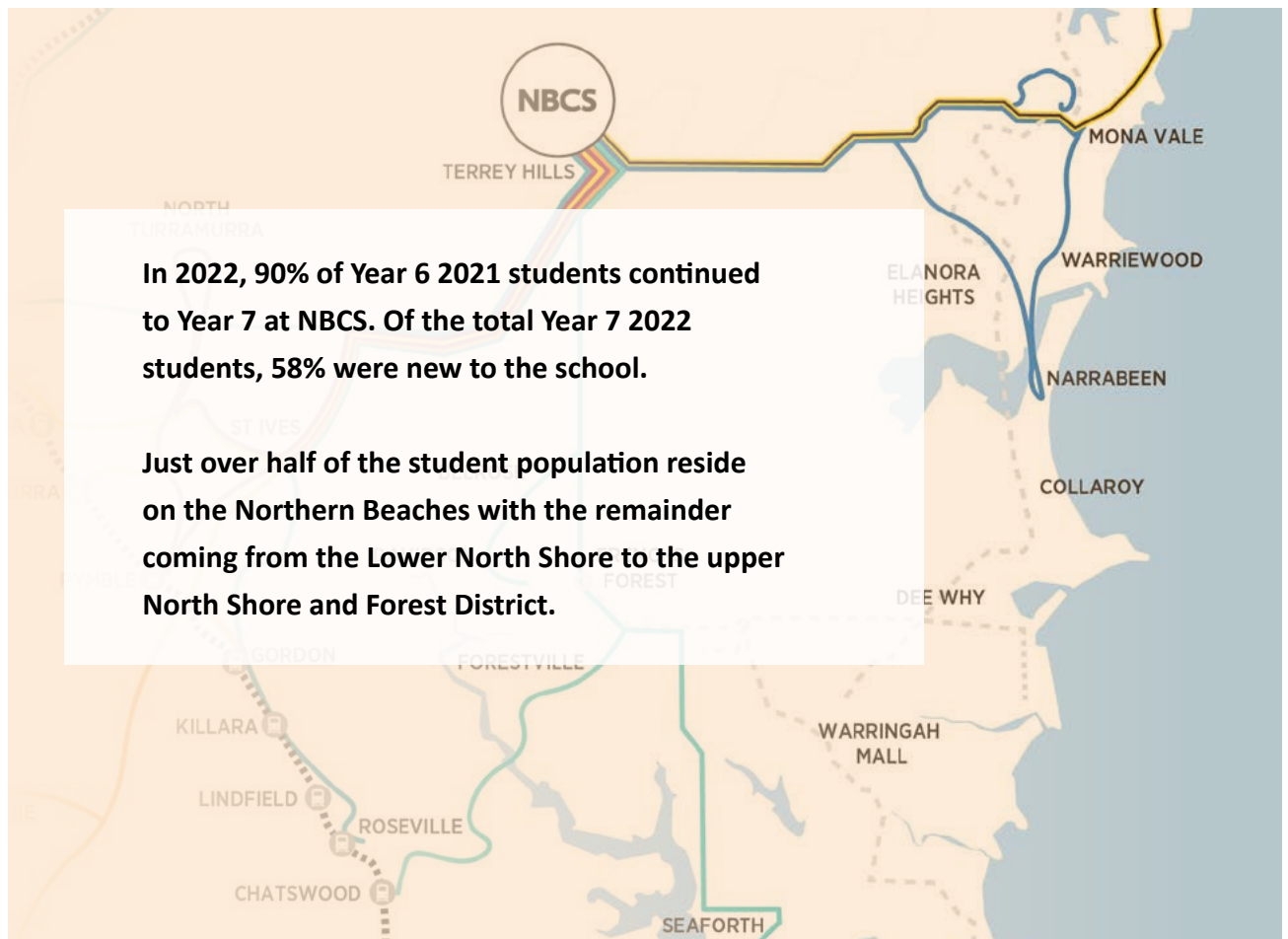
Characteristics of the Student Body

At census date in 2022 there were 1155.6 (1156) students attending NBCS. Students at NBCS come largely from English speaking families.

Student population breakdown at the Census Date 2022.

Students (Head count):

	Total
Primary Indigenous	1
Primary Visa	8
Primary Other	289
Total Primary	298
Secondary Indigenous	2
Secondary Visa	27
Secondary Other	829
Total Secondary	858
Total School Population (Head Count)	1156



STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

In 2022, students at Northern Beaches Christian School participated in NAPLAN testing at Year 3, Year 5, Year 7 and Year 9 levels.

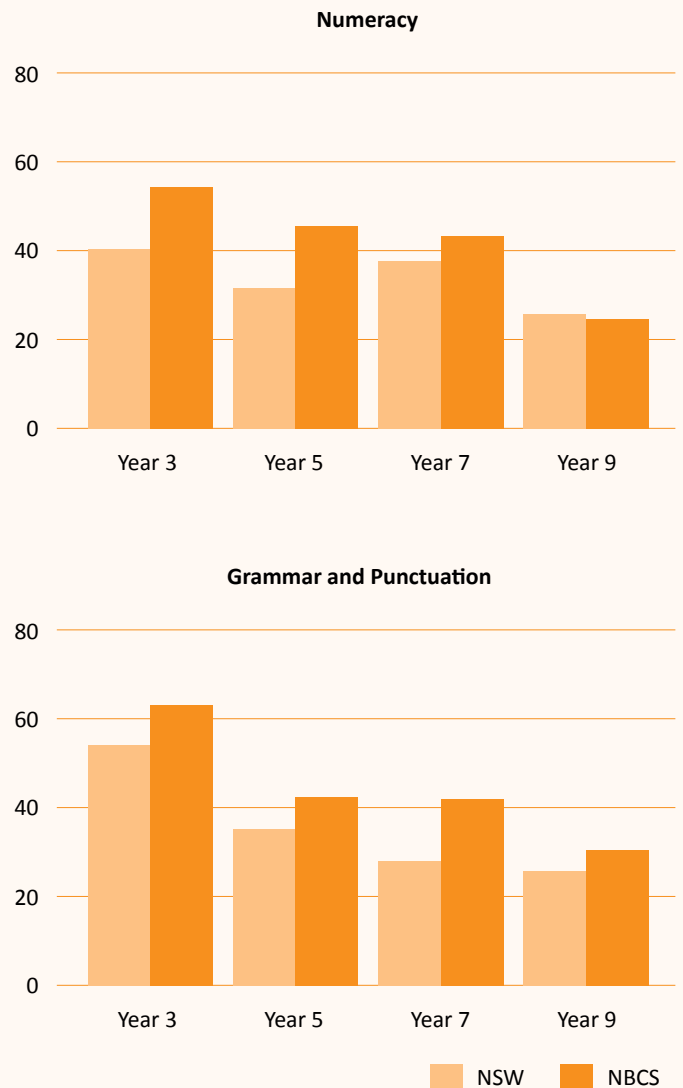
NBCS uses NAPLAN in order to assess students' learning and to compare performance against National and Regional benchmarks. NAPLAN results are also studied for the information they yield on student improvement between tests. Literacy and Numeracy are taught in accordance with the NESA syllabuses in all Stages.

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

Percentage of Students in the Top Two Bands

		NSW	NBCS
Year 3	Numeracy	39.8	53.6
Year 5	Numeracy	31.2	44.8
Year 7	Numeracy	37.1	42.7
Year 9	Numeracy	25.4	24.2
Year 3	Grammar and Punctuation	56.3	65.6
Year 5	Grammar and Punctuation	36.6	44.1
Year 7	Grammar and Punctuation	29.1	43.4
Year 9	Grammar and Punctuation	26.7	31.6
Year 3	Spelling	54.4	79.3
Year 5	Spelling	43.1	50.8
Year 7	Spelling	39.9	39.3
Year 9	Spelling	22.2	18.0
Year 3	Reading	53.9	69.0
Year 5	Reading	44.0	61.7
Year 7	Reading	30.9	40.4
Year 9	Reading	25.5	35.2
Year 3	Writing	59.7	96.0
Year 5	Writing	29.8	41.0
Year 7	Writing	29.8	42.2
Year 9	Writing	19.0	25.9

% Students in the top Two Bands



SENIOR SECONDARY OUTCOMES (STUDENT ACHIEVEMENT)

In 2022, 118 NBCS students completed the requirements to achieve the NSW Higher School Certificate. This represents 100% of the Year 12, 2022 cohort. No students requested or applied additionally for their Record of School Achievement.

The table below represents NBCS achievement for all courses in 2022, showing the percentage of students achieving scores in each band in comparison with the State. Scores are represented as follows:

Bands 5-6: represents course scores of 80-100

Bands 3-4: represents course scores of 60-79

Bands 1-2: represents course scores of 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	2022	10	30	33	70	49	0	7
	2021	14	57	34	43	45	0	21
	2020	16	50	34	50	52	0	13
	2019	6	50	36	33	48	17	15
Biology	2022	27	11	27	74	53	15	19
	2021	32	22	31	78	60	0	9
	2020	22	27	31	73	56	0	11
	2019	38	27	31	74	53	0	15
Business Studies	2022	26	31	35	69	55	0	10
	2021	43	30	36	70	51	0	13
	2020	32	53	35	47	47	0	17
	2019	48	44	33	46	50	10	16
Chemistry	2022	15	40	33	53	51	7	15
	2021	18	50	40	50	48	0	12
	2020	9	33	43	67	47	0	9
	2019	17	53	46	47	42	0	12
Design and Technology	2022	19	53	47	47	50	0	3
	2021	18	50	55	50	42	0	3
	2020	16	63	47	38	51	0	2
	2019	16	50	47	50	49	0	5
Drama	2022	15	87	58	13	40	0	1
	2021	7	43	46	57	53	0	2
	2020	9	67	47	33	50	0	2
	2019	14	43	44	57	55	0	2
Earth and Environmental Science	2022	11	73	32	27	60	0	8
	2021	5	40	28	60	59	0	13
	2020	7	71	29	29	55	0	14
	2019	7	29	31	71	55	0	14

		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
Economics	2022	5	60	49	40	44	0	7
	2021	15	20	50	80	44	0	6
	2020	13	62	51	23	40	15	9
	2019	24	50	52	50	41	0	7
Engineering Studies	2022	17	29	30	71	56	0	14
	2021	20	70	36	25	56	5	7
	2020	12	58	34	42	58	0	8
	2019	14	50	32	50	60	0	8
English Advanced	2022	72	67	67	33	32	0	1
	2021	102	61	69	39	31	0	1
	2020	64	58	63	42	36	0	1
	2019	73	59	62	41	37	0	1
English Standard	2022	41	22	15	73	72	5	12
	2021	16	0	17	100	74	0	9
	2020	31	10	11	84	77	6	11
	2019	46	7	12	87	76	7	12
Food Technology	2022	10	40	30	60	55	0	15
	2021	7	57	36	43	50	0	13
	2020	8	50	29	50	54	0	15
	2019	11	45	33	45	56	9	9
French Continuers	2022		No students in 2022					
	2021	6	50	63	33	34	17	3
	2020	3	67	64	33	33	0	3
	2019	7	43	65	57	32	0	3
Geography	2022	5	40	42	60	47	0	11
	2021	8	25	44	75	48	0	8
	2020	8	25	42	63	45	13	13
	2019	13	38	43	62	44	0	12
Industrial Technology	2022	14	0	22	100	64	0	14
Information Processes and Technology	2022	6	83	28	17	56	0	16
	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
Legal Studies	2022	19	26	41	63	43	11	16
	2021	18	56	42	44	44	0	14
	2020	9	44	39	56	49	0	18
	2019	9	78	41	22	42	0	16
Mathematics Advanced	2022	52	60	49	38	45	2	6
	2021	40	43	50	57	44	0	6
	2020	29	72	52	28	43	0	4
	2019	33	48	49	52	43	0	8

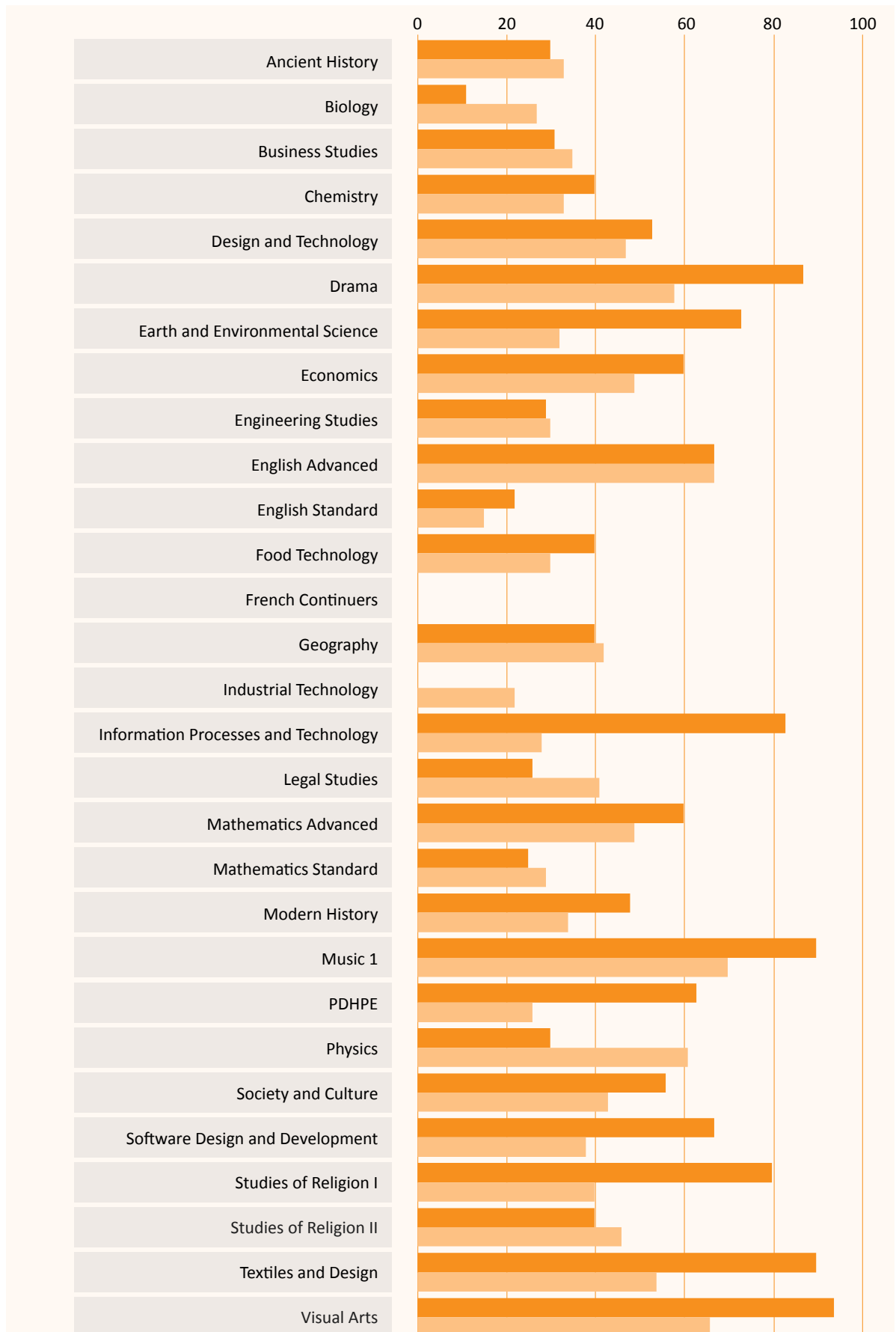
		Number of NBCS students	Bands 5-6		Bands 3-4		Bands 1-2	
			NBCS (% of total students)	NSW	NBCS (% of total students)	NSW	NBCS (% of total students)	NSW
Mathematics Standard 2	2022	69	25	29	61	52	14	19
	2021	62	26	25	60	54	15	21
	2020	57	37	25	60	50	7	24
	2019	71	33	27	61	53	6	20
Modern History	2022	29	48	34	52	54	0	12
	2021	25	52	38	40	46	8	16
	2020	13	23	37	77	47	9	15
	2019	13	51	39	46	46	0	14
Music 1	2022	10	90	70	10	28	0	2
	2021	8	88	64	12	34	0	2
	2020	9	67	64	33	34	0	2
	2019	14	79	66	21	32	0	2
PDHPE	2022	19	63	26	37	53	0	20
	2021	33	58	31	42	56	0	14
	2020	24	63	34	38	51	0	14
	2019	28	29	31	71	57	0	11
Physics	2022	20	30	61	70	45	0	12
	2021	25	40	41	60	50	0	9
	2020	15	40	40	53	45	7	14
	2019	14	57	37	43	49	0	14
Society and Culture	2022	9	56	43	44	50	0	7
	2021	8	38	45	62	48	0	6
	2020	12	83	44	17	50	0	6
	2019	13	46	44	54	49	0	6
Software Design and Development	2022	3	67	38	0	48	33	14
	2021	5	40	36	40	53	20	11
	2020	3	100	37	0	50	0	12
	2019	10	60	44	40	42	0	13
Studies of Religion I	2022	5	80	40	20	55	0	5
Studies of Religion II	2022	5	40	46	60	46	0	8
Textiles and Design	2022	10	90	54	10	39	0	6
	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	2022	17	94	66	6	33	0	1
	2021	15	80	63	20	20	0	2
	2020	6	83	65	17	33	0	2
	2019	19	95	63	5	35	0	2

Extension Courses		Number of NBCS students	E4		E3		E2		E1	
			NBCS	NSW	NBCS	NSW	NBCS	NSW	NBCS	NSW
Science Extension	2022	5	20	8	60	71	20	20	0	1
	2021	3	0	10	67	62	33	27	0	1
	2020	2	0	7	0	67	100	25	0	1
Mathematics – Extension 1	2022	20	30	35	35	39	25	20	10	6
	2021	23	13	37	35	37	52	20	0	6
	2020	9	22	38	44	36	33	20	0	5
Mathematics – Extension 2	2022	7	57	40	43	45	0	11	0	4
	2021	9	0	43	89	44	11	12	0	1
	2020	2	0	36	100	48	0	13	0	3
English – Extension 1	2022	3	67	40	33	53	0	7	0	0
	2021	10	20	41	70	53	10	6	0	0
	2020	7	29	39	71	54	0	7	0	1
English – Extension 2	2022	2	100	29	0	55	0	14	0	1
	2021	4	75	25	0	59	25	15	0	1
	2020	5	0	25	80	57	20	17	0	1
History Extension	2022	6	17	25	67	58	17	14	0	2
	2021	3	0	23	100	54	0	20	0	2
	2020	3	33	21	33	56	33	22	0	2

In 2022, 17 students obtained VET qualifications in the areas of Screen and Media, Human Services, Retail Services, Entertainment Industry and Construction. 12 students achieved a Certificate II, 4 students achieved a Certificate III and 1 student achieved a Statement of Attainment toward a Certificate II.

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:

■ NBCS (% of total students)
■ NSW (% of total students)



TEACHER LEARNING, ACCREDITATION AND QUALIFICATIONS

Teacher Learning

All teaching staff participated in Professional Development/Learning during 2022. During the year, only Elective PD Courses were run internally and covered areas related to Wellbeing, Chaplaincy, Professional Learning Groups, Mentoring and Leadership. Teachers across Primary and Secondary attended 176 external PD courses, primarily focused on 'curriculum' teaching and learning, with an increase of interest in leadership courses and a reduction of interest in technology-based courses.

NBCS offers sponsored study for teachers who are seeking to broaden and enrich their professional development in areas related to their current employment. During 2022, 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	2022
Child Protection - Mandatory Staff Training 2022	All teachers (96) x 3 hours
Youth Mental Health First Aid	Secondary Teachers (Wellbeing Team, English, Visual Arts and PDHPE Faculties) x 14 hours
PLG Leadership Training	10 Leaders x 1 hour
PLG – Primary and Secondary Staff	96 Teachers x 9 hours
Chaplaincy Training	Secondary Teachers x 4 hours
Wellbeing Training - ADHD	Secondary Teachers x 1 hour
Behaviour Management	Secondary Teachers x 1 hour
Leadership Development	Secondary HoDs and Assistant HoDs x 4 hours
Understanding Dyslexia	Secondary Teachers x 2.5 hours
Mentoring	Interested staff across Primary and Secondary x 1hour

External Professional Development

Category of course	Sub-category of course	Number of Staff Participating
Teaching and Learning	Curriculum	53
	Pedagogy	12
	Assessment	1
	Technologies	0
	Disability	3
	Co-curricular	1
	Indigenous	3
Leadership and Management		50
Careers (12 courses)		1
Wellbeing		7
NESA related	NAPLAN	1
	HSC	11
	Accreditation	4
Governance	Law	7



Teacher Accreditation

Census Date: 05/08/2022

NESA School Report: Date: 15/08/2022

Level of Accreditation	Number of Full-time Teachers
Conditional	11
Provisional	4
Proficient Teacher	78
Highly Accomplished Teacher (Voluntary Accreditation)	0
Lead Teacher (Voluntary Accreditation)	0
Total Number of Teachers (Full Time Staff)	93



Teacher Qualifications

Category	Number of Full-time 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.	93
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 2022 (at Census date)	
Teaching staff	95
Full-time equivalent teaching staff	91.05
Non-teaching staff	48
Full-time equivalent non-teaching staff	40.10

Northern Beaches Christian School had no Aboriginal and Torres Strait Islander employees in 2022.



STUDENT ATTENDANCE, RETENTION AND POST-SCHOOL DESTINATIONS

Student Attendance Rates:

Year	2022 Student Attendance by Grade (%)
Kindergarten	88.4
Year 1	90.9
Year 2	88.0
Year 3	87.7
Year 4	89.7
Year 5	89.2
Year 6	87.1
Year 7	90.9
Year 8	87.7
Year 9	88.6
Year 10	86.6
Year 11	85.2
Year 12	86.2

Overall 2022 Student Attendance Rate: 88.2%

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) (%)	
2016	99.2
2017	91
2018	95.5
2019	93.6
2020	100
2021	94
2022	89

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.

Post-School Destinations - Year 12 2022 Cohort

Of the Class of 2022, based on data provided by UAC and early offers reported by students, 73% of the year group aspired to go to university and 71% of students in the grade were successful in getting an offer to a bachelor's degree. The most popular areas for further study were management and commerce, natural and physical sciences, and society and culture. 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, 2% 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 2022	113	
Number of students who applied for university	83/113	73%
Number of students in the grade who received an offer to a university degree	80/113	71%
Offer success rate	80/83	96%
Non-ATAR HSC students	0	
VET students	17	15%

Early offer schemes and criteria other than ATAR	No. of students
SRS* applicants	61
Successful SRS applications	37
EAS applications	22
Macquarie Leaders and Achievers offers	19
ACU Guarantee offers	10
University of Notre Dame Young Achievers Program	unknown

*SRS = School Recommendation Scheme

ENROLMENT POLICY

Context

1. Northern Beaches Christian School (NBCS - the School) is a comprehensive co-educational K-12 independent 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, 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 2022	Access to Full Text
<p>'Child Protection: Staff Manual - Policy' includes, amongst other aspects:</p> <ul style="list-style-type: none"> Child Protection requirements NBCS Mandatory Reporting Annual Training requirements 	<p>Policy rewritten to ensure compliance to legislation and improve NBCS systems.</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> <ul style="list-style-type: none"> NBCS commitment to Child Protection Related legislation Partnership with parents and wider community 	<p>Statement rewritten to ensure compliance to legislation and improve NBCS systems.</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>Welfare Levels updated</p>	<p>Staff access via Staff Portal</p> <p>Parent access via;</p> <p>(i) Parent Portal (<i>Parent/Guardian log-in required</i>)</p> <p>(ii) the 'Parent Handbook' on the NBCS website, in Parent Portal (<i>Parent/Guardian log-in required</i>)</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>Counselling 'intake form' updated.</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 2022	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>Policy rewritten to ensure compliance to legislation and improve NBCS systems.</p>	<p>Staff access via Staff Portal</p> <p>Parent access via;</p> <p>(i) Parent Portal (<i>Parent/Guardian log-in required</i>)</p> <p>(ii) the 'Parent Handbook' on the NBCS website, in Parent Portal (<i>Parent/Guardian log-in required</i>)</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 2022	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>



Recently completed Primary Playground



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 2022	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>Policy rewritten to ensure compliance to legislation and improve NBCS systems.</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

At the heart of education is character, effort, and learning. In our work to keep these elements central to all our endeavours, our focus areas have not changed in 2022, and we have refined them as we think into the next three years of our Strategic Plan. Noted below are two areas of success in 2022 that we are keen to continue to develop and enrich to enable students to maximise their capacity within our community. We aim to do this through the following strategies to achieve the success measures outlined below.

Academic

Pursuing and celebrating academic success

Key Strategies

1. Develop and enrich student learning in literacy and numeracy through consistent approaches and a clear continuum of core skills.
2. Use evidence-informed principles of explicit teaching and differentiated instruction to create meaningful, challenging learning experiences for all students.
3. Coordinate curriculum design and learning, connecting programming, feedback, and assessment to develop and deepen knowledge, understanding, and skills.

Coordinate academic data to provide ongoing, meaningful feedback to track and review student progress against relevant goals.

Success Measures

- A clear progression of development regarding core literacy and numeracy skills demonstrated at a classroom and program level.
- Academic growth for all students in core skill and subject areas at the student, course and school level based on relevant internal and external assessments, tests, and observations.
- Academic feedback and progress data is readily available to teachers, students, and parents.

Wellbeing

Nurturing and growing our community

Key Strategies

4. Embed the NBCS K-12 Wellbeing Framework.
5. Using effective communication, grow a shared understanding of NBCS values to support culture, student wellbeing and behaviour.
6. Implement effective professional learning to equip staff in supporting wellbeing.
7. Foster parent engagement through events that support students and families.
8. Develop and initiate programs that allow students to serve others and develop a clear sense of purpose and belonging.

Success Measures

- Evidence of activities implemented as documented.
- Improved wellbeing and behaviour of students demonstrated in data.
- Values spoken to and embodied by NBCS students and staff.
- Cultural change evident through data, including uniform adherence and stakeholder surveys.
- Relevant staff to be trained in Youth Mental Health First Aid.
- Training for staff on wellbeing and behaviour strategies.
- Increased attendance at events.
- Positive parent feedback.
- Implementation of a range of effective service programs.

The way in which we do this is captured in our values below. Our values reflect who we are and help determine approaches that will help our community flourish. These values shape how we relate, guide our strategy and our decision-making.

Gratitude, Respect, Courage, Compassion, Commitment

From 2020, our school values have been Gratitude, Respect, Courage and Compassion. In 2022, we decided to add Commitment to our values as a mechanism to ensure that as a community we do what we say, and we work hard to achieve the goals that we set. We look forward to the impact of our growing focus on commitment, alongside our other values, in 2023. Our values are a touchstone and point of regular reference in classrooms, assemblies and chapel.

Commitment

We are willing to work hard and give our best whatever we do. Commitment is the ability to see things through, to be people of our word, committed, reliable, diligent, and engaged, knowing that effort and application matter.

Whatever you do, work at it with all your heart, as working for the Lord. Colossians 3:23

INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

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

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



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.

OUR GOAL WE NURTURE AND GROW OUR COMMUNITY



The Wellbeing Framework:

The Wellbeing Framework is an intentional and cohesive journey mapped out for K-12 students. We recognise that being a high performing, low stress school means a steadfast commitment to wellbeing. We aim to provide our students and their families 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 our students to ignite a love for learning in all domains.

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

WELLBEING 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

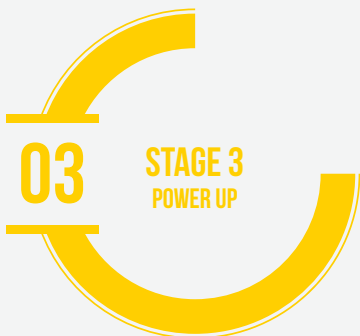


YEARS 3 AND 4 FOCUS:

- + 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

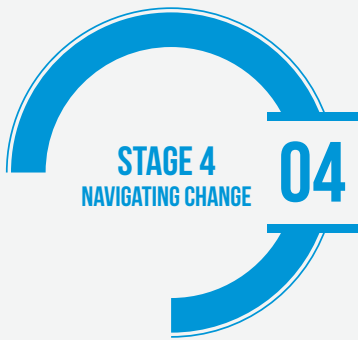


YEARS 5 AND 6 FOCUS:

- + 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

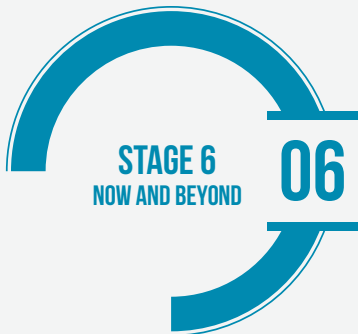


YEARS 9 AND 10 FOCUS:

- + 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

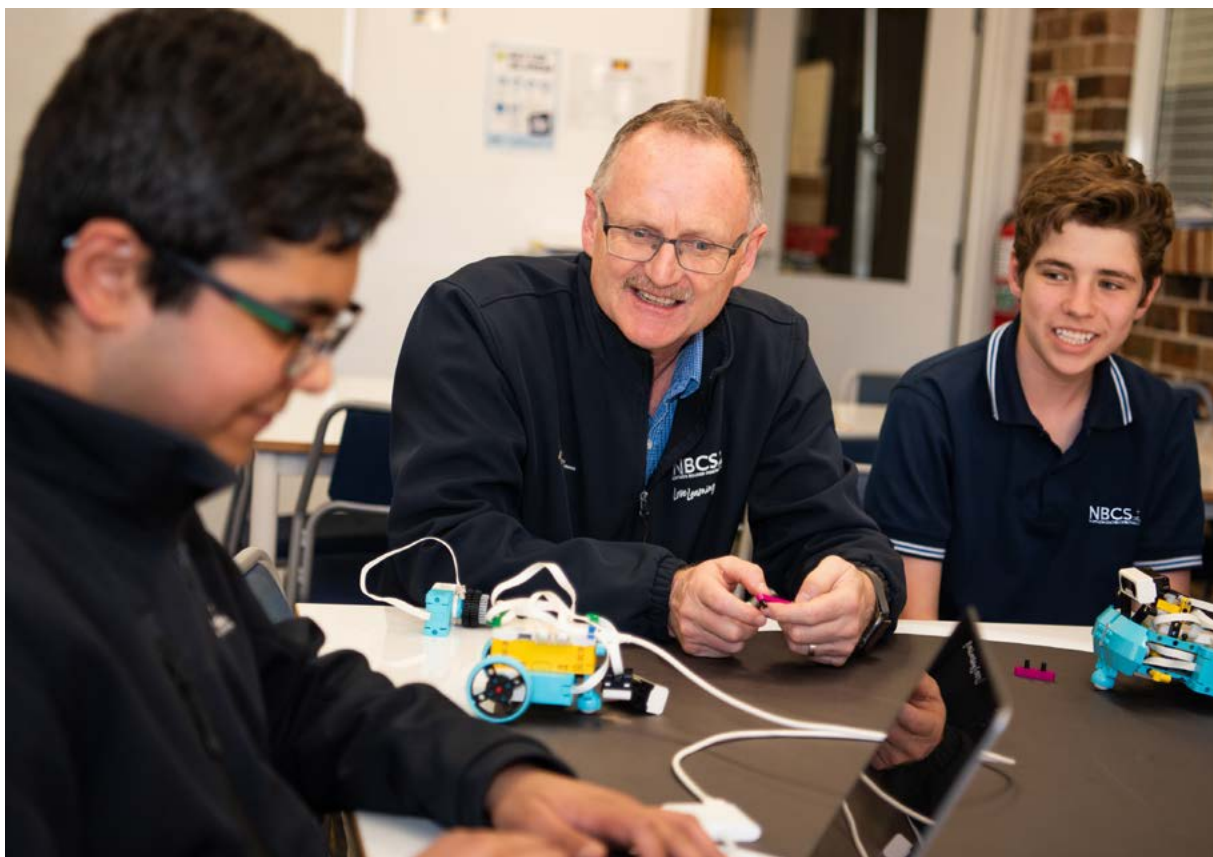
The creation and implementation of the Learning and Wellbeing Framework are key strategies in achieving our goals through creating a consistent language of learning and wellbeing, and consistent application of measures that create success and growth for students.

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 August 2022, NBCS repeated the extensive external survey by established third-party provider (MMG), targeting specific year groups of students and parents (Years 1, 6, 7, 12) and staff. 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 (217 = 48%)

The survey reported an ‘overall parent satisfaction’ of 81%, noting ‘very high’ scores for 8 of the 12 areas:

- Leadership, communication, and community engagement, facilities and resources, clubs/activities, Affinity, Wellbeing program, Overall satisfaction

And ‘high’ for the remaining 4 areas:

- Academic Program, Co-curricular sport, Christian Education and Reputation

The percentage overall of parents who noted their expectations had been met or exceeded (in 5 priority areas i.e. reason for original school choice):

- quality of teaching - 85%
- student wellbeing - 93%
- a balanced education - 96%
- quality education at reasonable expense - 89%
- the School’s values - 97%

Parents’ ‘most valued aspects’ of NBCS were a variation on similar themes to earlier years:

- Quality of teachers and staff
- Safe, caring and supportive environment
- School community, culture and values
- Wellbeing provided by the child

Representative, summative Parent comments, included:

Great values lived out by teachers and staff. Great communication with home. Respectful and positive interactions.

Pastoral care and the passion shown by the teachers; this has been massive for us as a family. Having teachers that don’t give up on their pupils is so important.

The well-balanced education my son has received, the personal care and support of his teachers, the extra

information nights and resources offered to parents, the Christian values modelled and the foundation of these values to guide the leaders and direction of the school.

Child is very happy at school, has great friends, and is doing well academically.

Whilst pleased with the results, the focus will continue to be an ongoing pursuit for academic excellence, aspects of learning support and aspects of the co-curricular sports program.

Student Satisfaction (418 = 81%)

In the external survey for Years 6, 7, 10 and 12, ‘Overall satisfaction with time at the school’ rated similarly to last year as ‘high’ (71%) for all year groups - very close to the survey Co-ed school benchmark, with students noting a ‘very high’ score for 1 of the key 11 areas – Facilities, high scores for 5 areas including Academic Program, Management/Leadership, Communications, Clubs/Activities, Sports and ‘moderate’ for the 4 remaining areas of Wellbeing Program, Affinity, Wellbeing and Reputation. The score suggests that from a student perspective, the School is in ‘good’ overall health.

Of particular note was the Year 10 satisfaction which had improved on the majority of measurements.

Year 12 ratings were up on where they were as a cohort in Year 10.

Overall, students’ ‘expectations met/exceeded’ is ‘very high’, an increase of 2% on 2021 results and just shy of the benchmark (by 2%). They continue to be ‘exceeded’ for:

- Quality of teaching (87%)
- School’s values (85%)
- balanced education (83%)
- facilities and resources (95%).

Students' 'most valued aspects,' included similar themes to 2021:

- Friendships and connections developed
- Academic, curriculum and standards
- Quality of teachers and staff
- School community

Additionally in 2022:

- Sports Program (additional theme in 2022)
- Facilities and resources
- Opportunities provided
- Personal growth, development and achievements

Representative summative student comments about what they valued, included:

Friendships and relationships with teachers that boost my motivation, mood and drive for academics.

The school has given me a solid basis that has allowed for personal and moral growth. The support services are good and there are some really valuable teachers at the school who are truly involved in student life.

Most teachers are also very understanding and will do anything in their power to help and support you to make learning a good experience. I also love how when you arrive at school the Principal is always there greeting you in the mornings, it shows he cares and is willing to get to know students of NBCS. The teachers are always so friendly and easy to have a conversation with if you see them at lunch or recess.

Also of particular note, two students achieved a 99.95% ATAR when only one is a rare and significant achievement in a school, which indicates that conditions facilitate high academic achievement.

Staff Satisfaction

The external and independent staff survey was repeated in 2022, with summary points below:

- Across campus the staff rating for all NBCS factors was in the 'Very High' category with Overall Satisfaction rating as 84%, positioning the School as being in 'very good health' relative to the Independent Schools benchmark – this included Management and Leadership, Facilities and Resources, Affinity, Academic Program, Christian Education
- There was a significant increase in satisfaction from earlier surveys, with staff noting increases in 8 out of the 9 areas (average of 6%). Facilities and Resources already rated highly in previous surveys hence showing no increase in 2022
- For staff-related aspects only, the scores suggested that overall the School is in 'good' health for staff (rating 79% c.f. 80% benchmark). Leadership support rated in the 'very high' area, as did Climate and Culture, Goal Congruence and Staff Attitude. Continued focus remains on Staff Wellbeing (rated 'high') and Professional Learning and Development ('moderate')
- Onboarding and induction rated 'very high' and significantly above the benchmark. New staff continue to comment on the collegial support they receive and appreciate, including belonging to a strong Christian community.

- the Net Promoter score in the external survey ('high') showed willingness of staff to recommend NBCS to their network.

Whilst teacher turnover post Covid-19 was higher than the particularly low 2021 experience, NBCS was successful at appointing quality staff to vacancies and for newly created roles, in a difficult industry climate of teacher shortages, teaching complexities and burnout from running a virtual classroom, avoiding the scenario of other schools that needed to collapse classes to cope. This continues to be in part from current staff affinity, recommending NBCS to potential colleagues.

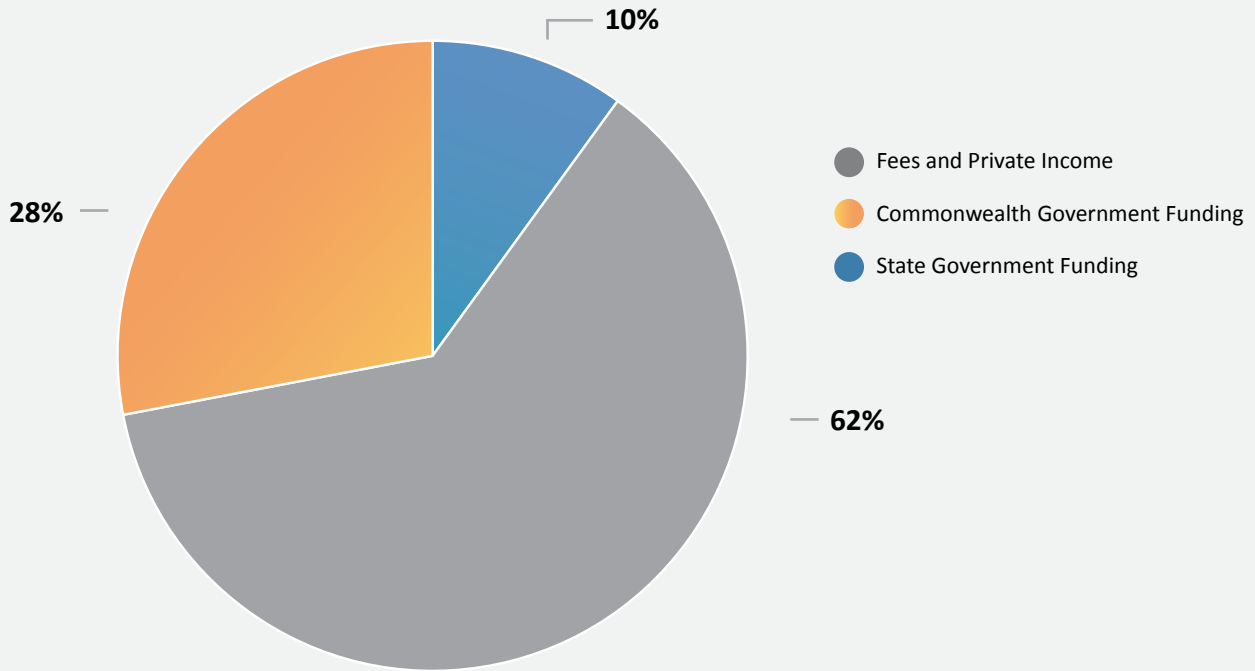
NBCS has continued with offering teachers a broad range of Professional Development opportunities each term and some staff have attended leadership training. Study support has seen a number of staff take on and attain Masters degrees. Professional Learning Groups continue to provide worthwhile collegial Professional Development and interaction. In 2022 the professional learning focus was literacy and staff shared and developed pedagogic practice. One comment, captured in the 'Love Learning' internal staff magazine, included:

"It has been incredible to see such sharing and connection across departments, teams and stages, with high level professional conversations taking place in all groups."

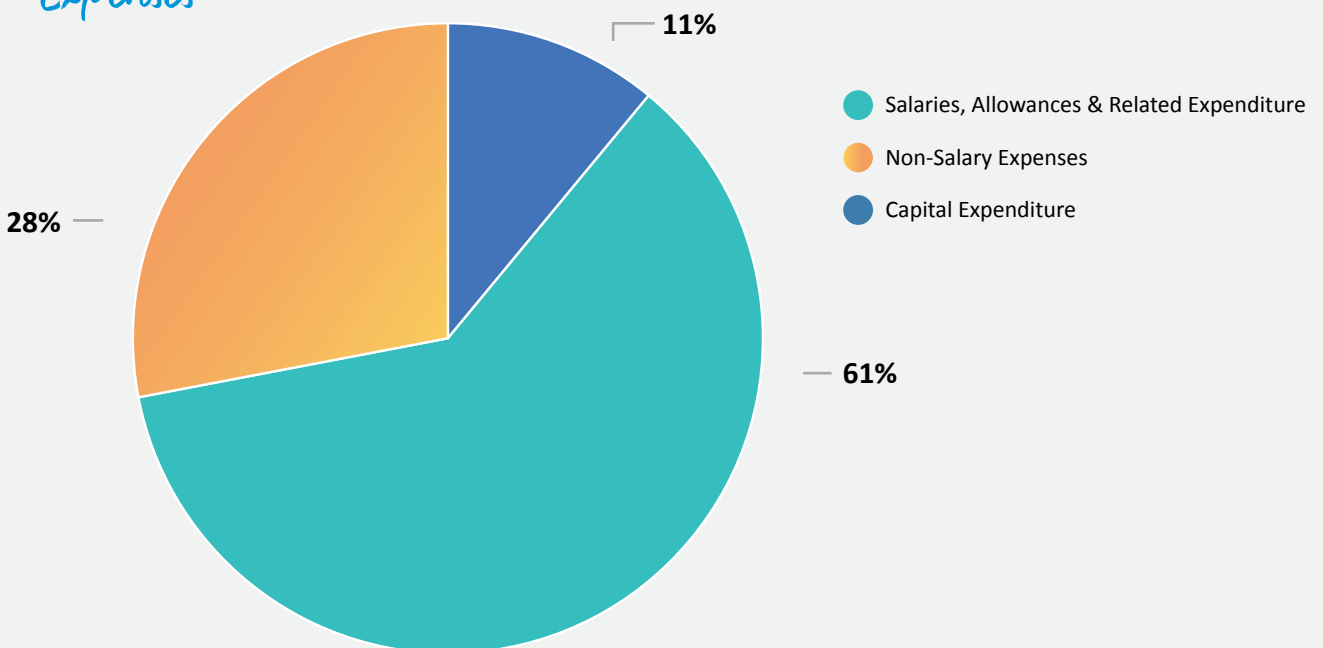
SUMMARY FINANCIAL INFORMATION

Income

NBCS receives its income from tuition fees and Government grants. The contribution of various sources to 2022 income is shown below:




Expenses



NBCS

NORTHERN BEACHES CHRISTIAN SCHOOL

 (02) 9450 1311

 nbc@nbc.nsw.edu.au

 1 Echungo Road, Terrey Hills

 www.nbc.nsw.edu.au

ABN 25 002 024 839