

# *Annual Report 2008*

Northern Beaches Christian School

Excellence in Education, Christianity in Action





# Annual Report 2008

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## **NBCS Annual Report 2008**

### **Mission Statement**

The school's mission statement:

**Excellence in education, Christianity in action.**

### **1. Message from key bodies**

#### **NBCS Board of Directors – Peter King, Chairman**

NBCS grows from strength to strength. The Board's key role is to provide the strategic direction that will help shape all other activity. In 2008, a substantial building project was commenced that will help provide the physical resources for a school over 1000 students. The Board has kept its focus on four key aspects of the school's operation:

- ensuring stable governance supports the school's operation
- ensuring that the Christian ethos of the school remains consistent and sharp
- ensuring that the school's academic mission is supported at every level
- ensuring that NBCS has its place as a leader in educational excellence and change, as it seeks to provide education for what will be a very different century

The Board views the work of the School's research and development unit – the Sydney Centre for Innovation in Learning, as being highly significant in the development of teaching and learning paradigms more suited to the 21<sup>st</sup> century.

#### **NBCS 2008 P & F (as contributed by 2009 Co-Presidents, David & Jenny Austin)**

The P & F was highly active throughout 2008. Apart from its scheduled meetings throughout the year, parent involvement throughout the life of the school has grown further in the last year.

#### **Highlights**

- Over 150 parents attended training workshops for volunteer work within the school
- P & F leadership unites parent activity with the school's mission and vision
- Many parents attended parenting workshops on topics including:
  - Internet safety
  - Parenting teenagers

The remaining stock of the 2007 P&F organized *Northern Beaches Cooks* ([www.northernbeachescooks.com.au](http://www.northernbeachescooks.com.au)) sold out early in 2008. The entire project was testament to a highly creative way to support the school and help the community at the same time.

An 'ice breaker' evening provided an excellent opportunity for new parents to connect with the wider school parent body.

The P & F very much support NBCS as it seeks to balance the intertwined goals of strengthening academic attainment of all students, as well as developing the perspective of a new generation as they seek to live out *Christianity in action*. The P & F are always keen to welcome anyone who can make the time to attend any of the meetings.

#### **Student Leadership – Sam Williams and Clara McCrindle on behalf of the leadership team**

With the introduced leadership changeover period, the newly appointed year 11 leadership team took the reins earlier in the year than it had previously been done. This enabled the outgoing team to focus more on their studies, and allowed for the outgoing captains to mentor the new captains into their roles. With such an active interest for leadership from within the grade, an enthusiastic team was formed, part of which was an avid Student Representative Council. Their aim was to improve student relations, learning and the environment. This was developed with the implementation of a school-wide and student directed online

forum as well as paper recycling in all secondary computer rooms. With a high percentage of the student leadership team also part of the Mission Cambodia team one of the main areas of focus was fundraising for the 2008 trip in September. This included many cake stalls and barbecues and special events like Exo-Day. Overall, \$29,800 was raised which was used to buy rice, restock the medical clinic and purchase a piece of land in Cambodia.

There was a greater school wide focus on leadership, particularly within year nine and ten, aiming to develop leadership skills and prepare students for senior leadership.

With the induction of the leadership team occurring earlier in the year, it gave them the opportunity to be more active within the school. As this will occur in 2009, the current team will be able to mentor the 2009 group, ensuring a dynamic, involved and functional leadership team.

## **2. Introduction: 2008 Overview**

NBCS is fully registered and accredited by the NSW Board of Studies and offers courses from Kindergarten to Year 12 leading to the award of the School Certificate and Higher School Certificate. NBCS also operates a Pre School on campus, registered through DOCS.

### **2008 – a transformational journey**

In multiple ways, 2008 has been a year of transformations:

- Progressive physical transformation of the site
- Progressive transformation in expectations – NBCS is constantly striving toward setting and attaining higher outcomes
- Progressive transformation of academic programs, with a focus on greater personal challenge and independent learning
- Progressive transformation of lives as students are encouraged to excellence in all their endeavours: academic and co-curricula; pastoral and spiritual

As Principal I am keenly aware that our recurrent focus as a leadership team, day in, day out, is on building the NBCS community. That growth is focused as much on staff professional development, as it is on student growth. Strong personal growth goes well beyond the straightforward academic focus of a lesson – it is as much about character development, as it is about setting higher goals and achieving them. In 2008 I have observed outstanding growth in some key areas that I would like to briefly highlight – and I acknowledge, these are from a Principal’s perspective:

- a. NBCS has had several outstanding senior secondary student leaders over many years. If it is at all possible, I believe the 2007/2008 school captains provided a level of role model leadership that in some way managed to shine above all others. Collectively they have set an incredibly high benchmark, having themselves soaked in the example of excellence in student leadership over the last few years of their experience as students in the school. It is also very encouraging to watch the new 2008/2009 team rise to the challenge of public leadership, while balancing the demands of everyday school life.
- b. On the academic front, 2008 has been a year of significant growth. NBCS continues to be very highly regarded by other schools for its work in Languages teaching and in 2008 another program has grown that is now attracting the attention of many other schools – the middle years *Global Learning Village* and more specifically the integrated matrix program. The Matrix combines the key elements of Gardner’s multiple intelligences theory with Bloom’s taxonomy of higher order thinking skills, in an individually motivating structure that grows independent learning habits while developing problem solving skills.

- c. Also – and something we are very much looking forward to, much of the new SCIL building functionality – a major part of the current building program – has been conceived around supporting integrated independent learning work in the upper primary years through to the middle years.
- d. 2008 has seen significant work undertaken - and achieved - as we head towards the implementation K – 12 of our *personalised learning* agenda. At this stage, it is not unlike placing key components of a jigsaw puzzle into place with the corners and edges well in position and we now metaphorically embark upon filling in all the pieces of a complex puzzle. One corner piece of the *personalised learning* agenda – and a highly challenging one to set in place in the NSW context (for lack of other strong exemplar) – is establishing an effective integrated software solution that can draw down assessment data for every child on a continuous basis. We have recently made a decision that will move us significantly ahead in this area, guided by a clear understanding of the applied use of data as a means of strengthening academic goal setting and concurrent attainment in the UK and US. Another aspect of the *personalised learning* agenda, has been the creation of a framework, based on an understanding of global ‘best practice’, that will steer the applied use of data in order to raise achievement at both student and staff levels. The Raising Achievement Framework was developed in July 2008 and it is being used to guide the pathway to even higher standards.
- e. 2008 saw the largest group of NBCS graduates gain entry to university courses – both as a percentage of the grade and as a straight number. This outcome would no doubt be linked to a focus on not only the higher end of the senior grades, but more importantly, a shift upwards in expectations of students across the broad spectrum of the final years of schooling. This saw an observable movement upward in the number of students attaining UAI outcomes sufficient to gain entry into university courses – not just at the high end, but from the middle ground of the grade. As well, this movement was reflected in NBCS attaining top level Macquarie University ‘Partner School’ status based on the percentage of NBCS graduates gaining entry into Macquarie University.
- f. Through the work of SCIL, NBCS is now established as an extremely well regarded provider of online courses to students in Years 11 and 12. From 2008 it has been possible for NBCS to offer a complete HSC program online. The online course program though is not aimed at this end – rather the opening up of course options through new technologies in a manner where the quality of course delivery, as well as the quality of student attainment is closely monitored and promoted. NBCS would appear to be the first individual school in NSW to be offering a full suite of courses online and in 2009 there are over 40 courses offered. One outstanding outcome of this project is the ability of NBCS students to draw from the inspiration of an active online class environment, where their classmates are comprised of highly motivated students wishing to undertake studies in particular subjects otherwise not offered to them. NBCS students can choose to take subjects in face-to-face mode, blended delivery mode or as fully distance-delivery courses. It is interesting to note that in just three years over a third of NBCS Year 11 students are choosing to undertake study in at least one online course.
- g. One school offering online courses through SCIL, Northholm Grammar - in Sydney’s northwest, recently made the following observation in a college publication: *‘Our partnership with SCIL is based on a confidence that the development and delivery of courses to our students occurs with the [necessary] ingredients in place. SCIL are indeed international frontrunners in the development, delivery and distribution of online learning in schools. Their staff are trained and experienced classroom teachers and interact more frequently and directly with the students in their ‘class’ than is possible through traditional distance education courses’.*
- h. A workshop held in June 2008 saw the creation of a roadmap to guide the school’s work, as it seeks to fulfil the *Christianity in action* component of its mission statement. While it is the expectation of the community that Christian perspectives integrate with all learning taking place, just as a Christian worldview should permeate and typify all of our lives, the NBCS executive were aware that it would be

highly timely to vision where we would like to be in relation to *Christianity in action* in five years time – and to then scope a journey to that point by creating a roadmap that will help guide us to that point. The resulting roadmap is an outstanding document – and already many other schools have asked for a copy of the template to help inspire and guide their work.

- i. Continued strength in state or nation-wide compulsory testing – in both numeracy and literacy and across the assessment spectrum – Years 3, 5, 7, 9 (NAPLAN), Year 10 (School Certificate) and Year 12 (HSC). NBCS continues to demonstrate outcomes at above state or national average levels in all areas of academic endeavour. With the advent of Year 9 national testing for the first time in 2008, it will now be possible to more intentionally track a student’s learning trajectory from Year 3 upwards – and as a result hopefully more specifically inspire individual effort as students seek to attain individualised goals and also more accurately track the attainment of those goals in shorter and recurrent assessment periods.
- j. 2008 saw its first sports tour with separate itineraries over two weeks involving boys and girls. Students enjoyed the competition of some very sports-focused schools from the Gold Coast and hinterland – and in many areas, came out on top in the final scores. But it wasn’t for the outstanding tally board that I nominate the students – it was for the obvious growth in personal character and sportsmanship evident before, during and after the tour. Special congratulations to the sports’ team leaders – and the student tour leaders – for their work in establishing a high benchmark and expectation of team behaviour, especially so in an Australian context when so many of our sporting leaders stumble.
- k. Thirdly, in this context of recognising excellence, I’d like to highlight the 2008 Mission Cambodia team. To say that they came back transformed would be an understatement. The challenging personal journeys that each team member traversed was highly evident as they have shared their passion for service and the possibility for student action to impact communities removed from NSW experience. The students have built on the experience of NBCS mission trips in previous years, to embed a passage that will continue to provide an outstanding opportunity for students in years to come.
- l. It would be remiss for me to not highlight an outstanding community event that occurred toward the end of the school year. Students in Years 5 and 6 (Stage 3) were involved in a *Business for Mission* program where they were challenged to conceive and grow mini-enterprises as a way of earning income that in turn would be donated to third world development projects – through the Australian-based TEAR fund. TEAR money provides grass roots support in third world contexts enabling the localized development of micro-economic projects as a result of improved access to water, health and education services, along with money to purchase goats or other potentially income producing animals. Inspired by this lofty goal, students from across the five Stage 3 classes grew their own enterprises, culminating in an open market day where their goods were up for sale in a competitive – but friendly – marketplace. Amazingly, the ingenuity of the students raised around \$4,500 for TEAR fund. An outstanding outcome in terms of individual character growth, an academic understanding of micro-finance projects, as well as the fundraising achieved.

Having highlighted these areas, as Principal I am also very aware that the focus of our work needs to remain on constant improvement. In 2008 three new strategies were introduced – and all three have helped advance our journey toward *excellence in education*:

- i. *Learning Walks*: a learning walk is a strategy to take a ‘litmus test’ of an area of operation. In 2008 a team assessed the quality and consistency of student bookwork from Years 4 – 12, teacher expectations of student bookwork and the quality of teacher feedback to students, with a view to establishing a statement outlining consistent standards and expectations of student bookwork, as well as expectations of teacher feedback. That statement will be published at the start of 2009 and used to

guide expectations from then on. In 2009, the first *learning walk* will focus on reviewing assessment schedules and assessment tasks in Years 4 - 12.

- ii. *Faculty scrutinies*: a faculty scrutiny involves drilling into the operation of a particular faculty from every angle – executive appraisal, teacher experience, student feedback and parent perspective. A faculty scrutiny will in turn lead to establishing new strategies, expectations, goals and mission for that faculty as a result of the process. In 2008, the global cyclic registration process itself provided a high level of feedback on individual faculties for the executive – and all were given a high assessment from the observing external assessors. However, aside from that assessment, I recognise that there is still a challenge to be met in ensuring that the quality of teaching is consistent across classes and grades. That is where conducting a *faculty scrutiny* will provide a highly practical process to help achieve a higher consistency of quality lesson delivery, as well as using recurrent student feedback on outcomes learnt, to help steer ensuing lessons. Recognising the importance of strong outcomes in literacy and numeracy across all classes, the two faculties scheduled for *faculty scrutiny* in 2009 will be the English and Mathematics faculties.
- iii. *Duty Manager*: the role of the duty manager is to visit all classes from Years 4 – 12 every period. The function of the Duty Manager is shared around members of the school’s senior leadership. In doing so, multiple gains have been made:
  - a. Only one person is sidetracked by dealing with any emergent behaviour issues per period
  - b. Multiple executive gain a good understanding of the broader operation of the school
  - c. Teachers feel active support as and when they need it
  - d. Students enjoy recurrent positive interaction with the senior leadership team through regular classroom visits and the resulting often spontaneous positive opportunities to demonstrate their learning
  - e. It has been the observation of all involved on the duty manager roster that the process is a far more efficient way of providing active oversight, that any students who may need some one-on-one time are more effectively steered back into positive classroom engagement and that the level of general ‘incident’ or disturbance has decreased substantially as a result. It is still not perfect – but the duty manager process is starting to really work well.

NBCS is a Partner School with Macquarie University in their School Partner’s Program. In sport, NBCS is a member of the Christian Schools Sports Association (CSSA), The Peninsula Independent Schools Association (PISA), as well as the Combined Independent Schools (CIS) sports’ association.

#### **2008 Stage 5 Elective Subjects BOS (Lines 1/2)**

##### **IST Courses**

Information & Software Technology – Software Development and Programming

Information & Software Technology – Data Base Design

Information & Software Technology – Authoring and Multimedia

Information & Software Technology - Robotics

##### **HSIE Courses**

Commerce

History (Elective)

##### **Languages Courses**

French

##### **TAS Courses**

Design & Technology (Graphics Technology)

Design & Technology (Design)

Design & Technology (Electronics)

Design & Technology (Timber)  
Food Technology  
Textiles & Design

**Creative Arts Courses**

Drama  
Music  
Photographic & Digital Media  
Visual Arts – Fine Arts  
Visual Arts – General Media  
Visual Arts – Electronic Media

**Personal Development, Health & Physical Education Courses**

PDHPE  
Physical Activity and Sports Studies

**Elective Line 3 Subjects (Non BOS)**

Career Studies: Ready for work  
Digital Video and Audio  
Drama Basics  
Fitness for Fun  
Forensic Science  
International Cuisine  
Leadership  
Music Theatre  
Photography  
Senior First Aid  
Showcasing Science  
Sketch for Fun  
Study-Wise  
Wood for Fun

**2008 Stage 6 Courses (Preliminary and HSC)**

**English**

English Advanced  
English Standard  
English Extension  
- English Preliminary Extension 1  
- English HSC Extension 1 & 2  
English as a Second Language

**Mathematics**

General Mathematics  
Mathematics  
Mathematics Preliminary Extension 1  
Mathematics HSC Extension 1 & 2

**Science**

Biology  
Chemistry  
Earth & Environmental Science

Physics  
Senior Science

**Human Society and Its Environment**

Aboriginal Studies  
Ancient History  
Business Studies  
Economics  
Geography  
History Extension  
Legal Studies  
Modern History  
Society and Culture  
Studies of Religion 1  
Studies of Religion 2

**Technical and Applied Studies**

Design and Technology  
Engineering Studies  
Food Technology  
Information Processes Technology  
Software Design and Development  
Textiles and Design

**Creative and Performing Arts**

Dance (External)  
Drama  
Music 1  
Music 2  
Visual Arts

**Languages**

French Beginners  
French Continuers  
French Extension

**Personal Development, Health and Physical Education**

PDHPE  
Sport, Lifestyle and Recreation

**Vocational Education Courses (TAFE Delivered)**

Art (Visual)  
Computer Aided Design  
Tourism  
Hospitality 1 & 2  
Child Services  
Hairdressing (School Based Apprenticeship)  
Construction 1 & 2  
Business Services

### Online Learning at NBCS

- SCIL has offered an increased number of online courses in 2008
- Online student enrolments continue to grow
- There is an increased number of external schools enrolling students in online courses
- The Accelerated Student Program, (ASP) has been introduced

### Increased number of online courses in 2008

An increased range of subjects was offered as online distance education courses, both to NBCS students and external schools, for 2008. This has meant that NBCS students now have a wider range of subject choices than previously and they are less likely to experience clashes in their subject choices as the online courses run totally outside the timetable.

### External schools enrolling students in online courses

There are more than 30 schools that have enrolled students in online courses for 2008. These schools include:

Arden Anglican School, Belmont Christian College, Cedars Christian College, Central Coast Adventist School, Christadelphian Heritage College Sydney, Covenant Christian School, Dubbo Christian School, Green Point Christian College, Illawarra Christian School - Tongarra Campus, Medowie Christian School, Mount Saint Joseph, Northern Beaches Christian School, Northholm Grammar School, Norwest Christian College, Nowra Anglican College, Oxford Falls Grammar School, Presbyterian Ladies' College Armidale, Scone Grammar School, Shellharbour Anglican College, Snowy Mountains Christian School, Southern Highlands Christian School, St Ives High School, St Mary's Cathedral College, St Paul's Grammar School, St Philips Christian College Waratah, Tamworth Anglican College - Calrossy, Tara Anglican School for Girls, Thomas Hassall Anglican College, Trinity Catholic College Goulburn - Senior Campus, Tyndale Christian School, Wagga Wagga Christian College, Wollondilly Anglican College, Wycliffe Christian School, Wyong Christian Community School.

### Online student enrolments continue to grow

In 2008, 205 students were enrolled in 33 online courses across Stage 5, (Year 9/10) and Stage 6, (Year 11/12). These online courses are listed in the table below:

Stage 5	Preliminary Yr 11	HSC Yr 12
IST	Aboriginal Studies	Software Des & Dev
Commerce	Software Des & Dev	Ancient History
French	Ancient History	Extension History
	Business Studies	Geography
	Economics	Legal Studies
	Geography	Studies/Religion 1U
	Legal Studies	Studies/Religion 2U
	Studies/Religion 1U	French Beginners
	Studies/Religion 2U	French Continuers
	French Beginners	Biology
	French Continuers	Earth & Environ. Sci
	Biology	
	Chemistry	
	Earth & Environ. Sci	
	Physics	
	Mathematics	
	Maths Extension 1	
	English Advanced	
	English Extension 1	

### **Accelerated Student Program**

In 2008 the Accelerated Student Program, (ASP) continued. ASP provides opportunities for students that want to accelerate their studies by studying courses normally beyond their Year level.

### **NBCS Extra Curricula Music Program**

NBCS seeks to offer a broad selection of opportunities for student involvement in music. In 2008 there were many music performance groups at NBCS including:

Training Band	Senior Rock Band
Concert Band	Ministry Band
Wind Orchestra	Primary Choir
Primary Chamber Orchestra	Secondary Choir
Senior Chamber Orchestra	Saxophone Ensemble
Senior Stage Band	Flute Ensemble
Junior Rock Band	

### **Sydney Centre for Innovation in Learning (SCIL – [www.scil.nsw.edu.au](http://www.scil.nsw.edu.au))**

As an activity of Northern Beaches Christian School, SCIL exists to enhance the educational programs of NBCS. SCIL is committed to excellence in educational practice so that it fosters innovation, facilitates collaboration and in so doing, serves to promote the mission and vision of NBCS. As a key activity of NBCS, the Sydney Centre for Innovation in Learning serves to:

- Promote excellence and innovation within education delivery
- Raise standards of teaching
- Improve student outcome
- enhance the delivery of curriculum to all students at NBCS
- develop the professional skills and talents of NBCS staff
- provide opportunities for flexible learning
- create opportunities for collaboration

In doing so, NBCS is also able to:

- significantly contribute to the wide educational landscape in Australia
- create opportunities for professional exchange across sectors
- actively target and promote educational research and development within and beyond NBCS
- develop the potential for NBCS innovation to contribute to the school's income

### **Sport at NBCS**

#### **2008 Primary Sports**

Each year, NBCS seems to be gaining in profile and ability when it comes to sport. In 2008, like so many years, we saw some fantastic individual and team performances. Students have gained various opportunities to excel in their chosen sport, some students excelling in many sports.

#### **Term 1, 2, 3 PISA**

It has been great to see PISA expanding this year, with more local independent schools getting involved. Students from Yr 3 - 6 have been given opportunity to play PISA sports each term (Term 1 - 3) on a Friday against up to 5 other schools. NBCS has had great success this year, winning many of the term's competitions and with teams improving throughout the term. One of the reasons for the great successes in this area has been the weekly Friday morning training (7:30am - 8:15am). All students have made the early morning commitment and have had great opportunities to work on skills and team approach. It has also been

extremely helpful having so many parents assisting with this, often taking up the responsibility of coaching a team for the term.

Each term, NBCS won at least 2 of the competitions available in PISA. NBCS Winning PISA teams were:

Senior girls softball (Term 1)

Senior boys cricket (Term 1)

Jnr boys t-ball (Term 1)

Snr girls netball (Term 2)

Jnr boys soccer (Term 2)

Snr boys rugby league (Term 3)

Snr girls soccer (Term 3)

### **Carnivals**

NBCS is part of the North Met Zone in the CSSA (Christian Schools Sports Association) competition.

Traditionally, NBCS do extremely well in this zone (approximately 2<sup>nd</sup> most of the time). This is a very high achievement considering, the North Met zone are the strongest zone every year at the CSSA State events – in both swimming and athletics. This year was no exception as NBCS placed 2<sup>nd</sup> in zone swimming and zone athletics. At the next level of the competition, the North Met Zone won both carnivals.

### **Swimming**

The NBCS swimming carnival had great participation and enthusiasm levels with all of Yr 2 to Yr 6 present. Many students went on to participate at the Zone swimming carnival and then onto the CSSA and level of the competition. Two students represented NBCS at the NSW CIS Swimming Meet at Homebush.

### **Cross Country Carnivals**

NBCS have a history of strong achievement in Cross Country and this year has been no exception. With all K - 6 students competing at the school Cross Country Carnival, a great level of participation was witnessed. At the CSSA State Cross Country, 8 students gained a place in the top 10, moving onto the CIS Carnival. In particular, the 12yr girls team placed 1<sup>st</sup> as an extremely convincing team – all in the top 10 (with over 100 in the race).

### **Athletics Carnival**

NBCS have many gifted athletes and do very well in the sport of 'athletics'. Many students competed at Zone and CSSA State Level. This year, NBCS had 9 students (the highest number we have even had) compete at the CIS athletics. One student went on to NSW PSSA and represented NBCS at the Pacific School Games in Canberra (National level).

There have been many activities that NBCS has entered (either sending individuals or teams), displaying a wide range of sports:

CIS Boys Cricket Trials

CIS Girls Hockey Trials

CIS Girls Netball Trials

CIS Girls Soccer Trials

CSSA Girls Soccer Gala Day

CSSA Metropolitan Cup – Girls Netball and Boys Soccer

CSSA Cricket and Softball Knockout Competition

CSSA Gymnastics Competition

CSSA Tennis Gala Day

Bankstown Basketball Competition

Weekly PISA Competition

Sports Expo

### **Secondary Sport at NBCS**

2008 saw Northern Beaches Christian School grow dramatically in both representation and performance in sport. The secondary school has been involved in many sporting activities including:

1. NBCS Secondary School, Zone, CSSA State, CSSA National & CIS Swimming Carnivals

2. NBCS Secondary School, CSSA State, CIS, & NSW & National All Schools Cross Country Championships
3. NBCS Secondary School, Zone, CSSA State, CSSA National & CIS Athletics Carnivals
4. Weekly Peninsular Cup Rugby Union Competitions
5. Weekly Peninsular Cup Soccer Competitions
6. Weekly Peninsular Cup Netball Competitions
7. Weekly Peninsular Cup Tennis Competitions
8. Nth Met Zone & CSSA State Secondary Basketball Gala Days
9. CSSA Secondary Girls State Netball Gala Day
10. CSSA Secondary Soccer Gala Day Finals
11. CSSA Secondary State Golf Championships
12. CSSA Secondary State Tennis Gala Day
13. CSSA Secondary State Triathlon Championships
14. Boys Zone Soccer Gala Day
15. Girls Zone Soccer Gala Day
16. Women in Sport – Breakfast
17. NBCS Secondary Sports Tour to QLD
18. Weekly PISA Competitions

### **Value Added Sport**

In 2008 many recreational sports had either a skilled sports teacher or a qualified coach that took the group for the term. As a result, part of each session was usually devoted to skill development. This was aimed at improving the confidence and skill level of all students in a variety of sports. It is also hoped that in the long term some of these students will be able to use the skills that they have learnt to represent NBCS on the sporting field.

### **PISA Sport**

NBCS was again a member of the Peninsula Interschool Sports Association (PISA). This involved weekly competition against other member schools. In 2008 the competition involved four schools: NBCS, Covenant Christian School, St Lukes Grammar, and Oxford Falls Grammar School. NBCS achieved some great results as outlined below.

Term 1 – The senior girls and boys won their League Tag and Australian Rules Competitions respectively

Term 2 – The senior girl's netball team was undefeated.

Term 3 – The junior and senior girls' Soccer teams both won their competitions.

### **Peninsular Cup Competitions**

For the first time in 2008 boys and girls had the opportunity during Terms 2 and 3 to play for the school in weekly Peninsular Cup competitions. These were held after school at a variety of venues around the Northern Beaches. The games were played against both independent and government schools. Students represented NBCS in a variety of age groups in sports such as soccer, rugby union, netball and tennis. All of these teams performed extremely well with the girls' netball teams winning their competitions, and the boys' rugby union team having a very successful season only just missing the finals.

### **NBCS Secondary QLD Sports Tour 2008**

2008 saw the introduction of the first NBCS Sports Tour. Forty Five students made up of a boy's rugby union team, and girl's netball and soccer teams travelled to Queensland. The tour was based on the Gold Coast where teams stayed at Lake Tallebudgera Sport and Recreation Centre. The itinerary was tight and was in line with what they would experience on a professional sporting tour including fitness sessions, skills sessions, recovery session team meetings, psychology workshops and games. All students were given a NBCS Sports Tour tracksuit to wear while on tour. All teams played two games while on tour against Emmanuel College

and Kings College and performed very well. This was a great experience for all the students involved and we look forward to seeing this happen again in 2009.

## **2008 Secondary Sports' Achievements**

### **Swimming**

NBCS won the Secondary Zone Swimming Carnival by a massive 250 points. This is now the fifth consecutive year in taking that title. Four students were age champions on the day. Fifty seven students then went on to represent the North Metropolitan Zone at the CSSA State Secondary Swimming Carnival with one student taking age champion honours. Twenty two students qualified and attended the Combined Independent Schools Swimming Carnival (CIS). Three NBCS students represented NSW Christian Schools at National Christian Schools Swimming Championships.

### **Cross Country**

NBCS sent a large team of 56 students to the CSSA State Cross Country Championships. Five students won their respective events. 25 runners qualified to compete at the Combined Independent Schools Carnival, the most NBCS have ever had. One student won his event at CIS level and then attended the National All Schools Cross Country Championships in Victoria where he also won his event. This is a fantastic achievement.

### **Athletics**

NBCS sent a massive team of 135 students to the Secondary Zone Athletics Carnival. These students all played a part in helping NBCS to win the carnival for the fourth consecutive year. These great results saw 57 students (The biggest team NBCS has ever had) qualify for the CSSA State Athletics Carnival. NBCS were then represented by 23 students at the Combined Independent School (CIS) Athletics Carnival.

### **Tennis**

In 2008 NBCS again entered tennis teams in the Peninsular Interschool Tennis Competition which runs on Tuesday afternoons at various venues in the Manly area. In Term 1 three boys' teams were entered. The Intermediate Team 1 made the Grand Final and defeated St Lukes in an excellent match to win this competition. In Term 3 two students defended their 2007 pairs competition title by winning the competition again in 2008. It was an extremely close grand final match against St Lukes.

### **Soccer**

NBCS entered teams into the North Metropolitan Zone Soccer Gala Day in 2008. The junior and senior girls' teams were successful in winning the Zone competition. This saw them progress to the CSSA State Soccer Gala Day. The senior girls won through to the semi final and were unlucky to lose in a penalty shootout. The junior girls had a brilliant day winning the final and being crowned CSSA State Soccer Champions.

### **NBCS Media**

Regular information was communicated via a range of publications in 2007:

- Insight – print edition (generally 3 to 4 times per term)
- Insight Online – a digital magazine (generally once per term)
- The Commentary Box – Online Sports Newsletter
- Moving Ahead – NBCS Journal, 2007 Edition
- Directions – Careers & Further Education newsletter

### **Information Services**

2008 was again a highly productive year for the ICT team. Achievements include:

- The further development of [www.hsconline.nsw.edu.au](http://www.hsconline.nsw.edu.au); <http://pete.nbcs.nsw.edu.au>; <http://learn.nbcs.nsw.edu.au>

- Continued installation of ceiling mounted data projectors and ‘multimedia makeover’ in all permanent rooms
- Extensive staff training

The NBCS Portal has very quickly become a showpiece that both Australian and international visitors have come to NBCS to see in action. The NBCS Portal allows students to access email, access their timetable, save and read files to and from the NBCS file server, access the NBCS Student Resources Page as well as the NBCS Learning Management System (LMS). The LMS contains course content, notes, resources, web links, forums, wikis, calendars and quizzes for the courses the students are studying. Staff and students have enthusiastically embraced this exciting development.

### **Student Leadership**

Student Leadership programs are now well entrenched into school culture and each year there is a consistency in the calibre and number of students enlisting their services in active leadership. In 2008 all Leadership teams – Primary, Middle and Senior met regularly. Years 9 and 10 leadership students had Line 3 elective time developing leadership skills.

	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
Year 6	16	16	16	16	16
Year 9	13	16	20	10	21
Year 10	14	17	25	18	10
Year 11	19	19	29	34	19
Year 12	13	19	19	29	32

### 3. School performance in statewide tests and examinations

In 2008, the students of Northern Beaches Christian School participated in NAPLAN testing at Year 3, Year 5, Year 7 and Year 9 levels; as well as the School Certificate (Year 10) and the Higher School Certificate (Year 12).

NBCS used NAPLAN in order to assess students' learning and to be able to compare performance against national benchmarks. Literacy and Numeracy are taught in accordance with the NSW Board of Studies syllabi in all Stages. Students sit for the NSW School Certificate in Year 10 and the NSW Higher School Certificate in Year 12.

The results of NAPLAN Testing in Years 3 & 5 showed that:

- 97% of students in Year 3 met the Numeracy National Benchmark.
- 100% of students in Year 3 met the Writing National Benchmark.
- 98% of students in Year 3 met the Reading National Benchmark
- 99% of students in Year 5 achieved results above the national benchmark in Writing.
- 99% of students in Year 5 achieved results above the national benchmark in Reading.
- 100% of students in Year 5 achieved results above the national benchmark in Numeracy.

c.f. with state	Reading	Writing	Spelling	Grammar Punctuation	Overall literacy	Number Patterns Algebra	Measurement Data Space Geometry	Numeracy Overall
Yr 3								
Top two bands	51 NB c.f. 47	70 NB c.f. 54	47 NB c.f. 46	55 NB c.f. 43	59 NB c.f. 49	61 NB c.f. 43	56 NB c.f. 43	53 NB c.f. 40
Yr 5								
Top two bands	43 NB c.f. 33	43 NB c.f. 30	31 NB c.f. 37	51 NB c.f. 36	45 NB c.f. 32	33 NB c.f. 25	33 NB c.f. 28	39 NB c.f. 26

The results of NAPLAN Testing in Years 7 & 9 showed that:

	Reading	Writing	Spelling	Grammar Punctuation	Overall literacy	Number Data	Patterns Algebra	Measurement Space Geometry	Numeracy Overall
Yr 7									
Top two bands	46 NB c.f. 29	32 NB c.f. 29	42 NB c.f. 36	36 NB c.f. 30	39 NB c.f. 26	55 NB c.f. 33	51 NB c.f. 31	49 NB c.f. 33	56 NB c.f. 34
Yr 9									
Top two bands	34 NB c.f. 23	20 NB c.f. 21	38 NB c.f. 29	37NB c.f. 22	31 NB c.f. 21	42 NB c.f. 27	40 NB c.f. 34	35NB c.f. 27	39 NB c.f. 28

Year 7 students at NBCS excelled particularly at the top end in numeracy:

	Number Data	Patterns Algebra	Measurement Space Geometry	Numeracy Overall
Yr 7				
Top band	34 NB c.f. 18	31 NB c.f. 22	17 NB c.f. 12	25 NB c.f. 16

#### 2008 SC and HSC

Earlier in December, we were similarly pleased to learn of the growing achievement at the Year 10 level. Year 10, 2008 students built upon previous upward trends and excelled in their results. Year 10, 2008 are

congratulated on their great achievements. An analysis of A-C results against statewide percentages shows the following:

	2007 NBCS%	2008 NBCS%	2008 NSW%
English A-C	90.54	93.64	76.33
Maths A-C	50.93	62.14	49.27
Science A-C	81.11	86.47	65.28
Aust Hist A-C	85.83	62.15	50.58
Aust Geog A-C	83.95	85.57	65.55
Computing Skills 2008	Highly Competent NBCS 71.17 c.f. 69.81 NBCS 2007		Highly Competent State 57.27

One special mention needs to be made as well – one student created another ‘first’ for NBCS students by attaining 100/100 in School Certificate Mathematics for the first time.

In mid December we were very excited to learn of the outstanding results of the Year 12, 2008 cohort in the HSC and with their resultant UAIs. One of the priorities established for 2008 was to seek to support at least 15% of students attaining a UAI of 90 or more. With around 12 students reaching this mark, this goal was attained. (Schools do not receive UAI information – we rely on gaining that information from students.) This would be the largest group of over-90 UAIs achieved for the School. Notably, there were also 41 individual band 6 results achieved in 22 courses.

The top 3 UAIs were all in the 97s - all very outstanding and very close! Another student also achieved Band 6 results (90 or above) in 10 units, and as a result gained honorable mention on the Premier’s List of high achievers.

The subject where the highest number of students from the one class gained Band 6 marks of 90 or more was in the Mathematics course. Over 65% of students achieved Band 5 or 6 results in the higher of the Maths courses – again, a very strong result. Six students (almost 20%) achieved results in the highest band. When one adds in a Year 10 student’s achievement in gaining 100/100 in Year 10 School Certificate Mathematics, NBCS attainment in Mathematics was very strong indeed in 2008.

It would also be appropriate to recognize Engineering Science students whose whole class achievement was exceptional. 85.71% of NBCS students in the class achieved a result of Band 5 or higher, compared to 31.03% state-wide.

Another area of interest was the high achievement of many students undertaking fully online courses in Year 12. Very strong Band 6 results were achieved in Online French (Beginners and Continuers), Online Legal Studies, Online Studies of Religion and Online Software Design and Development. In fact, the highest comparative individual HSC mark attained by a NBCS student in 2008 was in an online course – Studies of Religion (49/50) in that subject. This achievement, supported by similar results by many other students in other online courses, demonstrated extremely clearly that online study need provide no impediment to high marks in the HSC.

In fact 56% of students that sat an HSC exam after studying an online course achieved a Band 5 or Band 6 result. This is a higher figure than in the face to face classes. 21<sup>st</sup> century students obviously do not find technology a limiter on their high achievement, very comfortably studying in online modes. It is also worth noting how few students were in the lower bands in online courses. In online Legal Studies – 70% of students attained Bands 5 or 6 c.f. 41.89% state-wide. In the fairly difficult online Software Design and Development course, almost 90% of online students achieved an outcome in the top 3 bands c.f. around 70% state-wide.

Other subjects where NBCS students achieved Band 6 results were Biology, Business Studies, Chemistry, Drama, Economics, Advanced English, Extension English, Food Technology, Information Processes and Technology, PDHPE, Physics, Visual Arts and Extension French.

- New record numbers of Band 6 results were achieved in the English, Maths, Science, HSIE and PDHPE Learning Areas. Existing records equaled in Creative & Performing Arts and Languages.
- New record examination means achieved in Business Studies, Economics, Design & Technology, Engineering Studies, Food Technology and Visual Arts.
- Including Online students (not included in results published in the print media), 9% of all exams sat resulted in a Band 6 or E4 result, a new record result for NBCS.

#### **2008 HSC – some further data**

- Mathematics – 57.6% of students in Bands 5 & 6 compared with 44.8% statewide.  
Examination mean 78.0 versus 75.7 (NSW)
- Biology – 45.0% of students in Bands 5 & 6 compared with 31.5% statewide.  
Examination mean 76.3 versus 73.2 (NSW)
- Chemistry – 52.9% of students in Bands 5 & 6 compared with 38.3% statewide.  
Examination mean 77.5 versus 74.7 (NSW)
- Earth & Environmental Science – 100% in top three bands compared with 73.7% statewide.  
Examination mean 80.4 versus 76.1 (NSW)
- Physics – 40.0% of students in Bands 5 & 6 compared with 32.8% statewide.
- Business Studies – 37.5% of students in Bands 5 & 6 compared with 31.7% statewide.
- Economics – 60% of students in Bands 5 & 6 compared with 47.2% statewide.  
Examination mean 78.8 versus 75.5 (NSW)
- Geography – 81.8% of students in top three bands compared with 73.9% statewide.
- History Extension – 80% of students in Bands E3-4 compared with 73.2% statewide.
- Legal Studies – 70% of students in Bands 5 & 6 compared with 41.9% statewide.  
Examination mean 78.4 versus 75.4 (NSW)
- Modern History – 43.5% of students in Bands 5 & 6 compared with 41.6% statewide.
- Studies of Religion 1 – 100% of students in top three bands compared with 77.3% statewide.  
Examination mean 45.8 versus 37.8 (NSW) (out of 50)
- Engineering Studies – 85.7% of students in Bands 5 & 6 compared with 31% statewide.  
Examination mean 81.9 versus 73.2 (NSW)
- Food Technology – 30% of students in Bands 5 & 6 compared with 28.8% statewide.  
Examination mean 75.6 versus 73.2 (NSW)
- Information Processes & Technology – 50% of students in Bands 5 & 6 compared with 31% statewide.  
Examination mean 77.6 versus 71.1 (NSW)
- Software Design & Development – 89.5% in top three bands compared with 69.5% statewide.  
Examination mean 78.9 versus 75.3 (NSW)
- Drama – 100% of students in top three bands (3 consecutive years now) versus 83.7% statewide.  
Examination mean 81.5 versus 78.3 (NSW)
- Music 1 and Music 2 – all students in Bands 5 & 6 compared with 79% statewide (in both).
- Visual Arts – 100% of students in top three bands (2 consecutive years) versus 91.5% statewide.  
Examination mean 83.7 versus 80.7 (NSW)
- French Beginners – 100% of students in Bands 5 & 6 compared with 42.5% statewide.  
Examination mean 93.6 versus 73.5 (NSW)
- French Continuers – 100% of students in top three bands compared with 88.1% statewide.
- French Extension – 100% of students in Band E4 compared with 50.9% statewide.  
Examination mean 45.1 versus 42.2 (NSW) (out of 50)
- PDHPE – 46.2% of students in Bands 5 & 6 compared with 32.2% statewide.  
Examination mean 78.5 versus 72.6 statewide.

#### **4. Professional Learning & Professional Development**

In 2008, NBCS employed 89.8 full or part time teachers, supported by 28 full or part time ancillary or administrative staff.

##### **Professional Learning 2008**

- All members of the teaching staff participated in professional development/learning in 2008 for an average of 90.5 hours per teacher.
- The average expenditure on professional development/learning per teacher in 2008 was \$3840.

Staff participated in a range of professional development activities. These included, but were not limited to:

- Regular scheduled sequences of professional development courses organised and taken by NBCS staff in areas of skill development connected to key priorities
- Attendance at external in-service courses and conferences
- Participation in learning area networks
- School visits to broaden professional understanding
- Further tertiary study

##### **Teacher Qualifications**

In 2008, NBCS employed 89.8 full time or part time teachers (84.1 fte) teaching staff. All teaching staff have graduate qualifications from a higher education institution within Australia or overseas (as recognised within the National Office of Overseas Skills Recognition guidelines).

##### **Staff Retention**

2008-2009	96.6%
2007-2008	96.4%

##### **Staff Attendance** (excluding long service leave and long term sick leave)

2008	97.7%
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## 5. Student Attendance 2008

### i. Student attendance rates

Grade	Average Attendance %
K	94.3
1	94.6
2	94.5
3	94.6
4	94.8
5	95.1
6	94.2
7	94.5
8	92.9
9	93.2
10	93.1
11	91.3
12	95.5

### ii. Student Post Compulsory Education – Retention Rates

NBCS has for a number of years had post compulsory schooling retention rates at a level consistently higher than national averages.

Apparent Retention rates Year 10 to Year 11:

2002	80%	2003	87%
2004	84%	2005	94%
2006	74%	2007	100%
2008	83%		

Actual Retention rates Year 10 to Year 11 (i.e. not including new additions to the grade)

2003 – 2004	84%	2004 – 2005	89%	2005 – 2006	74%	2006 – 2007	89%	2007-2008	79%
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### iii. Student Post-School Destinations – 2008 Year 12 cohort

University	51%
Private College	12%
TAFE	7%
GAP year	24%
Workforce	6%

## 6. Policies

**NB** The full text of any NBCS Policy document can be obtained by contacting the School Office. The following summarises some key policies.

### i. Enrolment policies and profiles

Please note there has been no change in enrolment policies since the previous Annual Report.

NBCS was established to support Christian families in the nurture and education of their children. Whilst existing to primarily support Christian families, NBCS has an open enrolment policy. A number of factors are taken into consideration when enrolling students:

- Sibling status: family completion is a goal, provided NBCS can offer the required educational setting
- Local or regional K – 6 Christian schools
- Overseas or interstate re-location
- Time on waiting list: date of application
- School readiness: for Kindergarten (based on age and assessment)

Enrolment is dependent upon application and interview processes. The Principal, or delegate, will make an assessment as to the likelihood of scholastic success for any given student making an application for enrolment, based on a range of inter-connected factors: available resources; the potential for allocating specific time to that student &/or the appropriateness of the school's curriculum to meet the needs of that child. NBCS endeavours to inform parents if a prospective student has specific needs that, in the School's understanding, will mean that the School will not be able to adequately cater for the level of assistance expected or needed. This in most cases is linked to the fact that an independent school will receive less money per child than for the equivalent child in a Government school.

Students attending NBCS come from diverse localities. Bus services provide the means of transport for most NBCS students.

The key drawing areas include:

Terrey Hills, Duffy's Forest

St Ives, Wahroonga, Turramurra

Belrose to Chatswood

Narrabeen to Palm Beach

Ingleside & Elanora Heights

Pymble to Hornsby & Berowra

Direct buses also transport students from Seaforth, Ryde & Clareville.

Copies of full policies can be obtained by contacting the school office.

### Waiting List Exemption

The school reserves the right to exempt nominated families from any waiting list priority order, if in the conclusion of the school executive or NBCS Board that family has good cause for such exemption.

For example:

- family re-location
- family completion.

### Basis for Enrolment Priority

- Siblings / Staff children
- Chronological Application
- Aim to keep gender ratio no greater than 45:55

### **Basis for Enrolment Exclusion**

- (a) Northern Beaches Christian School reserves the right to exclude students from enrolment if they have been refused entry at another school, or if they have been withdrawn from a school pending exclusion, or if they have been asked to leave that school.
- (b) Northern Beaches Christian School reserves the right to exclude students from enrolment if any parents / guardians are unable to assent to & sign all components of any application forms.
- (c) Northern Beaches Christian School reserves the right to make a determination, with due process, as to whether the school has the necessary human resources to cater for specific needs.
- (d) Northern Beaches Christian School reserves the right to exclude students from enrolment without specific explanation.
- (e) Northern Beaches Christian School reserves the right to exclude students from enrolment if in the mind of the Principal, or delegate, the enrolment of that student has the potential to create conflict at school or within the family.
- (f) Northern Beaches Christian School reserves the right to exclude students from enrolment if in the mind of the Principal, or delegate, the school does not have the foreseeable ability to provide a successful academic programme for that student.

The Principal, or delegate, will make an assessment as to the likelihood of scholastic success for any given student making an application for enrolment, based on a range of inter-connected factors, available resources, the potential for allocating specific time to that student &/or the appropriateness of the school's curriculum to meet the needs of that child.

### **International Students**

NBCS reserves the right to limit the number of international students in any one grade to a maximum of 10% of the enrolments in that grade. International students have a different fee structure and application fee structure and process. It is governed by clear Commonwealth Government guidelines.

### **Future Enrolments**

A sequence of Information Evenings is held throughout the year – one per term. Attendance at these is usually between 100 – 150 people. The overwhelming majority of interest comes as a direct result of word-of-mouth encouragement. Information Evenings are deliberately structured in an informal way, to allow prospective parents to meet some staff and get a feel for the school's operation and vision.

Year 7 remains the grade where there is highest pressure on enrolments into the school. The pattern for the last couple of years – and now stretching into the future, based on current applications, has been for around 300 existing or prospective students to seek 140 Year 7 positions.

### **ii. Student Welfare: Safe & Supportive Environment:**

Northern Beaches Christian School takes its responsibility to provide a safe and supportive environment very seriously. Perhaps the most often received parental feedback to the school would be in this area – that parents frequently note how much their children willingly enjoy the experience of coming to NBCS. Many children who have experienced difficult communities elsewhere have commented on their experience of a calm and inclusive student community at NBCS.

The full text of any NBCS Policy document can be obtained by contacting the School Office. The following summarises some key policies in relation to this area:

## **Care Management (Student Welfare & Discipline policies)**

Northern Beaches Christian School aims to nurture positive self-esteem within students. This sense of self-worth comes from an awareness of who Christ is. NBCS also aims to promote effective relationships within the context of a community. The focus of the school is on 'care management'.

### **Management priorities**

NBCS seeks to ensure that there is a coherent approach to care management across the school; the program is managed and organised by appropriately qualified and experienced personnel & that staff roles and responsibilities are allocated and documented clearly.

### **Policy Background: Care Management**

The provisions of the NSW Education Reform Amendment Act (1995) state that corporal punishment is not to be used in NSW Schools. Northern Beaches Christian School is in full accord with this Act.

### **Care Management**

The Care Teacher/Care Group program remains the central focus of Care Management at NBCS. Having one teacher take global responsibility for the care and nurture of around 12 students has proved a very successful strategy, providing significant benefits in individual care and management of students along with clear and open lines of communication between home and school.

### **Parameters**

All pastoral work within the school occurs within the framework of a biblical ethos of care and a desire to restore broken or fractured relationships. Sometimes *Care Management* calls for tough love or an appropriate distancing in a relationship. *Care Management* is not confined to a list of responses chosen to address certain behaviours. It embodies counsel, follow-up and on-going encouragement. Staff seek to lead students to understand the importance of community and relationships, and that what they do has an impact on the people and environment around them. The bottom line behind any consequence for a student's negative action or poor choice is to respond within the context of constructive pastoral relationships.

### **Anti-Harassment Strategies**

Northern Beaches Christian School recognises the importance of a positive and supportive school community to the learning process. Students are encouraged to respect all and be tolerant of individual differences. NBCS seeks to provide a safe environment. That goal requires both clear guidelines and a commitment from families to work with the school.

If the school is notified of an incident involving the harassment and intimidation of other persons, either at school or to and from school, and if after investigation, we believe it to be a valid issue, then NBCS will take specific action. It is the intention of NBCS to follow-up any notified concerns and to bring matters to a point of resolution. Issues in relation to bullying are invariably subjective because bullying is about power plays. The school's policy allows for the welfare staff to make a determination about an incident based on their researched impression. Welfare staff will then institute a process to resolve any issues relating to bullying should they decide that there is a matter to follow up. The school follows a four-step process. Students involved in a clear case of harassment enter this process at Step Two.

### **Anti-harassment protocol: Step One**

An official note is made of the circumstance or complaint. If the teacher / executive investigating the complaint is uncertain as to specific responsibility in the incident, then a student is deemed to be on Step One of the strategy & a preliminary warning is conveyed.

### **Anti-harassment protocol: Step Two**

If a complaint is lodged and after the investigation by a teacher or member of the executive, it is clear that one party is clearly engaged in actions or attitudes that would be perceived or received as harassing, then the perpetrating student is placed on Step Two. Once a student has been formally spoken to, then that student loses the right to discuss or raise the issue with any other student from the school until further notice. From that point in time, any further action of harassment either connected to the initial incident or in relation to another incident would immediately place that student on a higher step. A student may be isolated from other students during any investigation process. Resolution may involve a mediation session where any party involved may be present as well as parents or guardians.

### **Anti-harassment protocol: Step Three**

If a student chooses to ignore previous boundaries, or if they become involved in a separate incident involving intimidation, harassment or bullying, then that student would be temporarily suspended from class until the matter had been resolved. Step Three will be noted on the student's file. This resolution may well involve a joint interview with the two families concerned.

### **Anti-harassment protocol: Step Four**

Any further incident would give the school cause to question whether continued enrolment is beneficial.

### **iii. Complaints and Grievance Resolution Policies**

From time to time concerns, complaints or grievances arise. It is appropriate practice to seek resolution of any grievance at an immediate interpersonal level, avoiding any unnecessary escalation of conflict. To deal with these issues, NBCS has guidelines for dealing with complaints promptly and effectively.

### **iv. Natural Justice & Procedural Fairness**

Procedural fairness requires staff to ensure that at all times natural justice practices are adopted. Natural justice & procedural fairness are taken to include opportunity to be heard, the absence of bias and the swift handling of complaints. School administrators and teachers bear these principles in mind in dealing with any complaints or allegations.

## **7. School Improvement targets**

### **Whole School**

- Implement new 2007 – 2009 strategic school plan
- Implement new 2007 – 2009 strategic academic plan
- identify inhibitors to a strong and identifiable student learning culture in every class; and create a strategy involving staff, students and parents that seeks to promote an even higher ownership of independent learning. This specific improvement target will involve students from Stages 3 – 6 learning (Year 5 – 12).

In December 2007 the following priorities were established for 2008:

### **Priority Aims NBCS 2008**

Through a range of strategies we will:

- a. Significantly progress school transformation
- b. More overtly embed, and concurrently highlight, *Christianity in action* as being at the core of all school operation
- c. Ensure the well being of all – embed the notion of 'every child matters'
- d. Personalise learning and personalise schooling

e. Raise achievement

These priorities provided the focus for all executive functions in the school – and staff have regularly provided updated objectives every half term with these broader priorities in mind. This process has definitely ‘sharpened the edge’ of leadership focus and 2008 saw significant progress in all key areas. One associated key direction over the last couple of years will continue into 2009 – that of intentionally shaping the learning culture of students.

The target for 2008 was to extend improvement. This premise underpinned extensive planning, leading to the proposed implementation of a range of activities in 2008. A new suite of strategies, packaged together as *Future Learning*, was planned for progressive implementation in 2008. The intent of *Future Learning* was to promote further significant shifts in learning culture at NBCS – well beyond current experience. It will be initially focused on students from upper Primary to the Senior years (Year 4 to Year 12).

NBCS has high expectations of the individual potential of each student and is working toward creating a heightened learning environment that in itself motivates students in new and powerful ways. In essence, NBCS is being launched on a further journey. It is very timely to do so – especially with the opportunity that the planned new buildings in 2009, including the new multimedia resource centre, will provide.

**Primary priorities 2008**

- Strong foundations (recurrent emphasis)
- Promotion of innovative practice via the Primary Portal Project
- A special focus on Christian nurture
- Stage related focus areas: Stage 1 - Reading; Stage 2 – Spelling and Extension Education; Stage 3 – Spelling and Numeracy

**Middle Years priorities 2008**

- Exciting learning initiatives developing the year 7 & 8 home classes in the Global Learning Village
- Personalised learning projects within the home class program
- Expanding the extra-curricular opportunities for Middle Years students

**Senior Years priorities 2008**

- Embedding new expectations re Senior Years Learning Culture
- Teachers to facilitate high quality curriculum tailored to Senior Years students
- Develop even higher levels of accountability for individual student learning and goal setting
- Build a unified, proactive and high functioning leadership team serving the Senior Years

The schools’ mission statement continues to provide strong direction for all that we do here at NBCS. In order to become an international exemplar of best practice in education, inspired by the notion that as Christians we strive for excellence as an act of worship, NBCS senior leadership is committed to a journey that will move the school confidently into the second decade of this century. The world that our current kindergarten children will graduate into in 2020 will no doubt see greater exponential change, even when compared to this last decade. It is for that world that we are educating, not the world that we knew in schools ourselves. This notion of a rapidly changing future provides the strong imperative to be innovative in our practice in the present. To achieve that NBCS has a constant outward focus, where we look to the experience of other schools and adapt their strategies in order to enhance the success experienced by NBCS students.

**Raising Achievement**

During the last week of Term 2 and the mid-year vacation, a team representing NBCS took the opportunity to observe seven of the UK’s highest performing comprehensive schools. That process provided the catalyst for

NBCS to identify those factors that were common to the differing schools and use these identified critical factors to in turn inform NBCS future practice.

### **Common features**

The process of observation demonstrated that the schools all had the following features in common, as pivotal to the process of raising student achievement.

**Clarity of vision and mission:** it was very evident that schools managing to achieve outstanding success in the pervasive raising of standards across the school, were united in a clearly understood and owned common mission for the direction of learning, supported by visionary leadership. The vision and mission of the school could be articulated by all within the institution and it provided the constant direction and purpose.

**Data:** the pervasive and targeted use of data as the key component facilitating an intense focus on the individual student; students set individual aspirational learning targets per nominated cycles (commonly six weeks) and teacher professional development was targeted to growing teacher ability to add value to the attainment of those targets.

**Routines, systems and structures:** schools visited all had highly evident - and deliberately conceived – whole school routines, systems and structures. Students knew what high expectations existed of them and rose to those expectations.

**High expectations/standards:** schools achieving high outcomes for students held very obvious high expectations of students and matched that with an expectation of high standards. Those standards were also held for teachers. Students were also encouraged to aspire for goals notionally higher than they might otherwise have strived – and this in itself help drive achieving school-wide aspirational outcomes, rather than an expected learning trajectory.

**Personalisation:** As a common feature of schools attaining pervasive and outstanding levels of school-wide individually high learning outcomes, there was a clear understanding of and emphasis on personalising learning. It was commonly held that, the most effective teaching builds a detailed continuous picture of what each student knows and can already demonstrate, along with an understanding of how they learn, as the basis for setting and attaining higher targets. The student was clearly the most important unit of organisation.

**Mentoring:** all schools observed had an understanding of mentoring that went well beyond informal mentoring programs. Instead they were highly orchestrated, pervasive and seen as key to personalising learning. Students commonly had a network of different mentors who would be called on to provide one to one support. There was a high level of case management behind these conversations, often tracking the frequency and nature of specific mentoring.

**Feedback - assessment for learning:** schools clearly able to raise student learning outcomes were regularly assessing student learning in a variety of ways – and reporting that progress to the students and parents. Where possible, that data was made available in a cumulative process, accessed at any time via the school's portal. Feedback was commonly broad, covering the attainment of outcomes, attitude to learning and the strength of individual organisation and study skills.

**Teacher PD:** schools had a very evident focus on recurrent in-house teacher professional development, matched with high expectations of constant improvements in lesson delivery and the craft of teaching.

**Excellence in lesson preparation:** schools achieving outstanding success in raising achievement paid high attention to the quality of individual lessons. Expectations were high that every lesson built upon previous

learning and goals and that all teachers should adopt a common template for lessons, providing commonality of experience and aiding the process of school-wide consistency in the standard of teaching and learning.

**Clear pastoral emphasis:** schools adding significant value to raising standards of whole school achievement had a very evident emphasis on pastoral support, linked to high expectations of behaviour and attitude and within a very structured pastoral framework. In a number of cases, schools had created non-teaching positions whose focus was entirely with the provision of pastoral support and ensuring school wide systems were effective, allowing teachers to more fully focus on teaching and learning.

**Student Voice:** schools commonly used regular feedback from students to assist management and teacher understanding of the success of teaching and learning in individual classrooms, and as part of the school's commitment to providing a world class education.

**Performance Management:** schools observed commonly had very clear and structured performance management routines. Performance management was also closely linked to the ability of teachers to add value to the aspirational learning targets of their students. Data was regularly mined to observe any patterns whereby clusters of students might be falling behind in working to established targets. Such data would form the basis of professional conversations with teachers.

**Curriculum organisation:** schools managing to attain outstanding levels of student engagement in learning, matched by improving school wide outcomes, commonly had a well articulated and understood educational philosophy in relation to curriculum organisation and expected classroom pedagogy. The organisation of curriculum was often the key to facilitating strong student engagement in all of their learning.

**Great ideas or systems that worked:** individual schools commonly had unique ideas or great systems that obviously worked to the benefit of student learning. To a degree, some of those great ideas became core to success in raising student achievement.

The experience gained in observing the different schools, has helped shape senior leadership thinking here at NBCS. The *Raising Achievement Framework*, developed in 2008, synthesized the different observations into a strategy that will help drive the key components of the *Future Learning* strategy. Those key components included:

- Personalised Learning
- Use of research and data
- New ways of assessing and reporting
- Re-thinking competency development and progression
- Additional curriculum directions
- Resourcing learning

### **Priorities for 2009**

2009 will not see any specifically new direction – rather the embedding of existing strategies as listed above – we will seek to close the implementation gap so that the quality of learning experiences across the school is typified by similarity, not fluctuation or variation. As always we call on parents to partner with us in that journey as every bit of research would demonstrate that when school and home are working collaboratively, learning outcomes will significantly rise.

We cannot ignore the imperative of the future workplace as we shape the learning experiences of the current classroom. NBCS is committed to fostering innovative learning models, where the emphasis is as much on the learner owning their own skill development as it is on understanding content, shaped in a context where the notion of personalised learning plans intuitively creates differentiated learning experiences. It is this model that continues to inspire, challenge and inform our annual priorities.

### **Excellence in Education: Raising Achievement Framework**

- Raising achievement framework - implement
- Teacher proficiency & concurrent consistency of learning environments
- Faculty Scrutinies: English; Mathematics
- Quality assurance review: online course provision
- Learning Walks: Assessment schedules
- Benchmark expectations: establish and embed

### **Christianity in action: Roadmap implementation**

- Heighten NBCS profile as a leader in applied Christian practice
- Support key staff with implementation of Roadmap
- Expand Roadmap networking connections

### **Personalising learning**

- CLASS teams (Collaborative Learning: Academic Standards and Support): establish
- Assessment for learning: select data parameters; establish and embed data teams
- PIP: Portal Interface Project
- 'Every child matters' – embed processes
- C3: Co-curricula consequences program – develop, implement and embed

### **Future Learning**

- Project / research / thesis based learning – develop, implement and embed
- E-portfolios – develop, implement and embed
- information skills curriculum - develop

### **SCIL**

- SCIL collaborations: UTS
- SCIL internal projects

## 8. Respect and Responsibility

NBCS promotes respect and responsibility in a variety of ways.

### Code of Conduct

#### Students are to respect:

- their relationships with others
- all boundaries or policies set by the school community
- the learning process

### Community Service

NBCS has supports community service via:

- Peer Support Program K – 6
- Leadership program Year 6
- Leadership program Year 9 – 12
- SRC
- NBCS Challenge
- Duke of Edinburgh Award scheme
- World Vision fundraising
- Missions team involvement

### Curriculum

Civics and citizenship is a focus of all primary HSIE units, especially those investigating Australian government. Civics and citizenship is a focus of a number of Secondary HSIE units.

## 9. Community Satisfaction

NBCS seeks feedback from its community in a variety of ways. These include tracking informal or formal communication to the school, as well as conducting a range of surveys on a cyclic basis to gauge community satisfaction. The goal is to undertake whole community written or online surveys every two years. The last formal survey was held in 2007 and the next is scheduled for 2009.

### i. Staff Satisfaction: Feedback

In 2008, staff were questioned about their preferences in relation to teaching, allocation and roles. Feedback from staff has continued to be overwhelmingly positive and suggests high professional satisfaction. Internal career advancement opportunities are always taken up, with more candidates for any role than can be appointed. Almost all new staff positions are filled as a result of staff-forwarded information to friends and former colleagues, rather than as a result of the advertisements that are placed in newspapers or websites. Staff participate in a formal performance management processes where they are given the opportunity to share feedback and establish individual personalized professional goals.

### ii. Parent Satisfaction: Community Feedback

Parents are invited to provide feedback in a variety of ways. Parents are welcome to send emails providing comment and suggestions or raise concerns with any member of staff. All parents are strongly encouraged to actively participate in the life of the school through:

- Attending meet-the-teacher evenings
- Attending scheduled or informal student progress meetings
- Attending P & F meetings

Parent feedback via emails and letters is regularly monitored. Informal positive feedback from parents has continued to be overwhelmingly high. Word-of-mouth marketing still dominates as the most common reason for seeking to enrol a child at NBCS. This would account for over 90% of enrolments. Enrolment interest in

NBCS remains extremely high – especially at the Year 7 level where around 300 applications are received for 140 positions. NBCS has lodged enrolments that already stretch through to 2020.

### iii. Student Satisfaction

NBCS uses a range of indicators to assess student participation, satisfaction, viewpoints and perspective. In 2008, these included surveys that looked at students perception of their faith, as well as formal surveys designed to provide feedback on the effectiveness of learning within a classroom. Student surveying has indicated that students are overwhelmingly positive in a range of areas. Over 90% of students readily feel that NBCS is a great place to learn and indicate that they perceive NBCS to be a 'good school and that they confidently feel safe and secure at school. The next formal surveying of student attitudes and satisfaction is scheduled for 2009.

Additionally, the number of students voluntarily involving themselves in formal leadership programs is very high. NBCS requires students to approach student leadership as though applying for a job. They have to submit a formal Application; attend a series of interviews; address the student body formally and agree to adhere to an established high standard of personal values and ethics while a student leader. The encouraging outcome is that after all this process, so many students are willing to commit to such rigorous high public leadership and standards.

### Student Leadership

Student Leadership programs are now well entrenched into school culture and each year. There is an annual consistency in the calibre and number of students enlisting their services in active leadership. In 2008 all Leadership teams – Primary, Middle and Senior met regularly. Years 9 and 10 leadership students had Line 3 elective time developing leadership skills.

	2004	2005	2006	2007	2008
Year 6	16	16	16	16	16
Year 9	13	16	20	10	21
Year 10	14	17	25	18	10
Year 11	19	19	29	34	19
Year 12	13	19	19	29	32

## 10. 2008 Financial Information

### Income

Northern Beaches Christian School receives most of its income from Student Tuition Fees and Government Grants. The contribution of various sources to 2008 income is shown in the table below:

Income Source	\$
Private Income	7,541,025
Commonwealth Govt Grants	5,077,587
State Govt Grants and Interest Subsidy	2,334,632
Commonwealth Capital Income	70,000
Other Income	290,223
Direct Costs	(1,197,098)
<b>Gross Income</b>	<b>14,116,370</b>

Direct costs were \$1,197,098. These are amounts spend on student activities such as excursions, outdoor education and classroom and information technology resources. After direct costs were allocated, \$14,116,370 was available to meet expenses, loan repayments and capital improvements.

### Expenses

The 2008 expenditure breakdown is shown below:

Expense Area	\$ 2008
Staff Costs	9,719,867
Finance Costs	241,463
Depreciation & Amortization	787,157
Property Costs	710,633
Administration	539,807
Advertising, Professional Fees & Other Expenses	900,977
<b>Total Expenses</b>	<b>12,899,904</b>

The majority of School funds was utilised for staff salaries and associated costs. In 2008, NBCS employed 88 full time staff and 43 part time staff. Finance costs were primarily interest payments on bank loans that have been taken out for the construction of our buildings. A significant component of administration expenses is the computer network infrastructure including a high speed broadband internet connection.

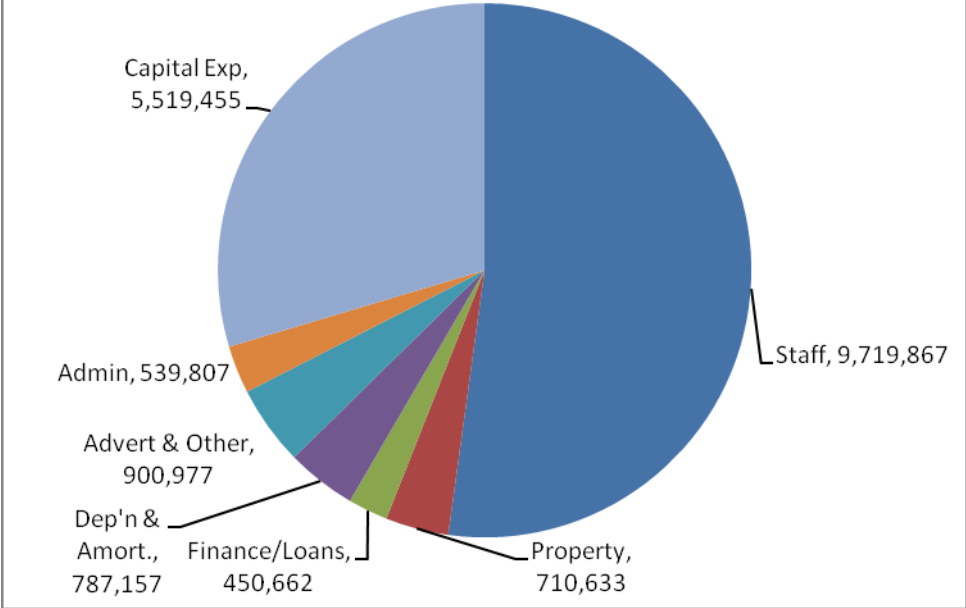
### Capital Expenditure

Capital expenditure utilised to improve NBCS facilities in 2008 was:

Buildings/major works	\$5,278,548
<u>Furniture, Resources &amp; Equipment:</u>	<u>\$ 240,907</u>
<b>Total:</b>	<b>\$5,519,455</b>

The recurrent and capital expense areas are compared overpage:

## Expenditure 2008



*Note: The financial information in this report is extracted from the Annual Financial Reports of the Company.*

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