

# Nunawading Christian College

2022 Primary Annual Report





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# School Overview

## Mission Statement

Our mission at Nunawading Christian College is to assist parents to provide their child/ren with a quality learning environment based on Christian values and beliefs. Our College staff strive to provide a safe learning environment that will empower, nurture, challenge and inspire students to learn and achieve their God-given potential.

## Introduction

Nunawading Christian College (NCC) Primary is an independent co-educational school, providing excellent holistic education from Year P-6 with Secondary extension to Year 12 on the same campus. It is founded on Biblically supported principles and values. The College is respected for fostering self-confident, responsible and successful students, and for developing each individual to their fullest potential by providing a tradition of education balanced in academic, sporting, social and spiritual nurture.

Students at Nunawading Christian College are encouraged to develop a spirit of teamwork, achieve personal goals, and develop a strong positive character through a broad range of co-curricular experiences including sports, performing arts programs, Incursions and annual class camps for Years 5 and 6.

## Child Safe School

NCC upholds that each person is created in the image of God and is precious in His sight. There is a Biblical imperative to ensure that children are treated with care and respect as modeled by Jesus Christ (Matthew 18:6; 19:14). Consistent with our values and vision, our school is committed to providing a child safe environment. Our Child Safe Policy provides key elements of our approach to protecting the children in our care. Our Child Safety Code of Conduct has a focus in safeguarding our students against physical, sexual, psychological, verbal, and emotional abuse or neglect. It is intended to fully comply with child protection legislation and is supported by our school policies and professional standards.



## 2022 Fast Facts

Education Level: Primary

Type: Co-educational

Affiliation: Seventh-day Adventist Church

Total enrolments: 270

Average class size: 22.5

Teaching staff: 13 class teachers, 4 specialist

Tuition Fees: \$5700

Tuition Levy Range: \$1700 - \$1800

## Nunawading Christian College Primary Campus

Years: P-6

Address: 161 Central Rd, Nunawading VIC 3131

Phone: 03 9877 3555

Fax: 03 9878 3776

Email: [admin@nunawading.vic.edu.au](mailto:admin@nunawading.vic.edu.au)

Web: [nunawading.vic.edu.au](http://nunawading.vic.edu.au)

RSB No.: 1508

VCAA No: 743

CRISCOS No.: 00676M

Principal: Ms Meggan James - Bachelor of Arts; Masters of Education



# A Message from the Principal

2022 was a year of consolidation for our staff and students as they returned to school following 2 years of Covid lockdowns. As I reflect over the year, I am humbled by the support and encouragement given by our parent community. I am proud of the passion and rigour that I see in our teachers as they work hard to help each child succeed. I am in awe of all the hard work by our staff in the office, library, finance, wellbeing and chaplaincy space, and grounds- ALL who make a valuable contribution to this to this school. Most of all, I am thankful that God's hand is over this school.

Education at NCC is more than mere academics: it is transformative. Starting in the ELC, moving to primary and onto secondary- we seek to impart more than academic knowledge through the balanced development of the whole person: spiritually, academically, socially and physically. We aspire to develop a life of faith in God and respect for the dignity of all. We aim to nurture thinkers, reflectors, and caring visionaries rather than those who simply accept what the world tells them to think and do.

This year has seen our primary school grow in numbers as parents seek a values based education. We have seen our students recover from lock-downs and achieve some excellent academic results as well as character development. Our motto-' learning for living and character for life' continues to drive our educational practices.

We were very sorry to have our Head of Primary, Mrs Tracie Hailey retire this year but wish her well in this next stage of life.

We look forward to a new year and know that God will continue to bless our school.

Meggan James  
Principal



# Teacher Professional Engagement

## Staff Retention

The staff at Nunawading Christian College Primary is stable with only three teachers who left in 2022. There was an increase in the number of classes from 12 to 13. Their experience and passion for teaching has established a very cohesive and professional staff community.

## Expenditure and Teacher Participation in Professional Learning

At Nunawading Christian College Primary we believe that we never stop learning. Our teachers engage in a number of professional development courses throughout the year to ensure they keep current in the fast-changing world of learning. These courses are conducted online or at events.

The total value of professional learning in 2022 was \$26,767.16.

All teachers participated in a range of professional development sessions linked. First Aid, Anaphylaxis, Abide Spiritual Wellbeing, Mandatory Reporting and OH&S Training are also areas reviewed annually by all staff. Teachers also completed a range of training in IT knowledge, Building Culture Capacity, Wellbeing training, Student Voice and AITSL standards.



## Other Professional Development Activities

7 Steps to Writing  
Australian Curriculum Version 9 Getting Started with Google  
Bullying in the Workplace  
CISS  
Classroom adjustments ADHD  
Curriculum Practices  
Data Breach  
Defibrillator Access Briefing  
Discrimination & Harassment  
EpiPen Briefing  
Evidence Based Observations  
Getting creative with Canva  
Google Calendar Crash Course  
High Impact Teaching Strategies  
Inclusive Education  
Indigenous Perspectives/ Reconciliation Action Plan  
Introduction to Adobe Spark  
Keeping Kids Safe  
Ladder Safety: Prevention of Falls  
Level 2 First-Aid  
Literacy Support- MACQLIT  
Making adjustments for students with disabilities outside the classroom  
Managing Hazardous Material  
Mandatory Reporting Review  
Mathematics Problem-solving and Differentiation  
Maths PD  
Mental Health & Wellbeing  
NCCD Refresher and Data Entry  
PB4L  
Privacy Policy  
Quality Adventist Schools Component Reviews  
Reportable Conduct Scheme  
Risk Management  
School Improvement Survey Data Analysis  
SEQTA Programming, Training and NCCD  
Slips, Trips & Falls  
Student Voice  
Student Wellbeing  
VIT Mentoring Training  
Warden Training  
Work-Related Stress  
Zones of Regulations

\*Please note: not all staff have done all of the above.

All staff completed the following: Mandatory Reporting | First Aid, Anaphylaxis | Asthma | Velpic modules as part of OH&S | Fire Drill



## Teaching Staff qualifications

All teachers at NCC Primary are qualified and registered with the Victorian Institute of Teaching (VIT) in accordance with government regulations. Note: Casual relief teachers (CRTs) are not included.

Name	Qualification
Alisha Santiago	B.Ed. (Prim)
Andrew Chuang	Grad. Dip. (Prim)
Carol Lo	Bachelor of Arts, Masters of Teaching, CELTA Certificate TESOL
Courtney Hutton	B.Ed. (Primary Honours), Cert 3 Early Childhood
Deborah Pillai	B.Ed. (Prim) (Honours)
Erin Lucas	Bachelor of Science, Graduate Dip of Education
Heather MacNamara	B.Ed. (Prim)
Heather Pitt	Diploma of Teaching; CELTA certificate in teaching English
Jessica Ferry	B.Ed. (Prim)
Jessica Yuen	Grad. Dip. (Teaching)
Kate Pincheira	B.Ed (Early Childhood & Prim)
Kathryn Tregenza	B. Ed. (Primary)
Katrina Williams	B.Ed. (Prim)
Kelsey Nicholas	Bachelor of Arts / Bachelor of Teaching (Primary)
Laresa Simpson	Diploma of Teaching (Early Childhood) Bachelor of Education
Marita McKeon	B.A. Psychology, Grad. Dip. Applied Child Psychology, Grad. Dip. Education.
Meggan James (Principal)	Bachelor of Arts; Masters of Education, Post Graduate Diploma in TESOL; Qualified TESOL Teacher Trainer
Michelle Speirs	B.Ed. (Prim), Dip. Community Services - Childcare, Cert. TESOL
Monika Kapusi	B.Sc. Biology, Grad. Dip. (Prim)
Paula Cifuentes	B.Ed. (Prim)
Simone Austen	B.A. (Ed), B.Ed. (Prim)
Suzanne Lau	Grad. Dip. (Prim), B.A. (Hons) TESOL, Associate Degree (Bilingual Comm - English & Chinese)
Teresa Douglass	Bachelor of Applied Science and Education (Secondary)
Tracie Hailey	B.Ed. (Prim), Grad. Dip. Curriculum Development
Cassandra Saunders	Bachelor of Arts / Bachelor of Teaching (Primary)
Ashleigh John	Bachelor of Education (P-12)
Priscilla De Schwartz	Bachelor of Applied Science in Physical Education (Secondary)
Lindy Jull	Bachelor of Education Primary, Grad. Dip TESOL, Grad Dip Visual & Performing Arts



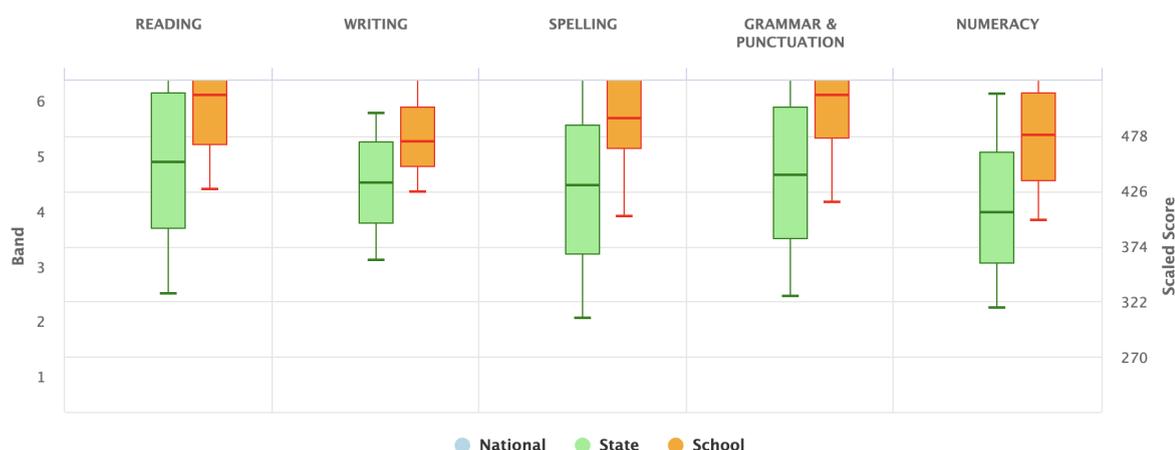
# Attendance

Student Attendance Semester 1, 90.05% and Term 3, 90.20%

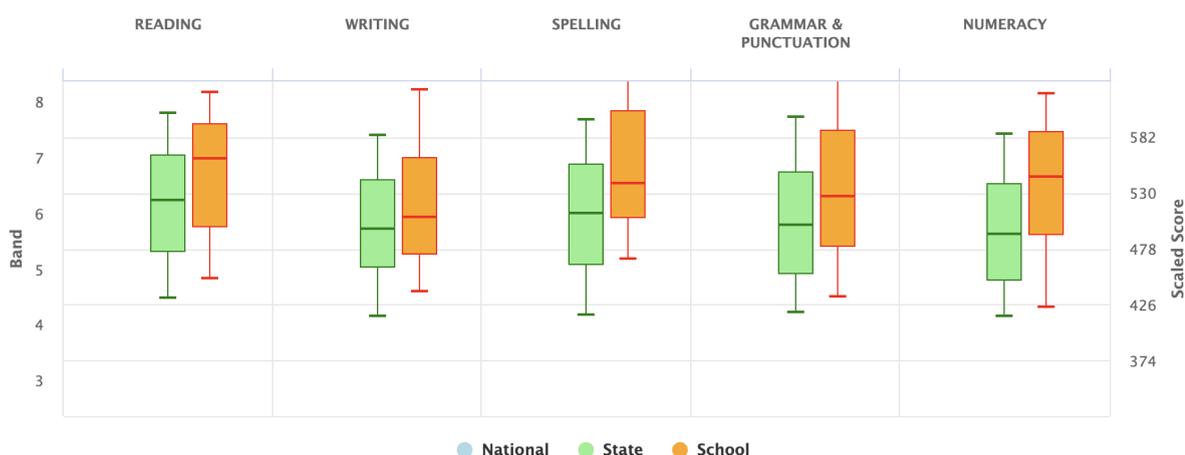
## National Benchmarks

National Assessment Programs in Literacy and Numeracy (NAPLAN) testing scores show how a school or an individual student is performing according to national benchmarks in Reading, Writing, Grammar and Punctuation, Spelling, and Mathematics. The chart below indicates how students at Nunawading Christian College Primary performed for Years 3 and 5 in 2022. The orange coloured bars are Nunawading Christian College.

### YEAR 3



### YEAR 5





# Value Added Programs

Buddies Support Program

Ability split Maths classes for Yr 5 & 6, Yr 3 & 4

Lunchtime Clubs - Chess, Coding, Chinese Calligraphy, Basketball and Soccer Academy

Student led Chapel programs

ASV Interschool Sports Program

District Sports

Student Leadership Program

Student Support - Welfare program

Choir

Incursions and Excursions

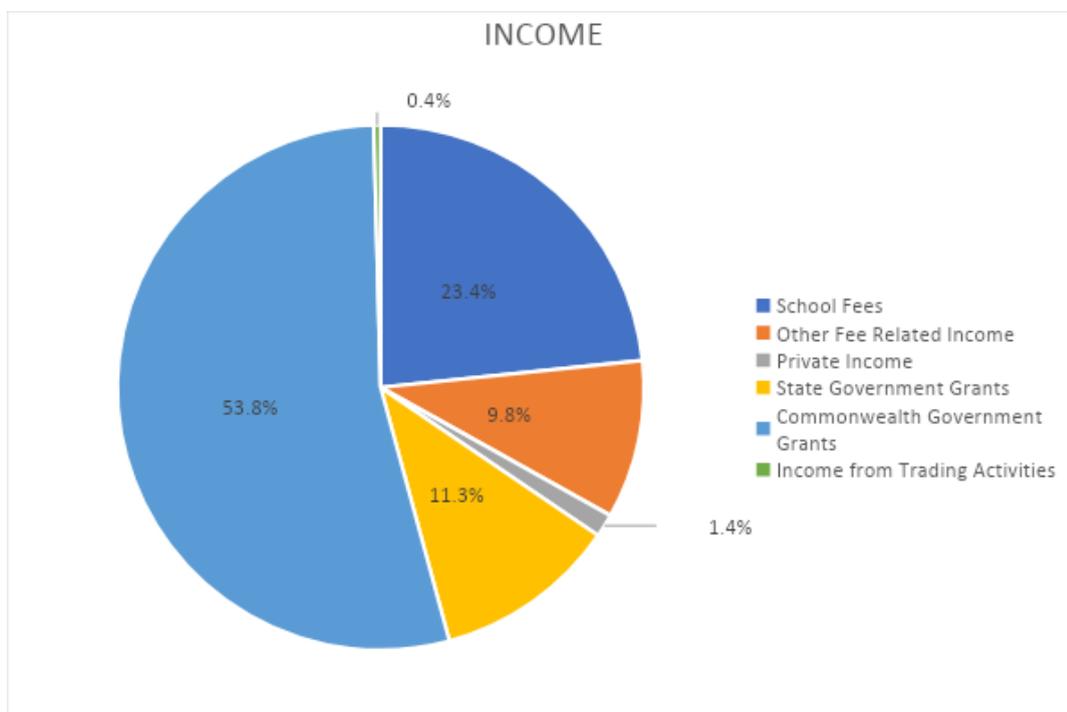
Science Week

Week of Worship

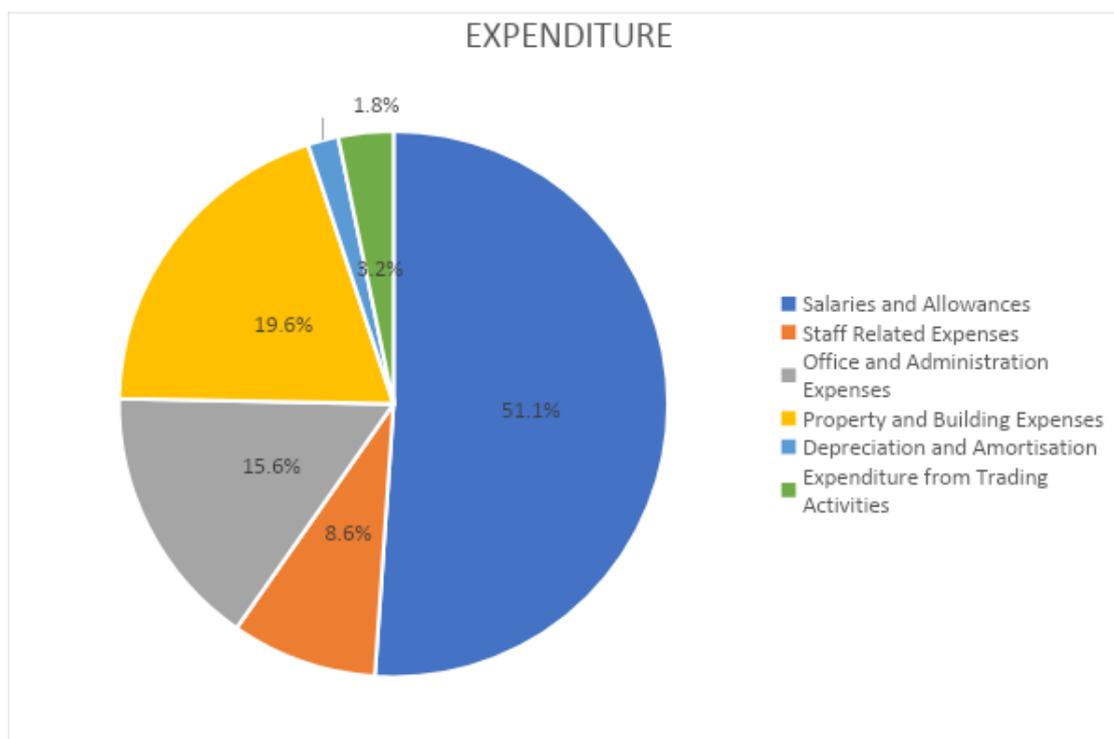
Year 5 & 6 Camps



# Income for 2022



# Expenditure for 2022





# School Community Feedback

Feedback from our school stakeholders is important to us and therefore each year we conduct satisfaction surveys with our parents, students and staff. Results from the 2022 surveys allowed the school to analyse feedback received from these three cohorts. The surveys gained measurements of a number of areas of parents perceptions, students perceptions and staff perceptions. Here are some of the results from these surveys:

<b>Parent perceptions</b>	<b>Raw Score</b>
I believe parents have an opportunity and are encouraged to make a contribution to school planning	67
I believe parents find that the student reporting provides useful information about the childrens progress	74
I believe the extent to which the school is receptive of and understands the views and concerns of parents	78
I believe that the extent to which parents believe the school has a focus on improving its performance	79
I believe the extent to which parents believe that their children's homework aids there learning and teachers organisation skills	76
I believe the extent to which parents feel the education programs and standards of the school address the needs of their children	81
I believe the extent to which the parents believe that their children were well prepared and supported during their transition to the next stage of their schooling	85
I believe the extent to which parents see teachers as being enthusiastic and passionate about their work	85
I believe the extent to which parents believe their children enjoy and are motivated by the teaching and learning provided by the school	84
I believe the extent to which parents believe the school has appropriated and fair behaviour management practicles	79
<b>Student perceptions</b>	
I believe the extent to which students are motivated to learn and want to do well	79
I believe teachers encourage students and support learning and development	78
I believe the extent to which teachers listen and understand student needs and assist with student learning	83
I believe the extent to which teachers deliver their teaching in planned and effective ways	82
<i>I feel social connected with my peers</i>	79
I enjoy and want to learn.	77
<b>Staff perceptions</b>	
I believe the extent to which staff feel that they can put effective learning and teaching practices into use	89
I believe the extent to which staff believe that the school is focussed on quality teaching and creates a learning environment that maximises outcomes for students	75
I believe that the extent to which staff opportunities to work together collegially and support one another	89



# Future Direction

Looking towards 2023 and beyond, we are excited about how our school has progressed this year. We have seen a growth in the number of students attending our college, our academic results continue to grow and our facilities have undergone substantial renovation. We are looking forward to adding new classes as our enrolment continues to grow. We are also looking forward to the addition of a new Year 3-6 Learning centre. The building works are due to start early 2023 with a completion date of 2024.

## Learning and Teaching

Our staff remain committed to the philosophy of our school of educating the whole child to develop academically, emotionally, physically and emotionally. Our teachers continually strive to deliver quality classes with strong academic rigour. Ongoing professional development that is targeted to maximise quality teaching and learning is a strong strategic intent. Staff are being trained in Student Voice with a partnership with the Quaglia Institute.

## Character and Community

At the heart of our school is our strong commitment to providing a quality learning experience in a culture that embraces a Christian worldview and recognises the importance of emotional intelligence, collaboration and community.

As such, we are continuing to roll-out our PB4L (Positive Behaviour for Learning) framework which has the core values of respect, responsibility, resilience and integrity. These Christian values help add to the ethos of our college and community and build a culture where positive behaviour and learning is a way of life.



## Facilities

During 2022, the school continued to invest in improved grounds and infrastructure.

During this period the school:

1. Replaced the windows and doors in 3 secondary classrooms.
2. Converted the old administration building into classrooms.
3. Relocated the Y5 and Y6 classrooms to enable construction of the new primary classrooms
4. Increased security by adding fences and gates around the school
5. Fitted out a new art room for primary
6. Upgraded the Multi Purpose Center for staged events
7. Rebuilt the primary staff room to facilitate ESL support
8. Updated the bus fleet with additional vehicles

As the school continues to grow and achieve, we are most conscious of our obligations to provide a safe workplace and safe learning space for our staff and students. Our masterplan is well established, with identified projects ready to go, depending on funding approval. These include upgrades to parking, classrooms, and staff facilities.