

Nunawading Christian College

2024 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 modelled 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.

2024 Fast Facts

Education Level: Primary

Type: Co-educational

Affiliation: Seventh-day Adventist Church

Total enrolments: 335

Average class size: 24

Teaching staff: 19 class teachers, 4 specialist, 2 Learning Support Teachers, 1 EAL Teacher

Tuition Fees: \$6180 - \$6280

Tuition Levy Range: \$1890

Years: P-6

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RSB No.: 1508

VCAA No: 743

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

A Message from the Principal

2024 was another year of meaningful growth for Nunawading Christian College — not only in enrolments, but also in the continued development of our facilities and programs. A highlight of the year was the completion of our beautiful new Year 3–6 Learning Centre. This purpose-built facility features general learning classrooms, a specialist STEM room, an EAL room, dedicated learning support areas, and a vibrant art space — all designed to inspire learning and support the diverse needs of our growing primary school community.

Our secondary school also expanded, welcoming a third stream in Year 7 to accommodate increasing enrolments. In addition, we welcomed Louie Bear, our newest wellbeing dog, who now joins Rafi (Primary) and Winnie (ELC) in supporting the emotional wellbeing of our students.

Our school motto, *Learning for Living and Character for Life*, continues to shape our educational philosophy. At NCC, education is more than academic success — it is a transformative journey. From the Early Learning Centre through to primary and secondary school, we are committed to developing the whole child: spiritually, academically, socially and physically. We teach our students to think critically, to discern wisely, and to stand for what is right.

Central to our mission is nurturing a deep faith in God and fostering a respect for the intrinsic worth of every individual. We seek to develop thoughtful, compassionate and principled young people — not merely shaped by the world, but equipped to shape it with courage, integrity, and purpose.

As we look to the future, we do so with hope and confidence, trusting in the faithful guidance of the God who has led us every step of the way.

Meggan James
Principal

Teacher and Staff

Staff Retention

The staff at Nunawading Christian College Primary is stable with two maternity leave replacements and one new position. 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 2024 was \$24526.25

All teachers participated in a range of professional development sessions. First Aid, Anaphylaxis, Asthma, 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. Asthma, OH&S modules and Fire Drills.

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 Yuen	Grad. Dip. (Teaching)
Kate Pincheira	B.Ed (Early Childhood & Prim)
Katrina Williams	B.Ed. (Prim)
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)
Sara Ma	Bachelor of Education Secondary, Master of Teaching, Bachelor of Music
Julie Catton	Bachelor of Education Primary
Cassandra Saunders	Bachelor of Arts / Bachelor of Teaching (Primary)
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
Keith Christmas	Bachelor of Education
Vaishnavi Moffitt	Bachelor of Education Primary
Kathleen Oommen	Bachelor of Education
Ginger Coughlin	Bachelor of Education
Dayle Mauga	Bachelor of Education Primary
Kerilee Bolto	Bachelor of Education
Shari Nyatanga	Bachelor of Education (Early Childhood)
Jesha Munez	Bachelor of Education, Master of Art and Education

Other Professional Development Activities

Staff completed a selection of training programs from the following:

- 7 Steps to Writing
- Australian Curriculum Version 9
- Bullying in the Workplace
- Cerebral Palsy
- CISS
- Classroom adjustments
- Curriculum Practices
- Data Analysis
- Defibrillator Access Briefing
- Developmental Language Disorder
- Discrimination & Harassment
- Dyslexia
- Dyscalculia
- EpiPen Briefing
- Evidence-Based Observations
- Getting creative with Cricut
- Getting Started with Google
- Google Calendar Crash Course
- High-Impact Teaching Strategies

Inclusive Education
Indigenous Perspectives/ Reconciliation Action Plan
Interactive Screen Training
Introduction to Adobe Spark
Keeping Safe: Child Protection Curriculum
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
Mental Health & Wellbeing
NCCD Refresher and Data Entry
PB4L
Privacy Policy
Quality Adventist Schools Component Reviews
Reportable Conduct Scheme
Resilience Doughnut
Risk Management
School Improvement Survey Data Analysis
SEQTA Programming, Training and NCCD
Slips, Trips & Falls
Student Wellbeing
Tourette's Syndrome
Trauma: Grief & Loss
VIT Mentoring Training
Warden Training
Work-Related Stress
Zones of Regulations

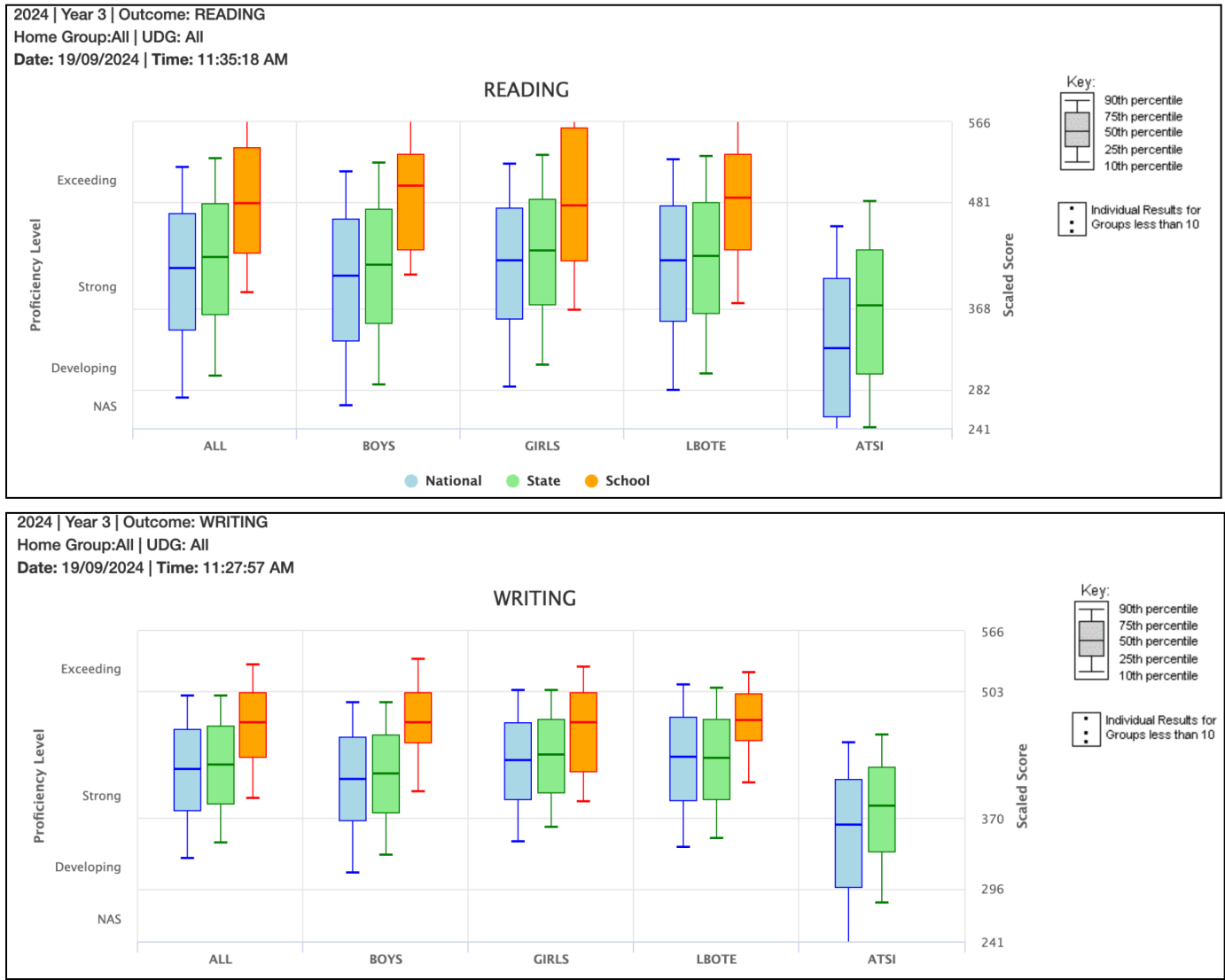
Student Attendance

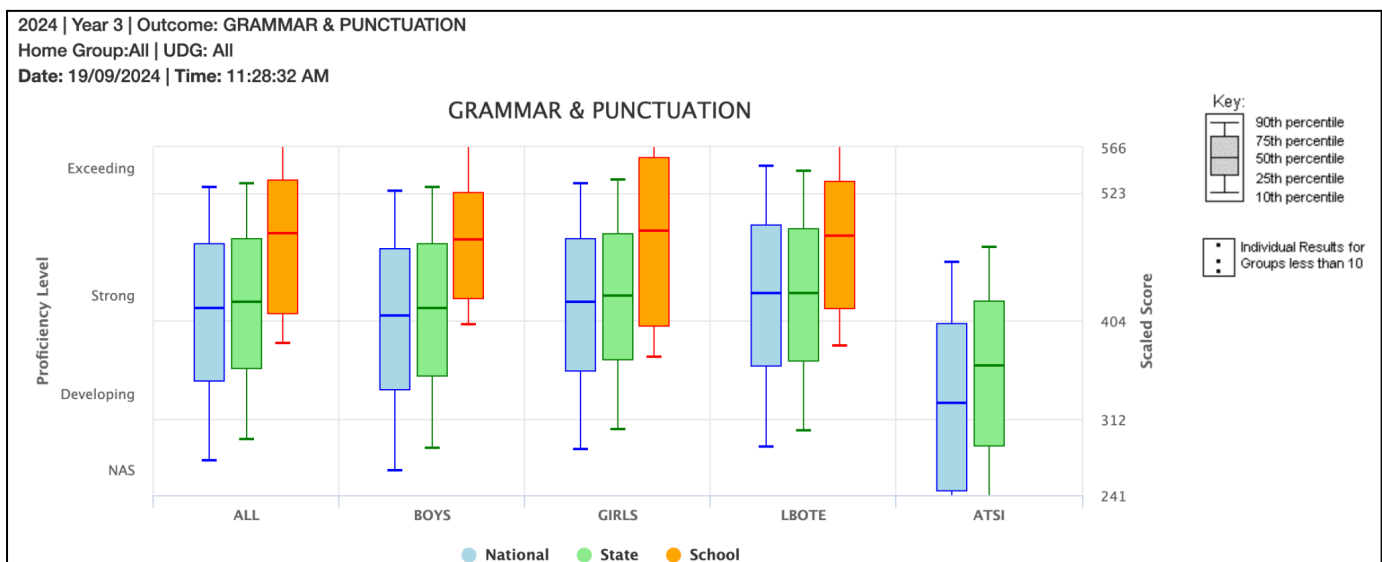
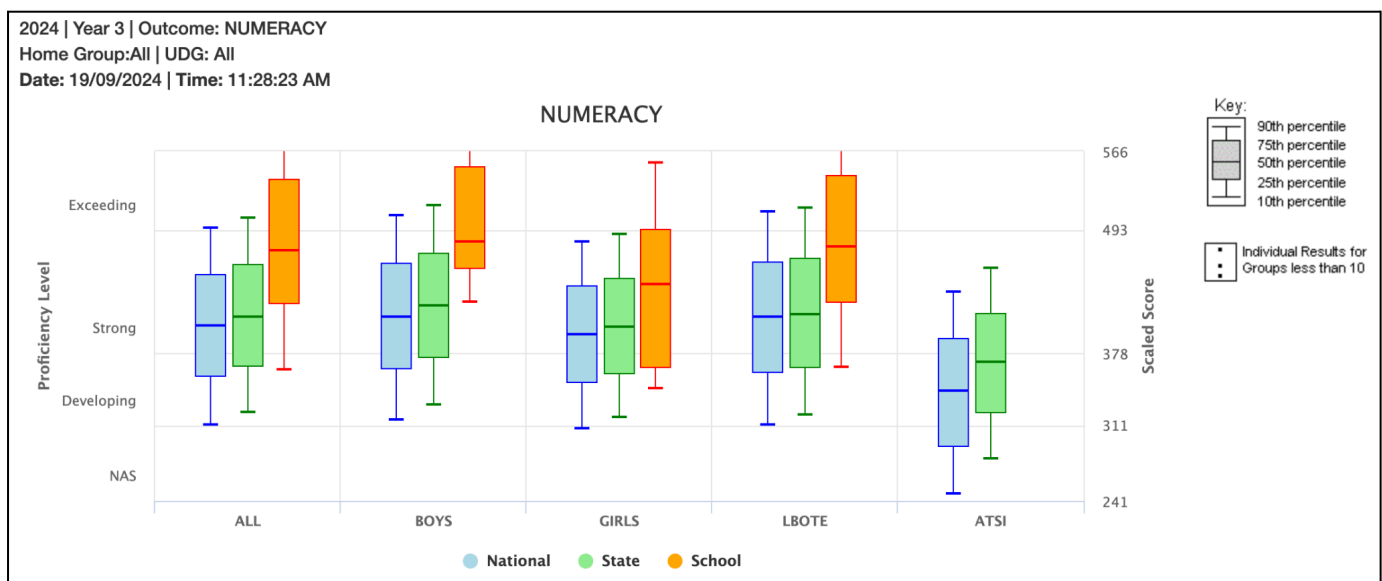
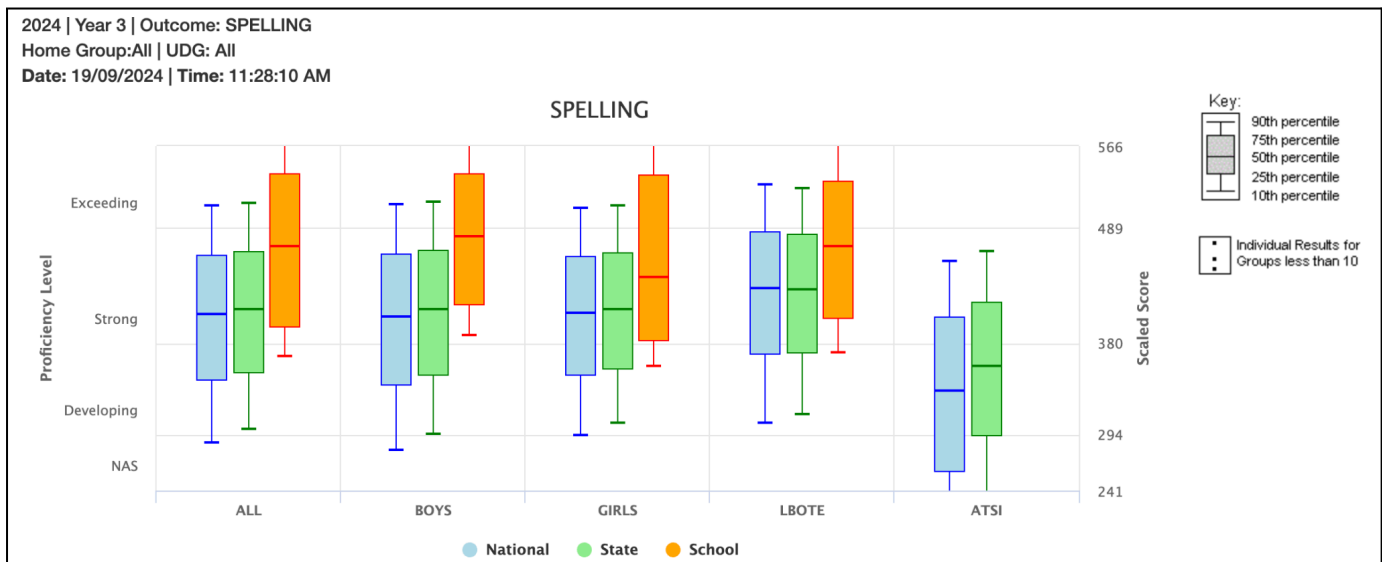
In 2024, the Student Attendance for Semester 1 was 91.48% and Term 3, 92.15%.

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 2024. The orange-coloured bars are Nunawading Christian College.

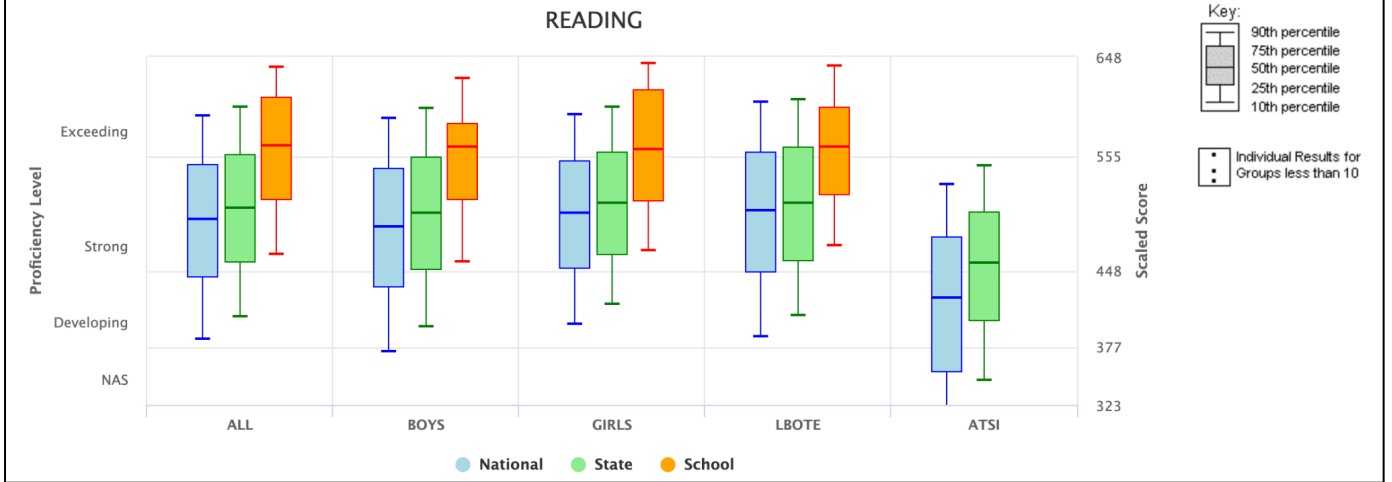
YEAR 3



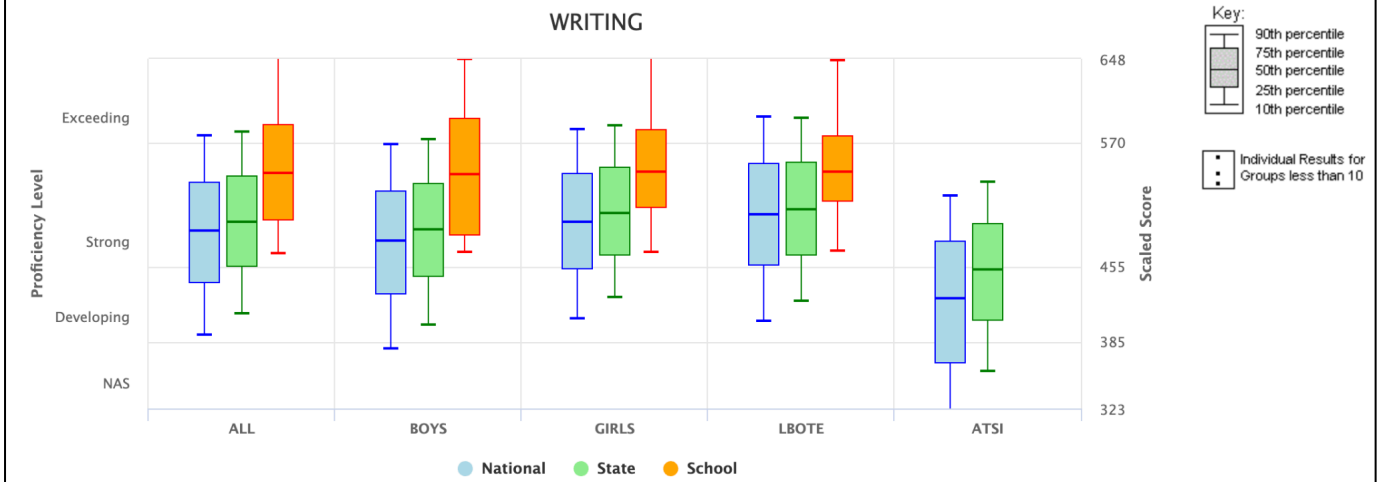


YEAR 5

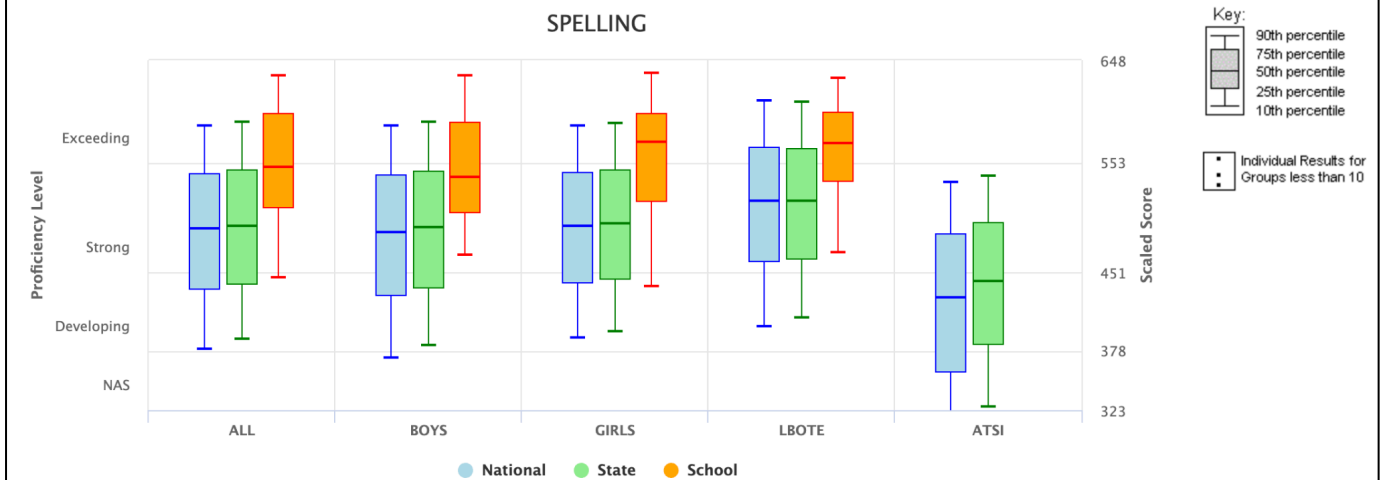
2024 | Year 5 | Outcome: READING
Home Group: All | UDG: All
Date: 19/09/2024 | Time: 11:31:44 AM



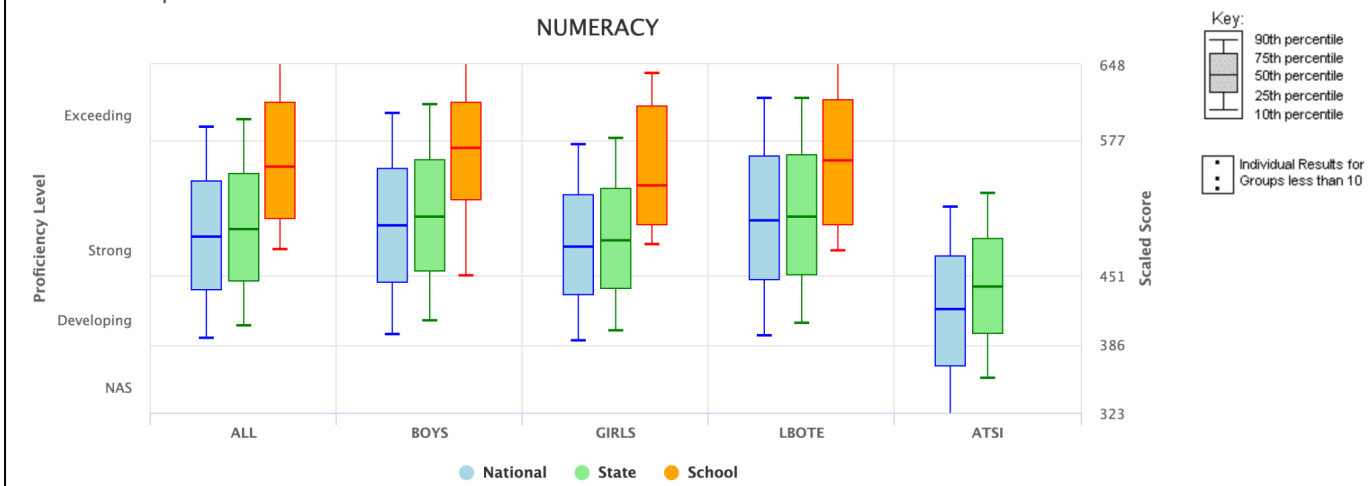
2024 | Year 5 | Outcome: WRITING
Home Group: All | UDG: All
Date: 19/09/2024 | Time: 11:31:59 AM



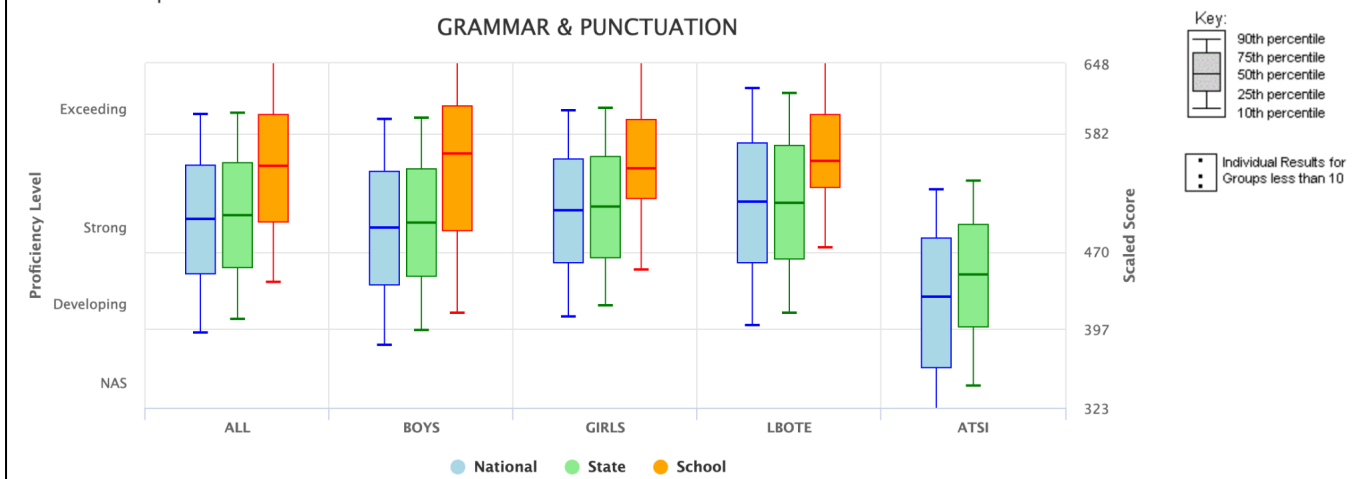
2024 | Year 5 | Outcome: SPELLING
Home Group: All | UDG: All
Date: 19/09/2024 | Time: 11:32:13 AM



2024 | Year 5 | Outcome: NUMERACY
 Home Group: All | UDG: All
 Date: 19/09/2024 | Time: 11:32:26 AM



2024 | Year 5 | Outcome: GRAMMAR & PUNCTUATION
 Home Group: All | UDG: All
 Date: 19/09/2024 | Time: 11:32:34 AM



Value-add Programs

Buddies Support Program

Ability split Maths classes for Yr 4-6

Lunchtime Clubs - Chess, Coding, Basketball, Robotics, Drama Volleyball, Table Tennis 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

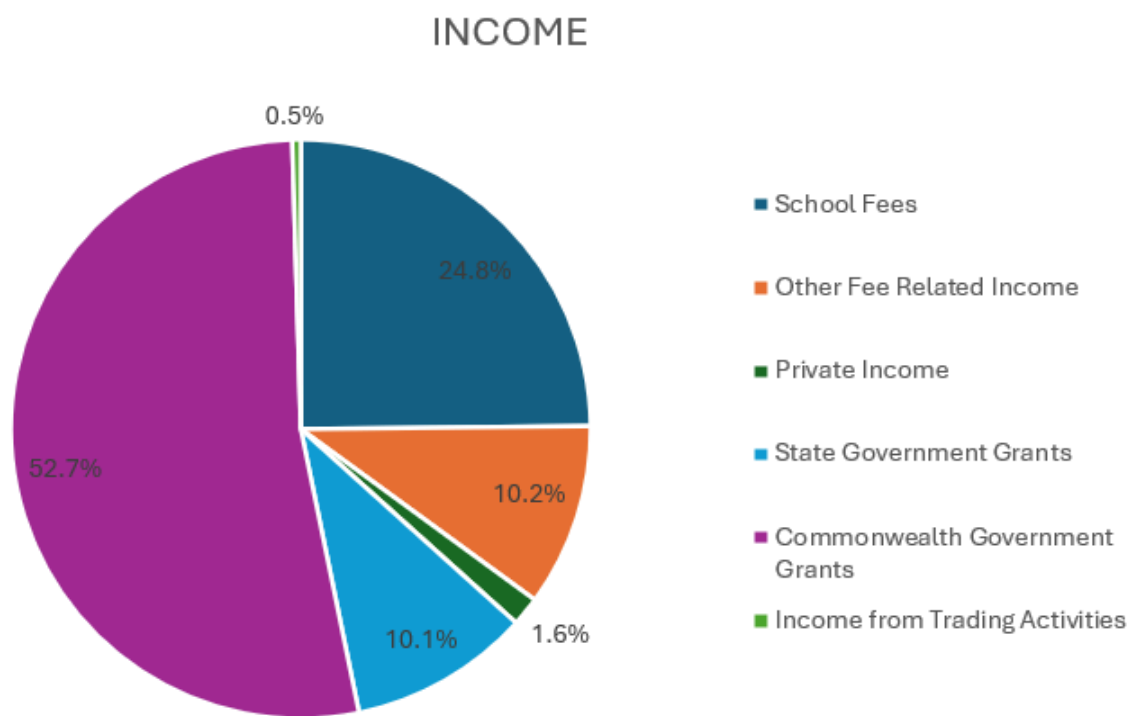
Year 3, 4, 5 & 6 Camps

Gifted & Talented Stretch Program

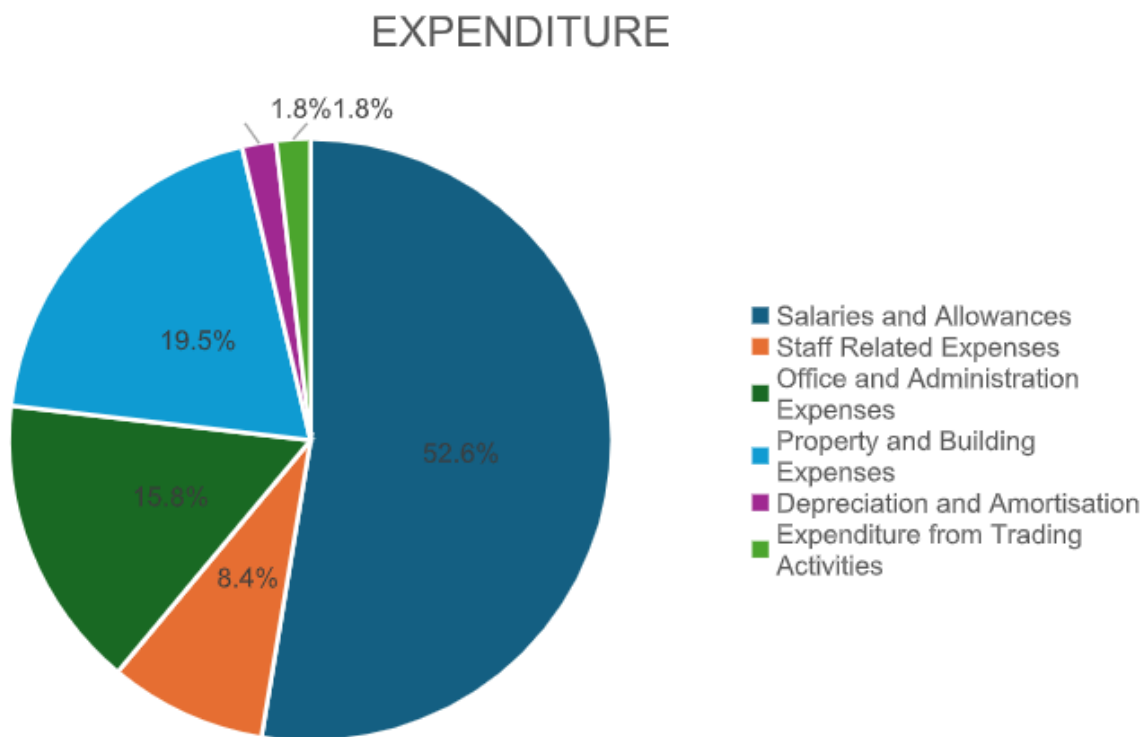
Student leader led assemblies

Primary Production led by Prep-Year 2 students

Income for 2024



Expenditure for 2024



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 2024 surveys allowed the school to analyse feedback received from these three cohorts. The surveys gained measurements of a number of areas of parent perceptions, student perceptions and staff perceptions. Here are some of the results from these surveys:

Parent perceptions	Raw Score
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 their learning and teachers organisation skills	88
I believe the extent to which parents trust the education programs to stimulate a social skills	79
I believe the extent to which parents see teachers as being enthusiastic and passionate about their work	74
I believe the extent to which parents believe the school has a good peer relations culture	91
I believe that my child is in a classroom where student behaviour reflects a positive and focused learning environment	87
I believe I feel connected to my school and supported to actively engage in school activities and learning	76
Student perceptions	
I believe teachers encourage students and support learning and development	53
I believe the extent to which teachers listen and understand student needs and assist with student learning	78
I believe the classroom reflects a positive and focused learning environment	67
I believe that teaching and learning at this school encourage collaboration among students	88
I believe that students at this school behave respectfully online, the school is helping to create a positive experience free from cyberbullying	91
Staff perceptions	
I believe that the leadership team is focussed on creating a supportive working environment	71
I believe that the staff has adequate opportunities to work together collegially and support one another	91
I believe the school provides adequate resources and support to help me perform my role effectively	89

Future Direction

Looking towards 2025 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 were able to successfully move into our new Year 3-6 learning centre in 2024. We have started looking at possible plans for the expansion of our current hall, including 4 new Secondary classrooms as well as a chaplains office. We also welcomed two wellbeing dogs into the school. Our Gifted & Talented Stretch program is continuing to develop. We added new bus stops to the lower primary pick up area and Secondary pick up area to allow students to be more comfortable in various weather conditions. We also plan to add a dedicated library for Years Prep-4 as we are outgrowing the shared library space. OSCH has moved to a dedicated OSCH/Performing Arts building.

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.

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 2024, 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. Increased security by adding CCTV cameras to key ingress and exit areas around the school
3. Improved the bus fleet with additional vehicles planned for enrolment expansion and expired vehicle replacements.
4. Finalised the upgrade to the senior primary playground.
5. Updated the secondary home economics classroom.
6. Upgraded the assembly hall stage area.
7. Refurbished and updated the secondary girls bathroom and toilet.
8. Replaced and made safe the sleepers around the oval.
9. Provided a new bus shelter on the Central Rd entrance.

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 master plan is well established, with identified projects ready to go, depending on funding approval.