

Nunawading Christian College

2022 Secondary Annual Report



Table of Contents



School Overview	3
Mission Statement	3
Introduction	3
Child Safe School	3
2022 Fast Facts	4
Nunawading Christian College Secondary Campus	4
A Message from the Principal	5
Teacher Professional Engagement	6
Staff Retention	6
Expenditure and Teacher Participation in Professional Learning	6
Other Professional Development Activities	7
Staff qualifications	8
Academic Studies	9
Junior School Studies	9
Senior School Studies	9
Student Attendance	9
National Benchmarks	10
VCE Results	13
Summary of results	13
Where is the class of 2022?	13
Value-Added Programs	14
Income and Expenditure 2022	15
Income for 2022	15
Expenditure for 2022	15
School Community Feedback	16
Future Direction	17
Learning and Teaching	17
Character and Community	17
Facilities	17



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) Secondary is an independent co-educational school, providing excellent holistic education from Year 7 - 12, 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, mission trips, service projects and annual class camps.

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.



2022 Fast Facts

Education Level: Secondary

Type: Co-educational

Affiliation: Seventh-day Adventist Church

Total enrolments: 205

Average class size: 21

Teaching staff: 25

VCE Class: 18

VCE Pass Rate: 100%

Year 9-12 Retention: 68%

Tuition Fees Range: \$8200 - \$10000

Tuition Levy: \$1,800

Nunawading Christian College Secondary Campus

Years: 7-12

Address: 161 Central Rd, Nunawading VIC 3131

Phone: 03 9877 3555 | Fax: 03 9878 3776

Email: admin@nunawading.vic.edu.au

Web: nunawading.vic.edu.au

RSB No.: 1712

VCAA No: 1745

CRISCOS No.: 00676M

Principal: Ms Meggan James (BA, MofEd)



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

Meggan James
Principal



Teacher Professional Engagement

Staff Retention

Staff retention at Nunawading Christian College Secondary is high, with minimal staffing changes from year to year. Only two new teachers left the school in 2022. The shared passion, commitment to students and the school remain very high, facilitating stability, efficient planning and implementation of long term goals and whole staff professional development.

Expenditure and Teacher Participation in Professional Learning

Staff at Nunawading Christian College Secondary are lifelong learners. Professional development is a priority for all staff in both a formal and informal context.

In 2022 the total expenditure on professional learning for staff was \$17877.20. Staff engaged in both free and paid professional development opportunities.

Staff receive regular professional development in the areas of ICT, pedagogy, wellbeing, child safety and meeting the needs of students with disabilities, in addition to professional development for specialist subject areas. As such, our teachers engage in a number of professional development courses throughout the year to ensure they keep up-to-date in the fast-changing world of learning.

All NCC staff participate in annual First Aid training, including CPR and anaphylaxis training, Mandatory Reporting, Child Safe and Special Needs training.



Other Professional Development Activities

Accelerated Reader training
Analysing Argument Through Art
Anaphylaxis
Australian Curriculum V.9 introduction
Building Cultural Capacity at NCC
Classroom adjustments for ADHD
Classroom observation: a research-informed overview
Classroom tips for early career teachers – Building your capacity as a classroom practitioner
Classroom vibe – practical strategies for better classroom culture
COMVIEW 2022 (VCE Business Management and Accounting)
Debaters Association of Victoria Teacher Inservice
Discrimination & Harassment
EduTech Australia Summit
Fire Awareness
First Aid - Level 2
Getting creative with Canva
Getting started with Arduino teacher masterclass
Google Training
High Impact Teaching Strategies #1-#6
History Teachers Association Victoria Conference
How to teach a unit on crafting texts for VCE English Unit 1
How to teach personal text response units and writing at Year Levels 7-11
Increasing engagement with Education Perfect
Introduction to Clickview
Introduction to new NCC School improvement plan
Introduction to using Pasco data loggers
Jacaranda VCE Deep Dive Workshops: Chemistry Session
Jacaranda VCE Maths and Science SAC Events
Keeping Children Safe
Ladder safety: prevention of falls
MacqLit Training
Mandatory reporting
Marketing at NCC
NAPLAN Online Test Administration Training
Painting Experience Bright
PB4L Training
Perspective from an Autistic Student: Lessons for Educators
RAP School Assessment
Risk Management
SBI Feedback Framework
SEQTA Marksbook Training & SEQTA Support Training
School Improvement Initiative Training
Student Voice
Unit 3 VCE Food Studies Toolkit
VCAA 2022 VCE Biology – Delivering Unit 3 school-based assessment
VCE Assessment Requirements
VCE Biology Conference
VCE Legal Studies Update 2022
VCE Psychology Conference
VCE Systems Engineering Unit 1 via Webinar
Virtual Learning Resource Expo Chemistry (Vic)
VIT - Effective Mentoring Program



Teaching Staff qualifications

All teachers at NCC Secondary 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
Amy Davilla	Bachelor of Arts; Master of Teaching
Benjamin Thomas	Bachelor of Education; Masters of Education
Casey Herman	Bachelor of Teaching; Bachelor of Arts
Charles Njock	Bachelor of Arts; Diploma of Teaching; Master of Education
Colin Gallagher	Bachelor of Education
Daniel Selent	Bachelor of Education
Elizabeth Allen	Bachelor of Education, Graduate Diploma of Education Studies
Hanna Stekla	Bachelor of Education
Heather Pitt	Diploma of Teaching; CELTA certificate in teaching English
Heather Woodhouse	Bachelor of Education
Jody Lawson	Bachelor of Science; Postgraduate Degree of Teaching (Primary and Secondary); Masters of Education
Jordan Hutchinson	Bachelor of Education (Secondary)
Joshua Lon Ho Kee	Bachelor of Education/Science
Karyn Bonnington	Bachelor of Maths/Science Teaching
Larnelle Marsh	Bachelor of Education
Laura-Jane McLarty	Bachelor of Teaching (Secondary); Bachelor of Arts
Michelle Mead	Bachelor of Business (Management) Graduate Diploma of Education (Applied Learning) Diploma of Vocational Education and Training Certificate IV in Training Assessment and Education
Linda Bryan	Bachelor of Education (Secondary: Fine Art and English) Masters of Education
Meggan James	Bachelor of Arts; Masters of Education, Post Grad Dip TESOL; Qualified TESOL Teacher Trainer
Michael Maslin	Bachelor of Education; Bachelor of Science
Rebekah Martin	Bachelor of Education
Rhondell Donnelly	Bachelor of Education
Sarah Courtney	Bachelor of Education: Bachelor of Arts
Zachary Cannon	Bachelor of Science; Bachelor of Teaching
Zelda McClintock	Bachelor of Arts; Postgraduate Certificate



Academic Studies

Junior School Studies

- Spiritual and Personal Development
- English
- Mathematics
- Science
- STEM
- Geography
- History
- French
- Art
- Food Technology
- Drama/ Performing Arts
- Design and Technology
- Literature
- Journalism
- Commerce
- Digital Media
- Digital Photography
- Year 9 Challenge
- Year 8 Invictus
- Physical Education
- EISM Sport
- Chapel
- Mechatronics
- Economics
- Business Management
- Debating/Public Speaking
- EAL
- Civics
- Entrepreneurial Studies
- Psychology
- Astronomy
- NCC Fit

Senior School Studies

- English
- Texts and Traditions
- General Maths
- Further Maths
- Maths Methods
- Chemistry
- Physics
- Biology
- Psychology
- History
- Accounting
- Business Management
- Art
- Systems Engineering
- Physical Education
- Food Studies
- Legal Studies

Off-campus/TAFE/ Distance Education/
Victorian School of Languages

- French
- Extended Investigation
- Ancient History
- Health and Human Development
- Literature
- VCE VET Music
- Specialist Maths
- VCE VET Allied Health





Student Attendance

In 2022 the average daily attendance rate for students was Semester 1, 90.65%. The count of students with an attendance rate of $\geq 90\%$ was 68.83%. This is a testament to the commitment of our and dedication of our parent community.

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.

Nunawading Christian College uses both NAPLAN and PAT data to assess student progress.

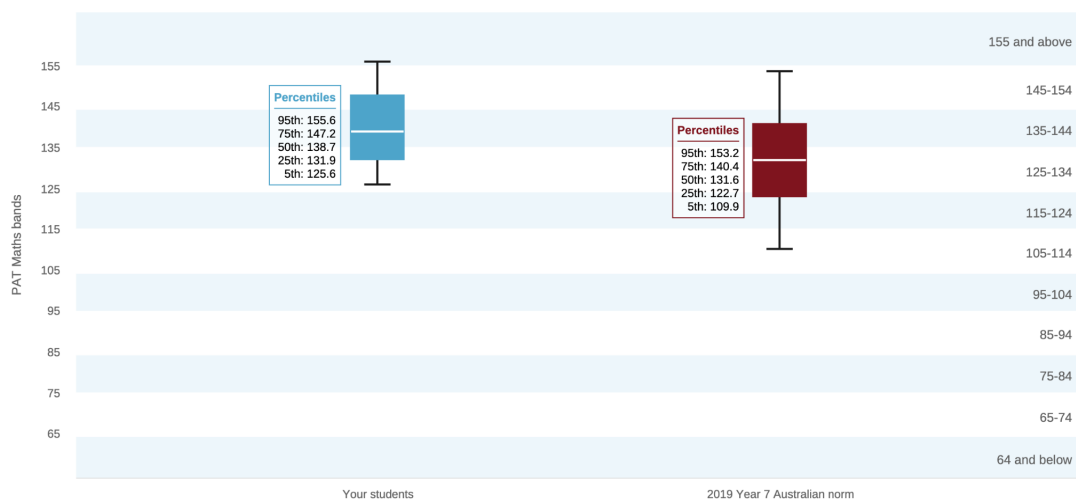
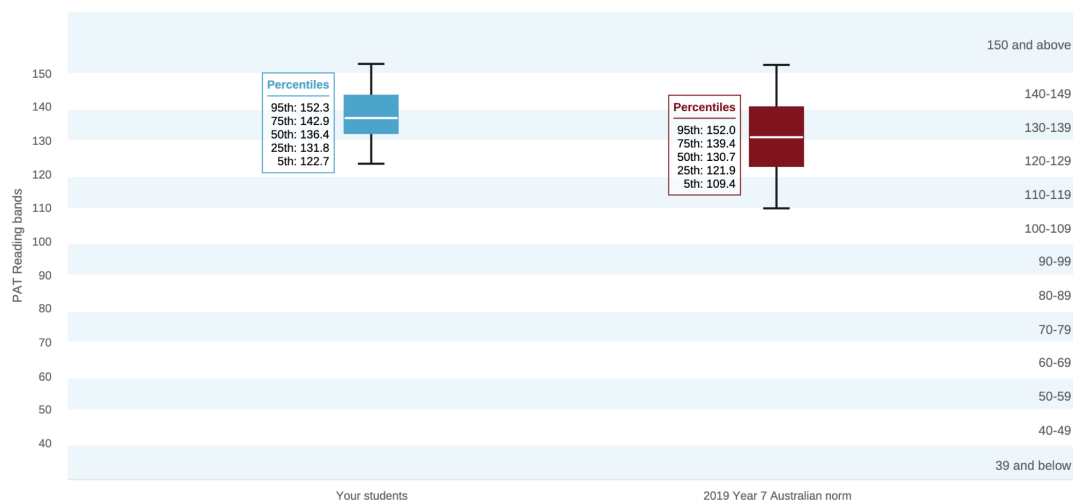
2022 Year 7 NAPLAN Analysis

- We are above the State and National average in Writing, and the gap between state and NCC has widened in the last 12 months.
- We are above the State and National average in Grammar and Punctuation. Our lowest 25th percentile are still within the middle two bands of the State average. We haven't noticeably increased or decreased for Grammar and Punctuation.
- We are above the State and National average in Reading, and our lowest percentile is within the states 25 - 50 percentile range. There is no notable growth since last year.
- We are still above the State and National average in Numeracy. The majority of our students (<25th percentile) are above the state mean. Our growth has continued to increase year on year.

2022 Year 7 NAPLAN School Summary Report



Year 7 2022 PAT Reading and Math Achievement Report

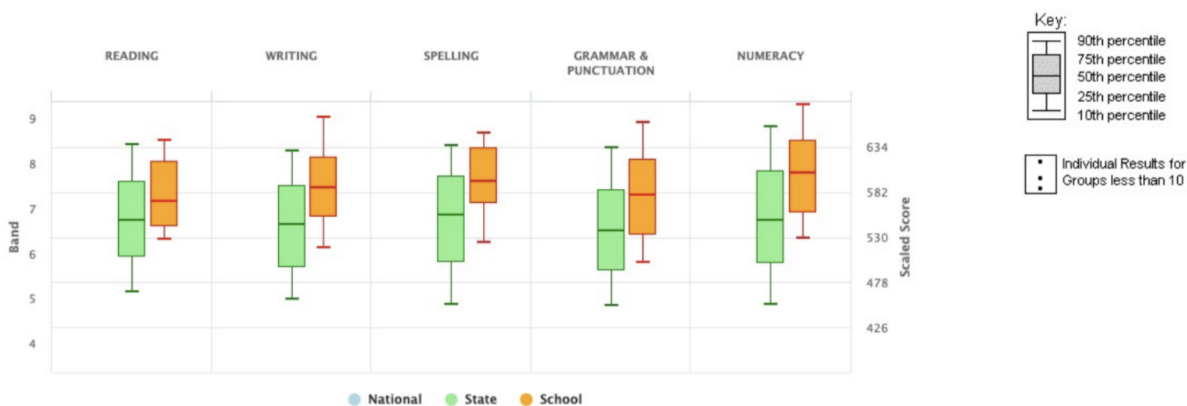


2022 Year 9 NAPLAN Analysis

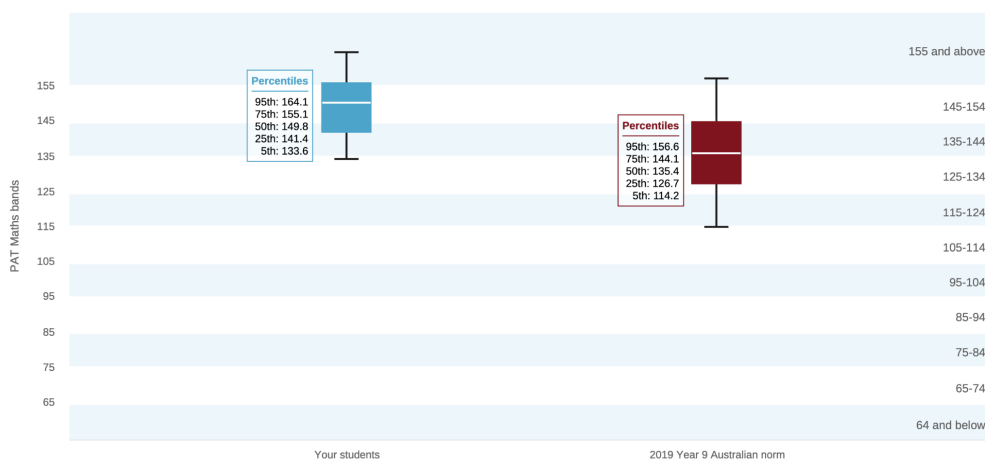
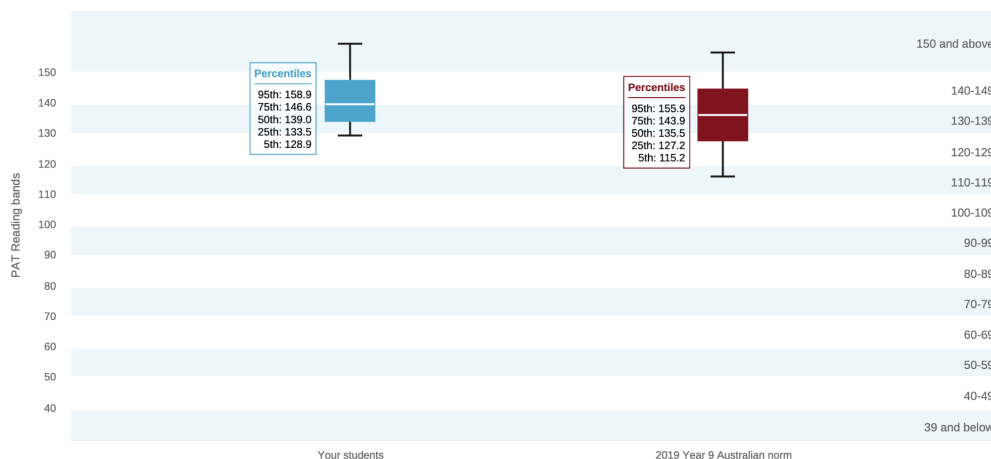
- We are above the State and National average in Writing; 75% of our students are above the state mean.
- We are above the State and National average in Spelling. This cohort of students had a greater spread in the lowest quartile.
- We are above the State and National average in Grammar and Punctuation and are increasing the gap.
- We are above the State and National average in Reading. Half of our students achieved above the state's 25-75 percentile range.
- We are above the State and National average in Numeracy, and have continued to increase the gap.



2022 Year 9 NAPLAN School Summary Report



Year 9 2022 PAT Reading and Math Achievement Report





VCE Results

We are proud of our Class of 2022 and their continued effort in completing their VCE studies having come out of two years of lockdowns and the Covid-19 pandemic. This year we saw one of our students complete a VET music qualification as part of their VCE program and a diverse interest in subject areas and future career aspirations. We also increased our subject Median score to 32 and increased the percentage of study scores of 40 or over.

Summary of results

Top ATAR Score	96.65
Average ATAR	77.10
% of ATARs above 80	35%
Total Year 12 students	18
Number of Tertiary applicants	18
Tertiary offers received via VTAC or individual application	18

Where is the class of 2022?

The Class of 2022 has been successful in gaining places to tertiary institutions.

Offers were received for institutions including:

- The University Of Melbourne
- Monash University
- Deakin University
- RMIT University
- La Trobe University
- Swinburne University of Technology
- Victoria University
- Australian College of the Arts
- Avondale University



Area of study	Number of students
Arts/Psychology	1
Biotechnology/Biomnedical Science	1
Business/Information Technology	1
Business/Banking and Finance	1
Criminology/Psychological Sciences	1
Exercise and Sports Science	1
Forensics	1
Legal Practice (Paralegal)	1
Media	1
Music Performance	1
Nursing/Midwifery	2
Nutrition Science	1
Psychological Sciences	1
Radiography	1
Teaching	3

Value-Added Programs

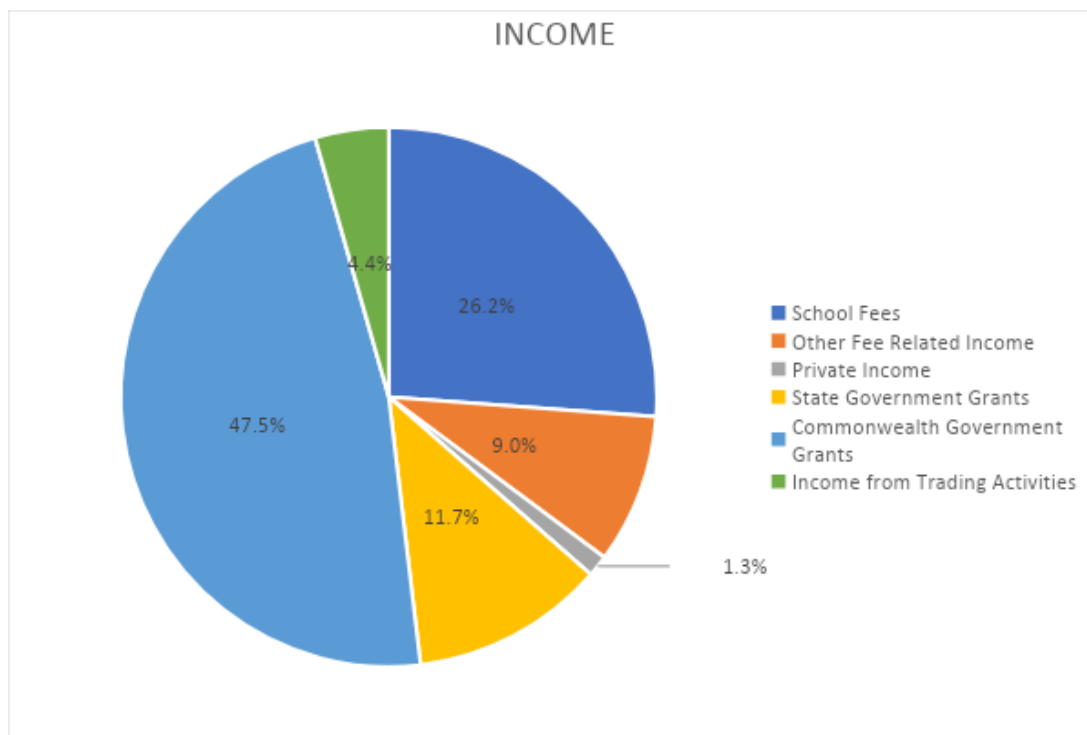
Nunawading Christian College Secondary recognises the importance of developing a sense of achievement in each student. Whether students participate in individual, group, or whole school activities, we strive to develop well-balanced individuals who enjoy their involvement and see that active participation is a skill in itself. A number of initiatives have added value to the school program. They include:

- Year 8 Invictus Program
- Year 9 Challenge Program
- Peer Support Program
- Camp Program for Years 7, 8, 9 10 & 11
- Ability-split Maths Classes
- Science Enrichment Program
- English Enrichment Program
- STEM Program
- Pastoral Care Program
- ASV Sport
- Berthe Mouchette French Competition
- Sports Excellence Program (Volleyball Academy and Basketball Academy)
- Social Entrepreneurial Discovery Program with Melbourne University
- Marketing Internship
- Service Project
- EISM Sports Program
- Chapel & Worship Programs
- Student Leadership Program
- Drama
- Debate Club
- Choir

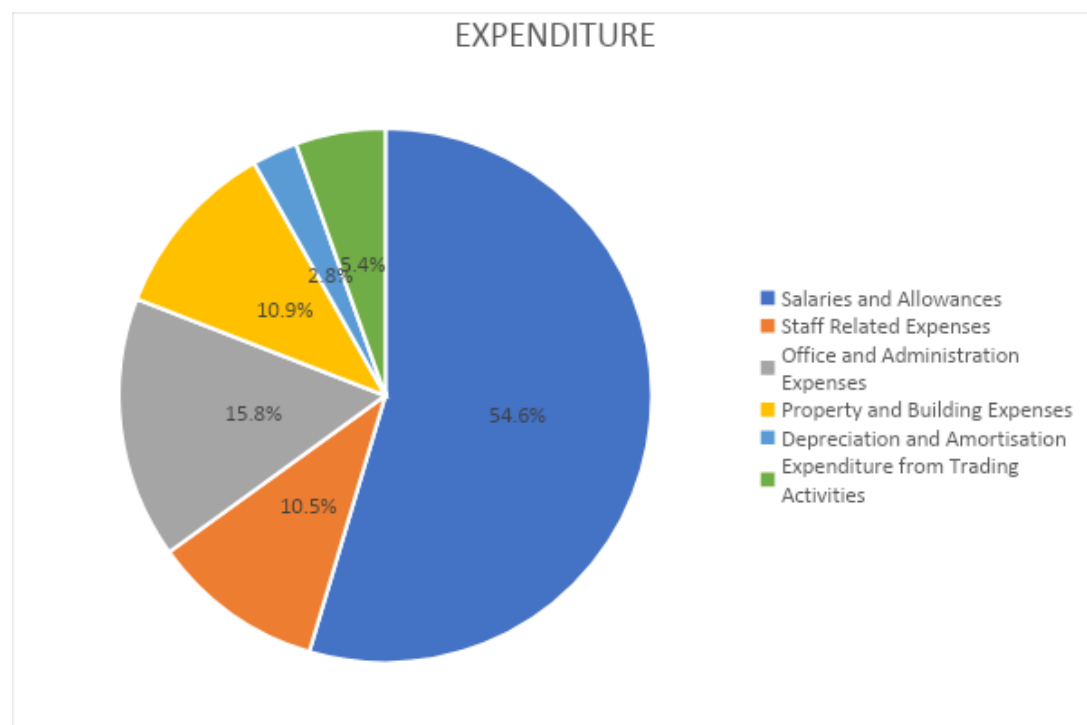


Income and Expenditure 2022

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:

Parent perceptions	Raw Score
I believe parents have an opportunity and are encouraged to make a contribution to school planning	70
I believe parents find that the student reporting provides useful information about the childrens' progress	80
I believe the extent to which the school is receptive of and understands the views and concerns of parents	80
I believe that the extent to which parents believe the school has a focus on improving its performance	81
I believe the extent to which parents believe that their children's homework aids their learning and teachers organisation skills	75
I believe the extent to which parents feel the education programs and standards of the school address the needs of their children	82
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	86
I believe the extent to which parents see teachers as being enthusiastic and passionate about their work	89
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 practicals	80
Student perceptions	
I believe the extent to which students are motivated to learn and want to do well	55
I believe teachers encourage students and support learning and development	63
I believe the extent to which teachers listen and understand student needs and assist with student learning	66
I believe the extent to which teachers deliver their teaching in planned and effective ways	67
I feel social connected with my peers	72
I enjoy and want to learn.	66
Staff perceptions	
I believe the extent to which staff feel that they can put effective learning and teaching practices into use	90
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	79
I believe that the extent to which staff opportunities to work together collegially and support one another	72



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.

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. Increased security by adding fences and gates around the school
4. Upgraded the Multi Purpose Center for staged events
5. Updated sound system in the hall for chapels and large group events
6. Installed shelters on the oval
7. 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, toilets and staff facilities.