

# Nunawading Christian College

## 2024 Secondary 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) 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.

# 2024 Fast Facts

**Education Level:** Secondary

**Type:** Co-educational

**Affiliation:** Seventh-day Adventist Church

**Total enrolments:** 248

**Average class size:** 21

**Teaching staff:** 24

**VCE Class size:** 42

**VCE Pass Rate:** 100%

**Year 9-12 Retention:** 90%

**Tuition Fees:** \$9020 - \$10980

**Tuition Levy Range:** \$1890

**Years:** 7-12

**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.:** 1712

**VCAA No.:** 01745

**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 bringing back the whole secondary musical production. Not Quite Romeo and Juliet was a beautiful extracurricular opportunity for all students to stretch their skills, broaden their experiences and strengthen their relationships and bonds with one another.

We welcomed 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. Working with the Early Learning Centre and the primary 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

# Teachers and Staff

## Staff Retention

Staff retention at Nunawading Christian College Secondary is high, with minimal staffing changes from year to year. There was one teacher who moved interstate with family in 2024. The staff maintain a strong shared passion, and commitment to students. The school has 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 2024 the total expenditure on professional learning for staff was \$17975.93. Staff engaged in both free and paid professional development opportunities.

Staff receive regular professional development in the areas of High Impact Teaching Strategies (HITS), ICT, data analysis, pedagogy, wellbeing, child safety and meeting the needs of students with disabilities, in addition to professional development for specialist subject areas. PD opportunities are embedded into the staff meeting schedule, as well as facilitated during external events. 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, Mandatory Evacuations, Child Safe and Special Needs training and OH&S training.

## 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                       |
| Andrew Conlon   | Bachelor of Engineering; Dip of Education                  |
| 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                                      |

|                    |   |
|--------------------|---|
| Emma Vidot         | Bachelor of Business, Bachelor of Teaching  |
| Hanna Stekla       | Bachelor of Education   |
| Heather Pitt       | Diploma of Teaching; CELTA certificate in teaching English  |
| Heather Woodhouse  | Bachelor of Education   |
| Jesse Fua          | Bachelor of Arts, Bachelor of Teaching  |
| 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   |
| Kylie Smith        | Bachelor of Arts, Bachelor of 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)<br>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  |
| Andrew Conlon      | Bachelor of Engineering; Dip of Education   |
| Anne-Marie Godfrey | Bachelor of Science; Bachelor of Teaching   |
| Tiaan Kruis        | Bachelor of Education   |

# Academic Studies

## Year 7-10 Studies

- Spiritual and Personal Development
- English
- Mathematics
- Science
- STEM
- Geography
- History
- French
- Art
- Food Technology
- Drama/ Performing Arts
- Design and Technology
- Literature
- Journalism
- Financial Management
- Digital Technology
- Entrepreneurial Studies
- Year 9 Challenge
- Year 8 Invictus
- Physical Education
- EISM Sport
- Chapel
- Mechatronics
- Government & Law
- Human Biosciences
- EAL
- Civics
- Maths Problem-solving
- Psychology
- Astronomy
- NCC Fit
- Digital Photography
- World of Work
- Music

## Year 11-12 Studies

- English
- Texts and Traditions
- General Maths
- Maths Methods
- Chemistry
- Physics
- Biology
- Psychology
- Art Making and Exhibiting
- Business Management
- Art
- Systems Engineering
- Physical Education
- VCE/VET Cookery
- Legal Studies
- Health & Human Development
- Applied Computing
- Sociology

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

- French
- Chinese 2nd Language
- Hindi
- Indonesian
- VCE/VET Music Performance
- Business Management
- Economics
- Specialist Mat



# Student Attendance

In 2024, the average daily attendance rate for students in Semester 1, was 89.99%, and in Term 3, 87.95%. This is a testament to the commitment and dedication of our parent community.

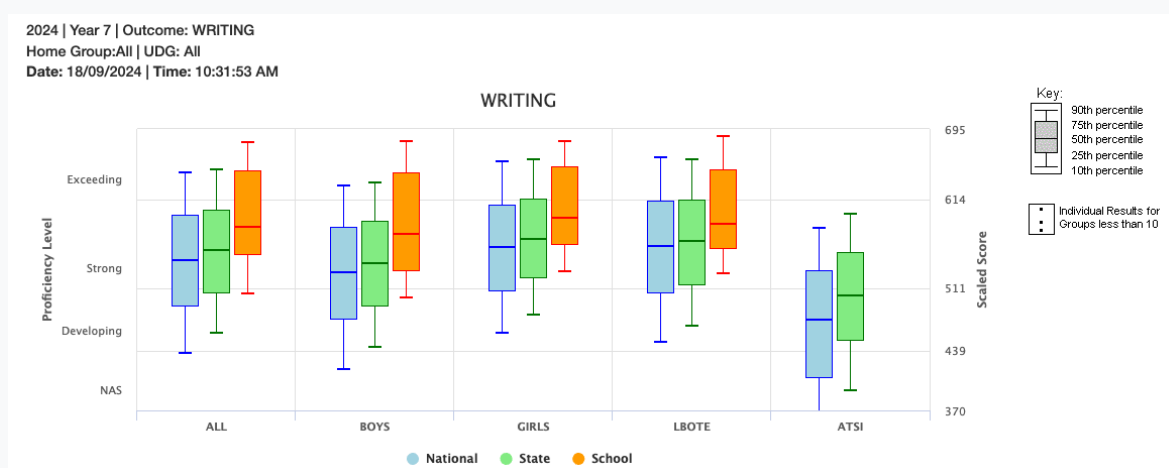
## National Benchmarks

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.

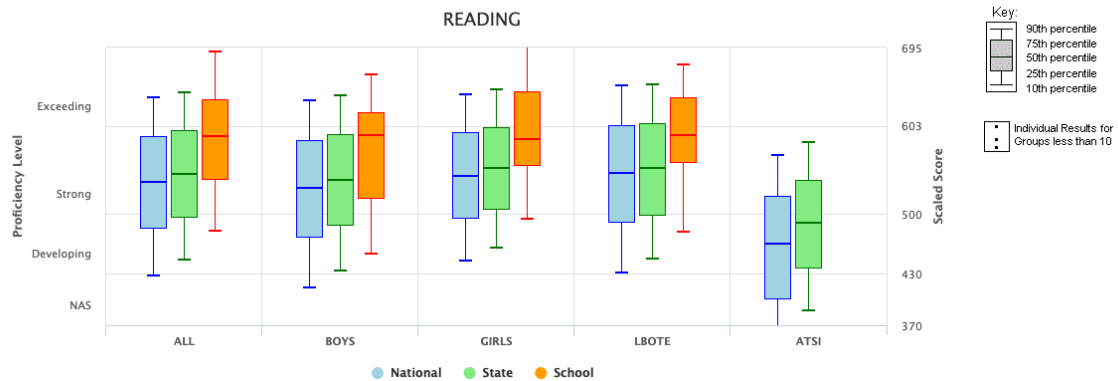
Nunawading Christian College uses both NAPLAN and PAT data to assess student progress.

### Year 7 NAPLAN 2024 Summary Report

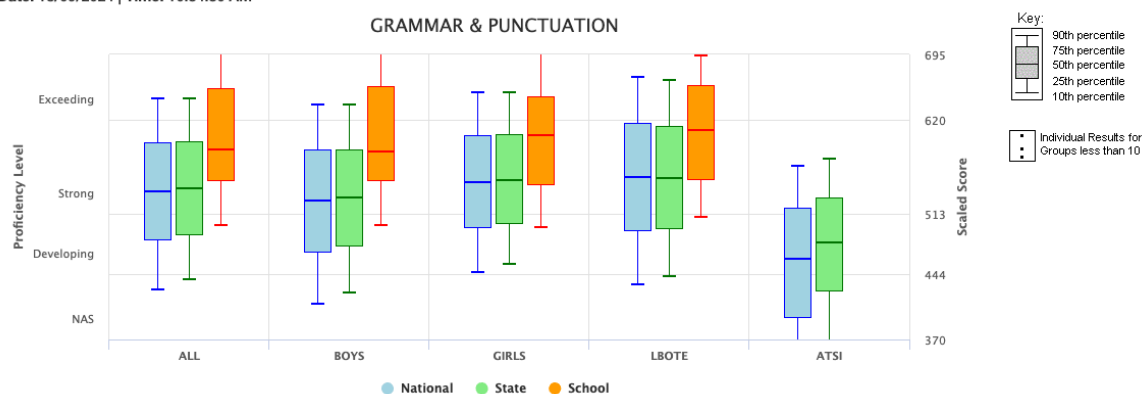
- We are above the State and National average in Writing. Our lowest 25th percentile is still within the middle two bands of the State average. Overall, our girls are stronger in writing than the boys. Looking deeper into our data from the Writing Criteria Report, we would benefit from focusing on audience, character and setting, vocabulary, paragraphing, spelling and sentence structure.
- We are above the State and National average in Grammar and Punctuation. Our lowest 25th percentile is still within the middle two bands of the State average.
- We are above the State and National average in Reading. We have some very high-ability female readers, and a greater percentage of weaker boy readers.
- We are well above the State and National averages for spelling. Our lowest 25th percentile is still within the middle two bands of the State and National average.
- We are well above the State and National average in Numeracy. The majority of our students (<25th percentile) are above the state mean. We achieved 'As expected' results in all three strands of numeracy that were measured.



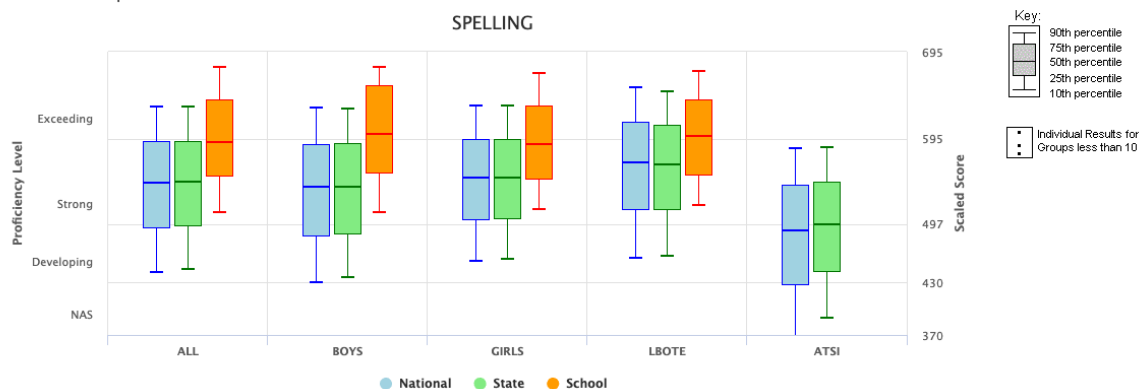
2024 | Year 7 | Outcome: READING  
 Home Group: All | UDG: All  
 Date: 18/09/2024 | Time: 10:28:35 AM

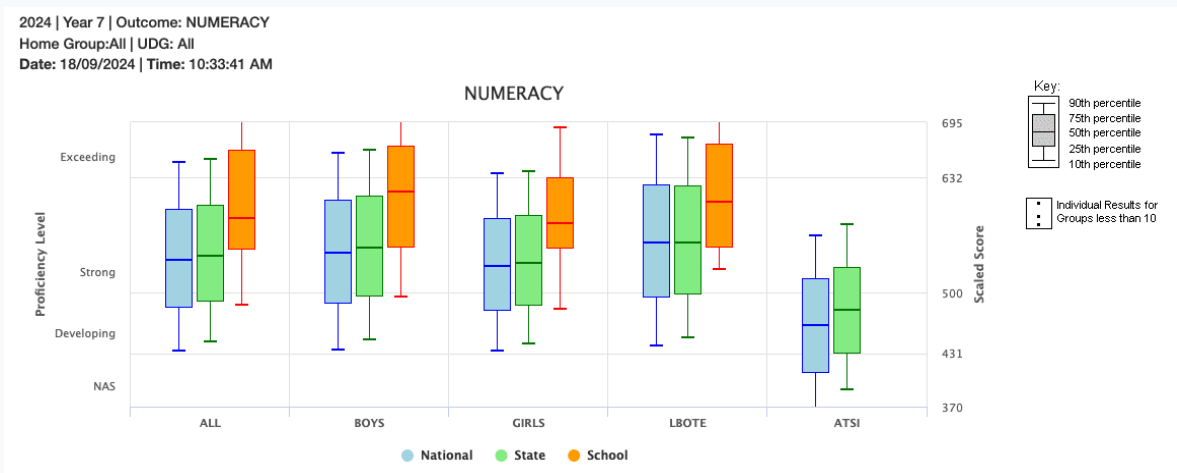


2024 | Year 7 | Outcome: GRAMMAR & PUNCTUATION  
 Home Group: All | UDG: All  
 Date: 18/09/2024 | Time: 10:34:30 AM



2024 | Year 7 | Outcome: SPELLING  
 Home Group: All | UDG: All  
 Date: 18/09/2024 | Time: 10:32:51 AM



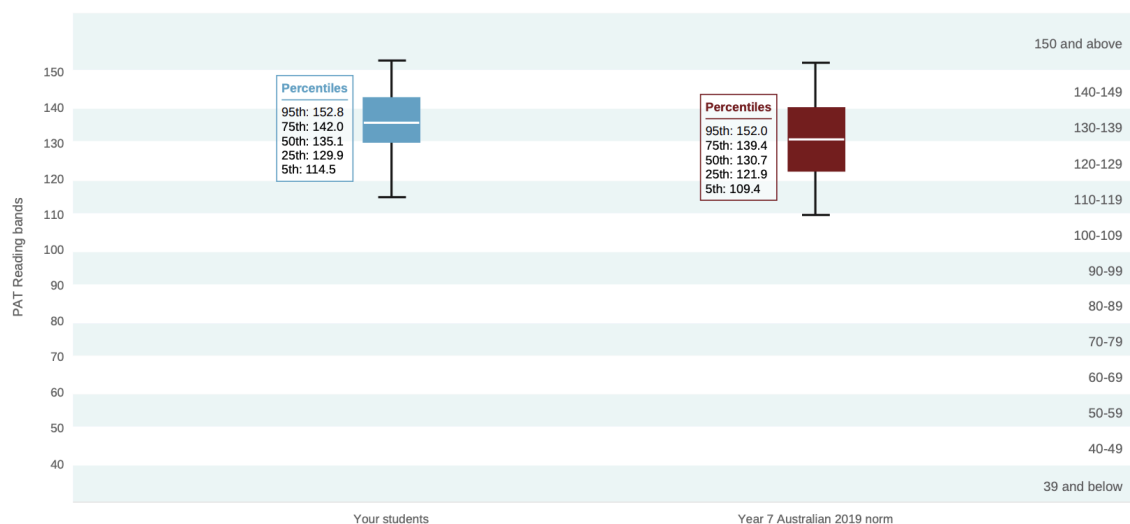


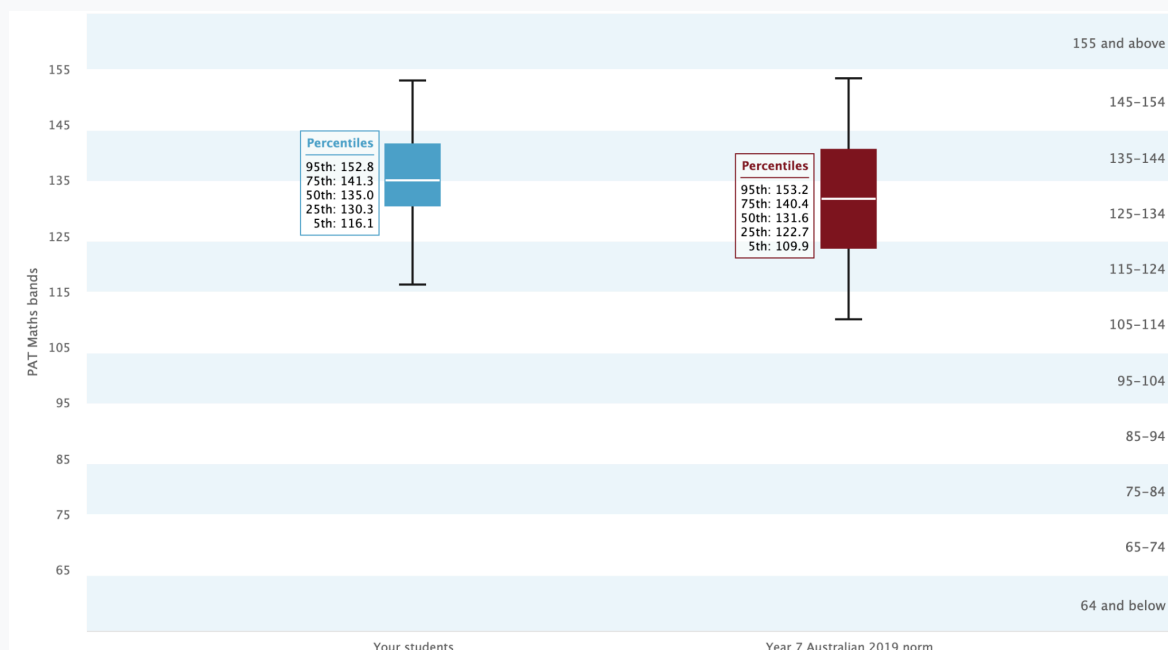
## Year 7 2024 PAT Reading and Math Achievement Report

🎓 PAT Reading 📅 2024 👤 57 results

Year levels: Year 8

Tags: All

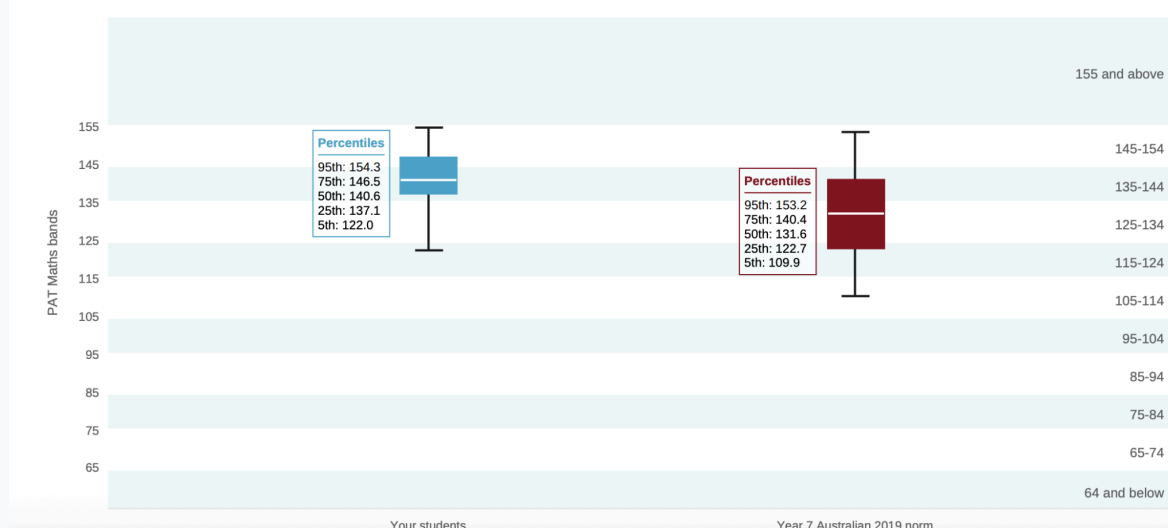




PAT Maths 2024 56 results

Year levels: Year 8

Tags: All

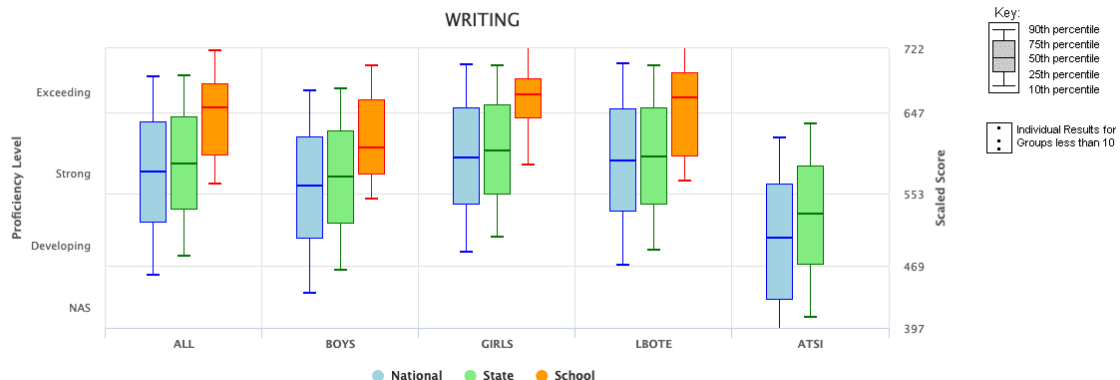


## Year 9 NAPLAN 2024 Summary Report

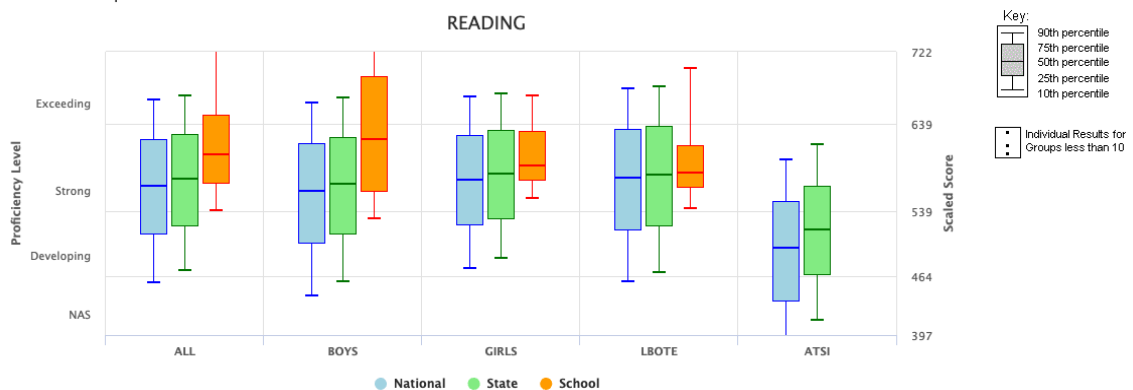
- We are well above the State and National average in Writing, with our mean ranking within the 90th percentile of both of those cohorts. Areas that we could focus on in the future include paragraphing and sentence structure.
- We are above the State and National average in Spelling. 75% of our students are above the state and national averages.
- We are above the State and National average in Grammar and Punctuation. 75% of our students are above the state and national averages.
- We are above the State and National average in Reading. Nearly 75% of our students are above the state and national averages. There is a wider range of abilities with the boys than with the girls.

- We are above the State and National average in Numeracy. Nearly 75% of our students are above the state and national averages. Our boys are performing better than our girls. We performed 'as expected' for all three numeracy strands.

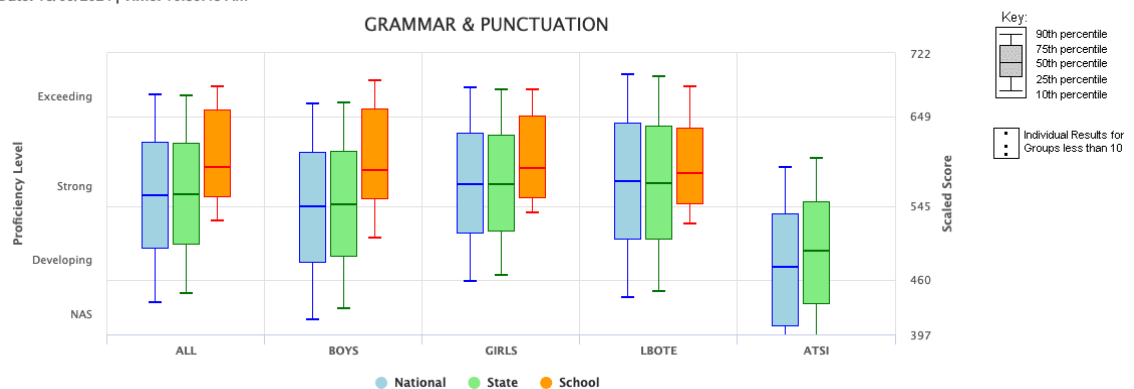
2024 | Year 9 | Outcome: WRITING  
Home Group: All | UDG: All  
Date: 18/09/2024 | Time: 10:36:26 AM

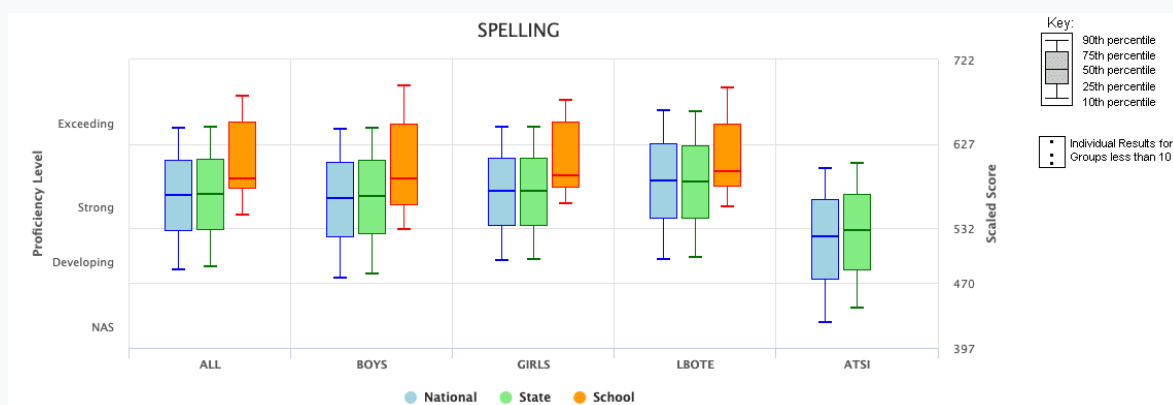


2024 | Year 9 | Outcome: READING  
Home Group: All | UDG: All  
Date: 18/09/2024 | Time: 10:35:21 AM

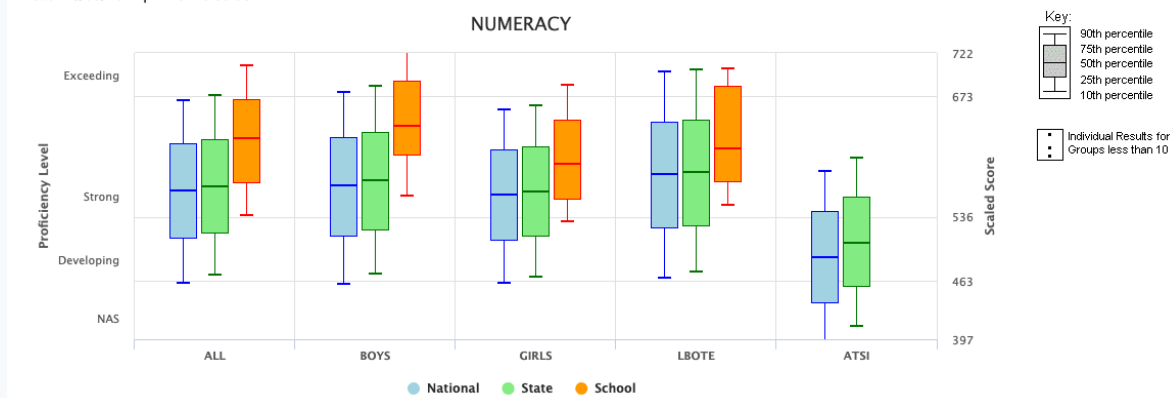


2024 | Year 9 | Outcome: GRAMMAR & PUNCTUATION  
Home Group: All | UDG: All  
Date: 18/09/2024 | Time: 10:39:45 AM





2024 | Year 9 | Outcome: NUMERACY  
Home Group: All | UDG: All  
Date: 18/09/2024 | Time: 10:39:05 AM

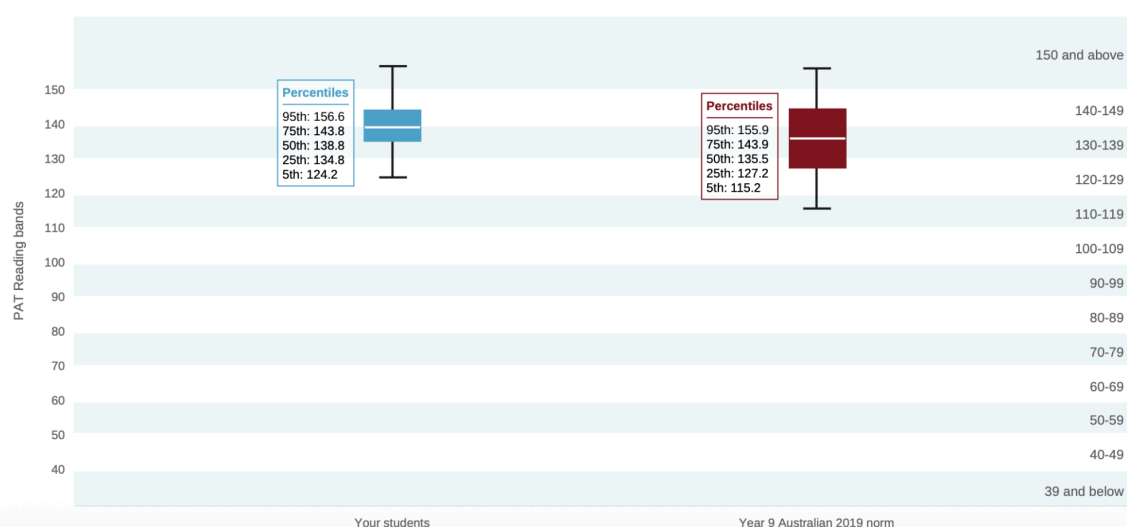


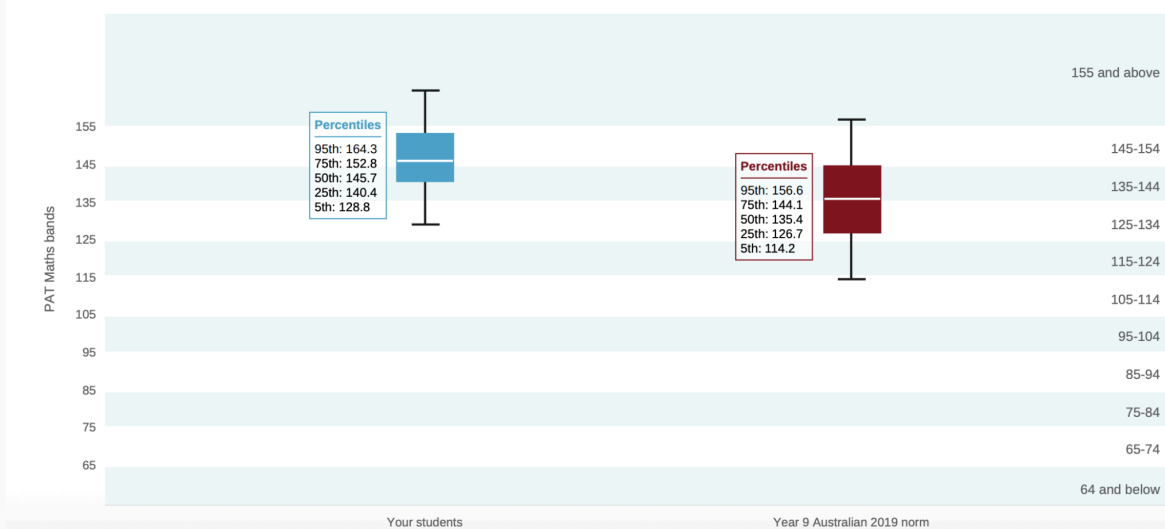
## Year 9 2024 PAT Reading and Math Achievement Report

PAT Reading 2024 34 results

Year levels: Year 10

Tags: All





## VCE Results

We are proud of our Class of 2024 and their continued effort in completing their VCE studies. This year we saw the first group of Year 12 students complete VCE VET Cookery with a top study score of 41. Students also continued to undertake a variety of subjects including Business Management, Psychology, Visual Communication and Design, Health and Human Development, VET Screen and Media, VET Sports and Recreation. Our highest study score overall was 46 in Health and Human Development. The median study score was 30.

## Summary of results

|   |       |
|---|-------|
| Top ATAR Score  | 97.3  |
| Average ATAR  | 70.7  |
| % of ATARs above 80   | 35.7% |
| Total Year 12 students                                      | 29    |
| Number of Tertiary applicants                               | 28    |
| Tertiary offers received via VTAC or individual application | 26    |
| % of study scores of 40 or over                             | 7.4%  |

## Where is the class of 2024?

The Class of 2024 has been successful in gaining places in tertiary institutions.

Offers were received for institutions including:

- Avondale University
- Box Hill Institute
- Deakin University
- Latrobe University
- Monash University
- University Of Melbourne
- RMIT University
- Swinburne University of Technology
- University Of Melbourne

### Area of Study

### Number of students

|                              |   |
|------------------------------|---|
| Arts                         | 1 |
| Arts (Psychology)            | 1 |
| Biomedical Science           | 1 |
| Business                     | 1 |
| Commerce/Actuarial Science   | 1 |
| Computer Sciences            | 2 |
| Criminology/Law              | 4 |
| Data Science                 | 1 |
| Engineering                  | 2 |
| Exercise & Sports Science    | 3 |
| Fashion                      | 1 |
| Building Design/Construction | 2 |
| Health Sciences              | 1 |
| Law/Commerce                 | 1 |
| Fine Art                     | 1 |
| Industrial Design            | 1 |
| Medical Imaging              | 1 |
| Music Production             | 1 |
| Nursing/Midwifery            | 2 |
| Secondary Education          | 1 |
| Science                      | 1 |
| Travel and Tourism           | 1 |



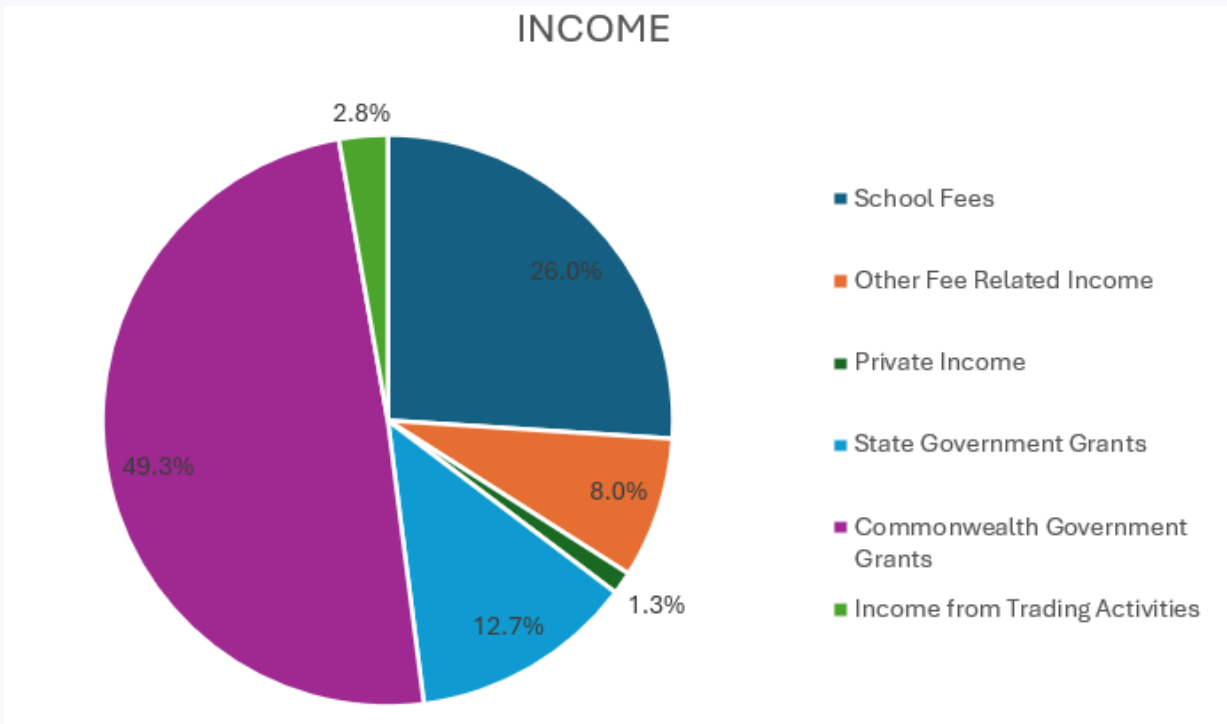
# Value-add Programs

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:

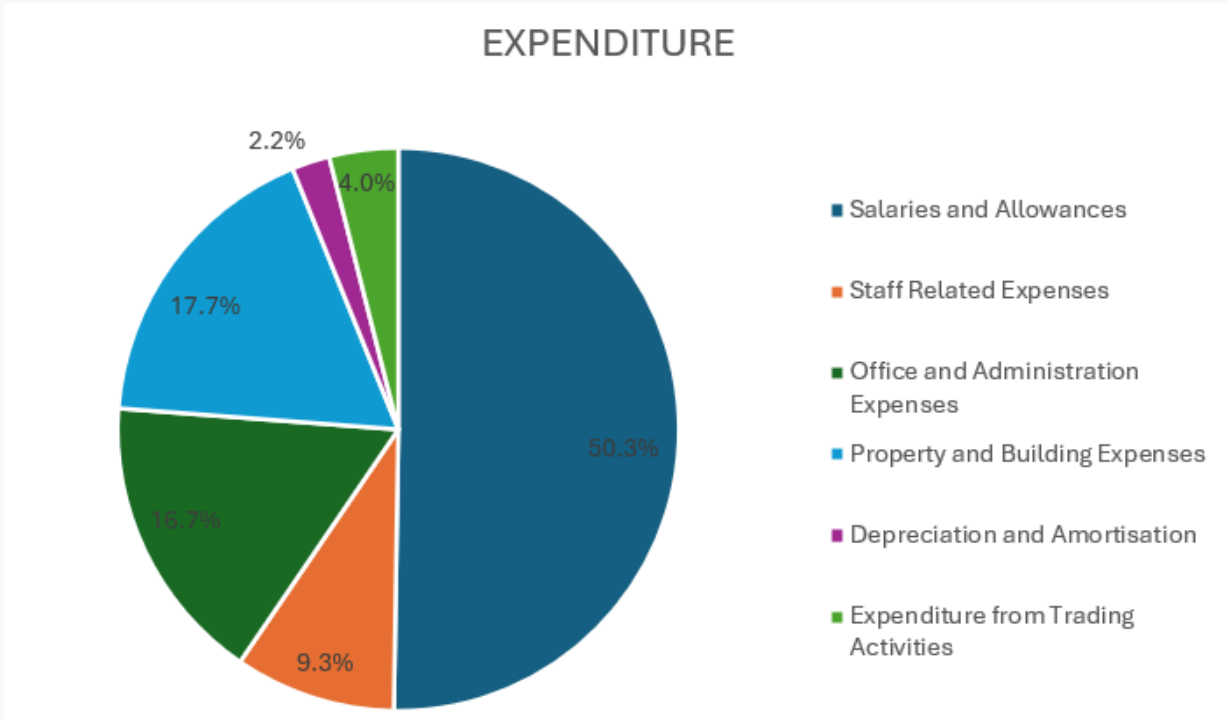
- Year 8 Invictus Program
- Year 9 Challenge Program
- 7/11 Peer Support Program
- Camp Program for Years 7, 8, 9 10, 11 & 12
- Ability-split Maths Classes
- Peer tutoring
- Science Enrichment Program
- English Enrichment Program
- EISM Sports Program
- Chapel & Worship Programs
- STEM Program
- Pastoral Care Program
- ASV Sport
- Berthe Mouchette French Competition
- Sports Excellence Program (Volleyball Academy, Basketball Academy, NCC Fit)
- Student Leadership Program
- Performing Arts
- Praise and Worship Band
- Student Representative Council

# Income and Expenditure 2024

## 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 parents perceptions, students perceptions and staff perceptions. Here are some of the results from these surveys:

| Parent perceptions  | Raw Score |
|---|-----------|
| I believe the extent to which the school is receptive of and understands the views and concerns of parents  | 60        |
| I believe the extent to which parents believe that their children's homework aids their learning and teachers' organisation skills                                  | 94        |
| 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 | 78        |
| I believe the extent to which parents believe their children enjoy and are motivated by the teaching and learning provided by the school                            | 93        |
| I believe the extent to which parents believe the school has appropriated and fair behaviour management practicals  | 79        |
| I believe the extent to which parents believe the school has a good peer relations culture  | 99        |
| I believe the extent to which parents trust the education programs to stimulate a social skills   | 96        |
| Student perceptions   |           |
| I believe that students are motivated and engaged in learning   | 76        |
| I believe that teachers are empathetic  | 65        |
| I believe students have the possibility to collaborate in their learning  | 61        |
| I believe students in my class behave in a way that helps everyone learn  | 55        |
| Staff perceptions   |           |
| I believe staff has role clarity  | 46        |
| I believe staff has the opportunity for professional growth   | 74        |
| I believe that the extent to which staff opportunities to work together collegially and support one another   | 98        |
| I believe the leadership team provides the support I need to perform my role effectively  | 77        |

# 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 be strong, and our facilities continue to undergo renovation to meet current learning needs.

## 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 High Impact Teaching Strategies to increase engagement and learning.

## 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 implement the values based Positive Behaviour for Learning framework, focusing on respect, responsibility, resilience and integrity. These Christian values add to the ethos of our college and community. They build a culture where positive behaviour and learning is a way of life and students are nurtured and mentored to be active participants in their communities.

## 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 appliances in the secondary Food Technology 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.