

# Nunawading Christian College

2021 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. While COVID impacted on the delivery of some of these programs, staff creatively facilitated online learning and provided a range of alternative experiences.

## 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.



# 2021 Fast Facts

Education Level: Secondary

Type: Co-educational

Affiliation: Seventh-day Adventist Church

Total enrolments: 216

Average class size: 36

Teaching staff: 26

VCE Class: 37

VCE Pass Rate: 100%

Year 9-12 Retention: 67%

Tuition Fees Range: \$7920 - \$9740

Tuition Levy: \$1,700

## 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@ncc2.vic.edu.au](mailto:admin@ncc2.vic.edu.au)

Web: [ncc2.vic.edu.au](http://ncc2.vic.edu.au)

RSB No.: 1712

VCAA No: 1745

CRISCOS No.: 00676M

Principal: Ms Meggan James (BA, MofEd)





# A Message from the Principal

It was a bittersweet year for our students. Returning to school at the start of the year held so much promise, but then we hit Lockdown #5 and then Lockdown #6 in rapid succession. Melbourne gained the dubious honour of being the city with the longest time spent in lockdown in the world.

Despite the challenges of COVID, we are so proud of our students and staff. They worked so diligently under such difficult circumstances and showed real resilience as they forged through this year. With support of parents and community members and a reliance on God, our community managed to thrive during the year.

In the years to come this resilience will stand our students in good stead. It will test the broader and more significant skills that NCC, together with their parents, have endeavoured to teach them.

The end of the year reveals the academic success of our students, but the years to come will reveal whether they have embraced the foundational values set by God for a successful and happy life: respect for self, others and God; resilience to cope with life's challenges and courage to try new things; the ability to take responsibility for their own thoughts and actions as well as taking on leadership in the community; and integrity to do what is right and good, even if there is nobody watching to applaud or affirm. Our school motto is 'Learning for Living, Character for Life' and it is this character that will stand the test of time.

Our prayer is that all our students will score "Well Above Standard" in life – that they will meet God's standard in the big and small tests of everyday life. We pray that their academic achievements will open doors and present opportunities that are even better than they could wish for and that the development of their characters will help them to be contributing citizens to make this world a better place.

Finally, we claim the Bible verse in Jeremiah 29:11 which states, "*For I know the plans I have for you," declares the Lord, "plans to prosper you and not to harm you, plans to give you hope and a future."*

Meggan James  
Principal



# Teacher Professional Engagement

## Staff Retention

Staff retention at Nunawading Christian College Secondary is very high, with minimal staffing changes from year to year. The proportion of staff retained from the previous year was 100%, with two new teachers joining the teaching team for 2021. 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 2021 the total expenditure on professional learning for staff was \$9268. 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 teachers participated in a combined SDA Schools (Victoria) professional development program during non-pandemic years. This is a comprehensive, 2-day conference which in the past has focused on Wellbeing as well as workshops on pedagogy, ICT and interventions.

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



Let's talk about data! (ACER/PAT platform)  
SEQTA Marksbook Training  
Google Training  
Introduction to Adobe Spark  
Victorian Association of Teachers of Texts and Traditions Annual Conference  
VCE Biology Conference  
VCE English VATE Conference  
VCE Physics Conference  
VCE Psychology Conference  
VCE Chemistry Conference  
VCE Maths  
Student Voice  
EduTech Asia Summit  
Let's talk more about data! (School Improvement Survey Data)  
QAS 5 year cyclic review presentation  
Consent education  
Fire drill procedures  
Warden training  
Keeping Safe: new regulations  
Introduction to Clickview  
Increasing engagement with Education Perfect  
Accelerated Reader training  
Mandatory reporting  
First Aid  
Anaphylaxis  
Code of conduct and consent  
Work-related stress  
Slips, trips and falls  
Bullying in the workplace  
Managing hazardous material  
Mental health and wellbeing  
Jacaranda VCE Maths and Science SAC Events  
VCE Units 1-2 English for new teachers  
Teaching transferable Units 3-4 skills in Units 1-2 (VCE English)  
Years 7-10: Explore a NEW Year 8 Unit of Work & Resources (French)  
How to teach VCE English students to analyse argument, present effective arguments and which recent issues in the media to use to teach this unit  
How to teach senior students to write insightful text response essays  
Case Notes and Record Keeping webinar (Counselling)  
Artful English  
High Impact Teaching Strategies For English Graduate Teachers  
Royal Australian Chemistry Institute (RACI) VCE Chemistry Teacher's Professional Development  
Managing a new macro-skill in Year 7-12 Language classes  
How to design senior compare and contrast units that nurture deep understanding of texts and insightful writing (VCE English)  
Upskill to Food Studies teaching  
Year 9 English Day: Ideas & strategies for rigorous and engaging English instruction at Year 9  
How to give effective feedback in the English classroom  
EP Humanities - Beginner to Expert  
VCE PD&T Teachers' Exam Prep Webinars  
Setting up VCE Systems Engineering - a Guide for Schools



## Staff qualifications

All teachers at NCC Secondary are qualified and registered with the Victorian Institute of Teaching (VIT) in accordance with government regulations.

Name	Qualification
Elizabeth Allen	Bachelor of Education, Graduate Diploma of Education studies
Karyn Bonnington	Bachelor of Maths/Science Teaching
Mark Bower	Bachelor of Arts; Bachelor of Education
Sarah Courtney	Bachelor of Education
Colin Gallagher	Bachelor of Education
Amy Davilla	Bachelor of Arts; Master of Teaching
Anne-Marie Godfrey	Bachelor of Science; Bachelor of Teaching
Meggan James	Bachelor of Arts; Masters of Education, Post Grad Dip TESOL; Qualified TESOL Teacher Trainer
Zelda McClintock	Bachelor of Arts; Postgraduate Certificate
Rhondell Donnelly	Bachelor of Education
Martin Kutschker	Bachelor of Teaching
Jody Lawson	Bachelor of Science; Postgraduate Degree of Teaching (Primary and Secondary); Masters of Education
Rebekah Martin	Bachelor of Education
Michael Maslin	Bachelor of Education; Bachelor of Science
Charles Njock	Bachelor of Arts; Diploma of Teaching; Master of Education
Heather Pitt	Diploma of Teaching; CELTA certificate in teaching English
Daniel Selent	Bachelor of Education
Kylie Smith	Bachelor of Education
Hanna Stekla	Bachelor of Education
Dianne Styk	Bachelor of Education; Masters of Education
Larnelle Marsh	Bachelor of Education
Ben Thomas	Bachelor of Education; Masters of Education
Daryl Thompson	Bachelor of Education
Heather Woodhouse	Bachelor of Education
Kylie Smith	Bachelor of Arts ; Bachelor of Teaching
Maree Worker	B.Ed. (Prim & Sec) Religion/Community and Family Studies
Adrian Stiles	Bachelor of Education
Sarah Courtney	Bachelor of Education/Bachelor of Arts
Jordan Hutchinson	Bachelor of Education (Secondary)





# 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
- Year 9 Challenge
- Year 8 Invictus
- Physical Education
- EISM Sport
- Chapel
- Mechatronics
- Economics
- Business Management/Economics
- Debating/Public Speaking
- EAL
- Civics

## Senior School Studies

- English
- Texts and Traditions
- General Maths
- Further Maths
- Maths Methods
- Chemistry
- Physics
- Biology
- Psychology
- History
- Accounting
- Business Management
- Art
- Product Design and Technology
- Health and Human Development
- Physical Education
- Food Studies
- Legal Studies

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

- French
- Extended Investigation
- Global Politics
- Literature
- VCE VET Creative and Digital Media



# Student Attendance

In 2021 the average daily attendance rate for students was Semester 1, 93.36% and Term 3, 92.99%. The count of students with an attendance rate of  $\geq 90\%$  was 82.58%. This is a testament to the commitment of our and dedication of our parent community.



## National Benchmarks

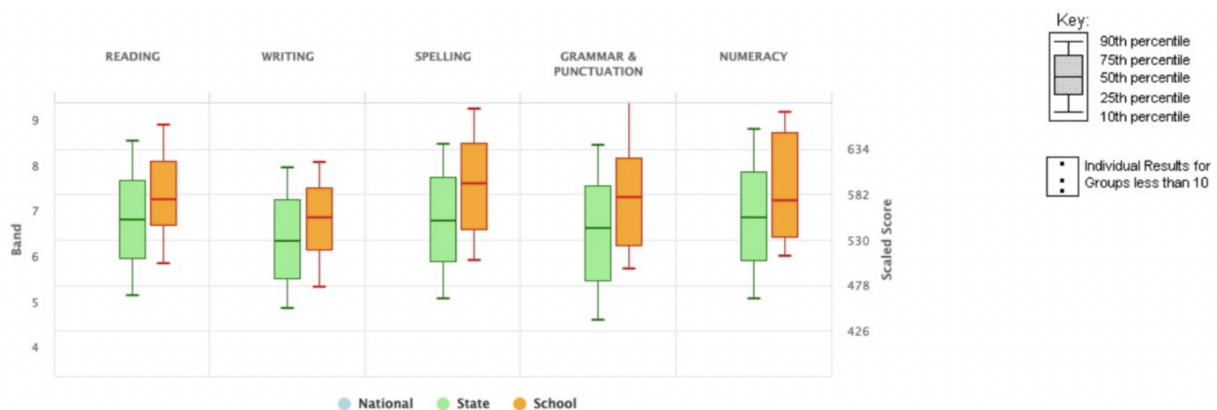
National Assessment Programs in Literacy and Numeracy (NAPLAN) testing scores show how a school or an individual student is performing according to national benchmarks in Reading, Writing, Grammar and Punctuation, Spelling, and Mathematics.

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

### 2021 Year 7 NAPLAN Analysis

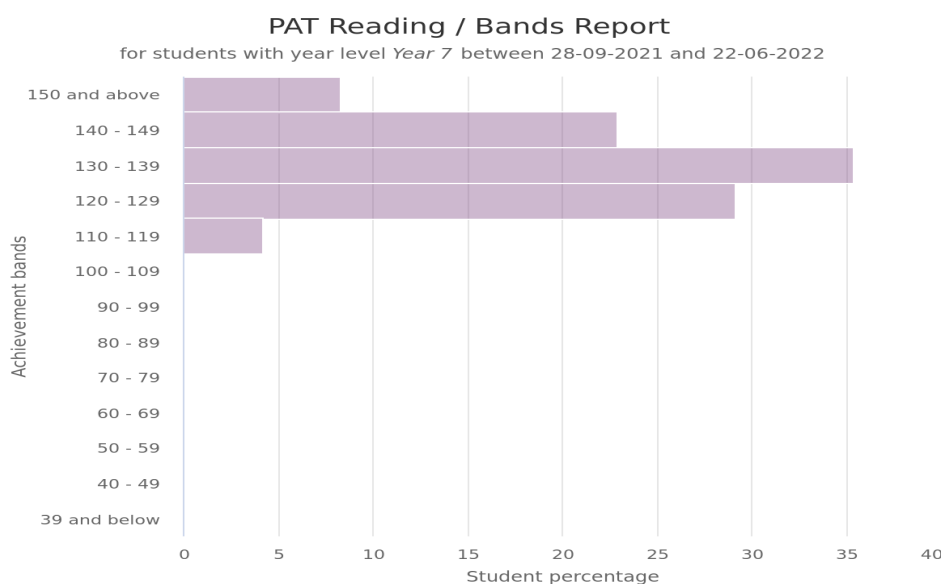
- Although still above the State and National average in Writing, the gap is closing for Year 7 in writing and we have continued to decline over the last two years.
- We are above the State and National average in Reading, Spelling, Grammar and Punctuation and increasing the gap.
- Although we are still above the State and National average in Numeracy, the gap has been decreasing over the last two years. Our highest and lowest scores have decreased.
- We are increasing the outcomes of our lowest and highest students in Grammar and Punctuation.

### 2021 Year 7 NAPLAN School Summary Report





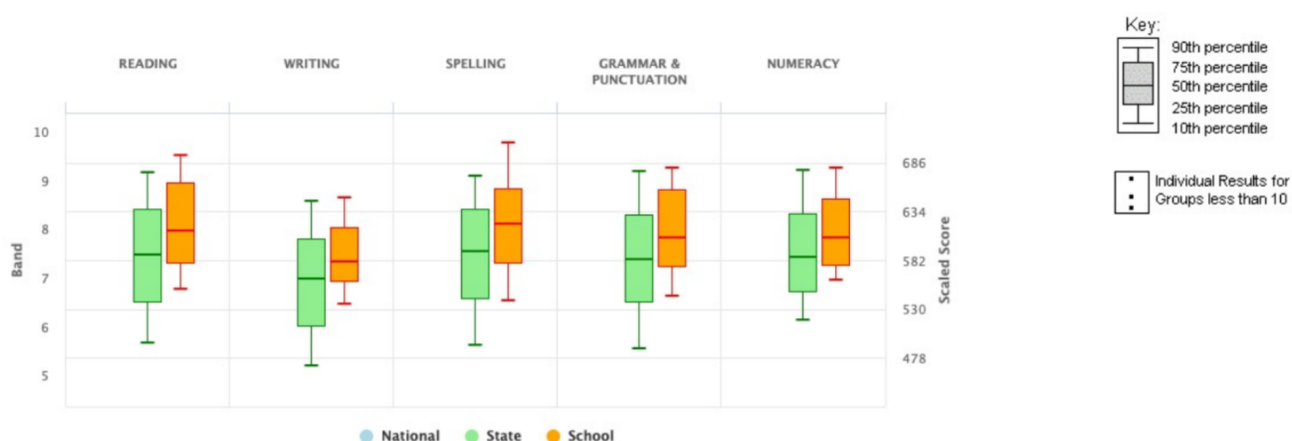
## Year 7 2021 PAT Math and Reading Bands Report



## 2021 Year 9 NAPLAN Analysis

- Although still above the State and National average in Writing, the gap is closing for Year 9 in writing and we maintained levels over the last two years.
- We are above the State and National average in Spelling and are maintaining the gap.
- We are above the State and National average in Grammar and Punctuation and are increasing the gap (slightly so with Reading).
- We are slightly above the State and National average in Numeracy, and have increased the gap over the last two years, coming after a big drop in 2019.

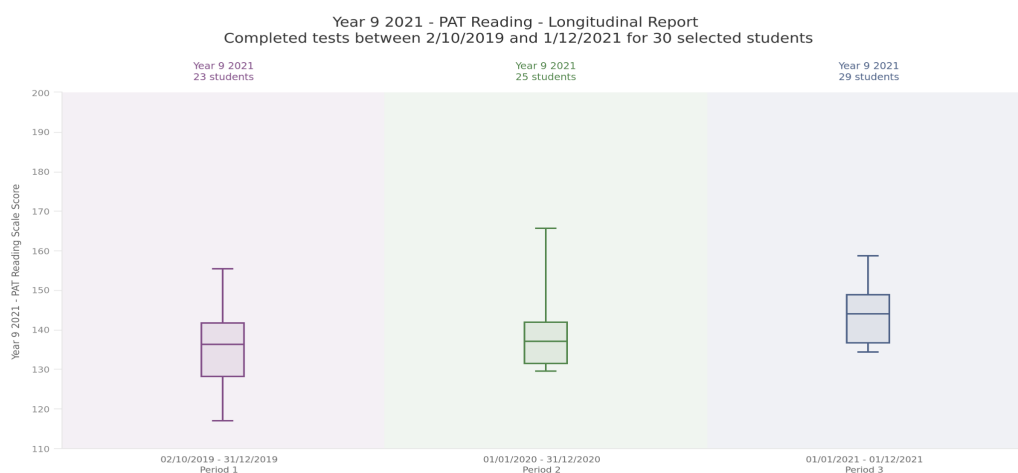
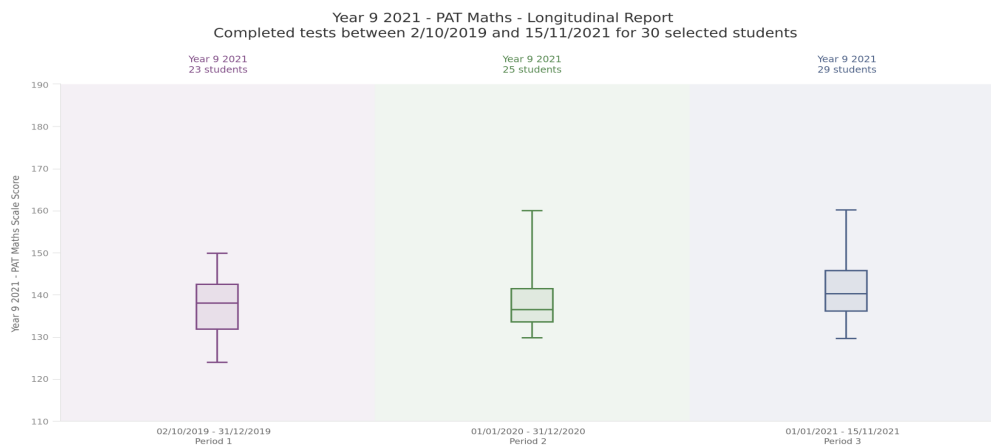
## 2021 Year 9 NAPLAN School Summary Report





## Year 9 Longitudinal data for PAT Maths and Reading

- Provides a comparison of student progress from Years 7 - 9, with Year 9 being Covid-affected. All Years were Covid-affected from 2020 - 2021.





# VCE Results

We are so proud of our Class of 2021 and want to thank them for their diligence and integrity in completing their VCE courses under very difficult circumstances. They have been a terrific class; diligent in their study but also participating in the broader school and church communities by mentoring younger students. They have been very positive contributors to the tone and culture of our school.

## Summary of results

Top ATAR Score	99.05
Average ATAR	74.35
% of ATARs above 80	40%
Total Year 12 students	37
Number of Tertiary applicants	36
Tertiary offers received via VTAC or individual application	35

## Where is the class of 2020?

The Class of 2021 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





Area of study	Number of students
Art/ Visual Arts	2
Arts	4
Biomedicine	5
Business/ Commerce	1
Communication/ Journalism	2
Criminal Justice	1
Engineering	1
Exercise and Sport Science	2
IT	1
Nursing/ Health Science	6
Science	2
Science/Biol	1
Science/Psych	2
Science/VET Medicine	1
Teaching	1

## 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:

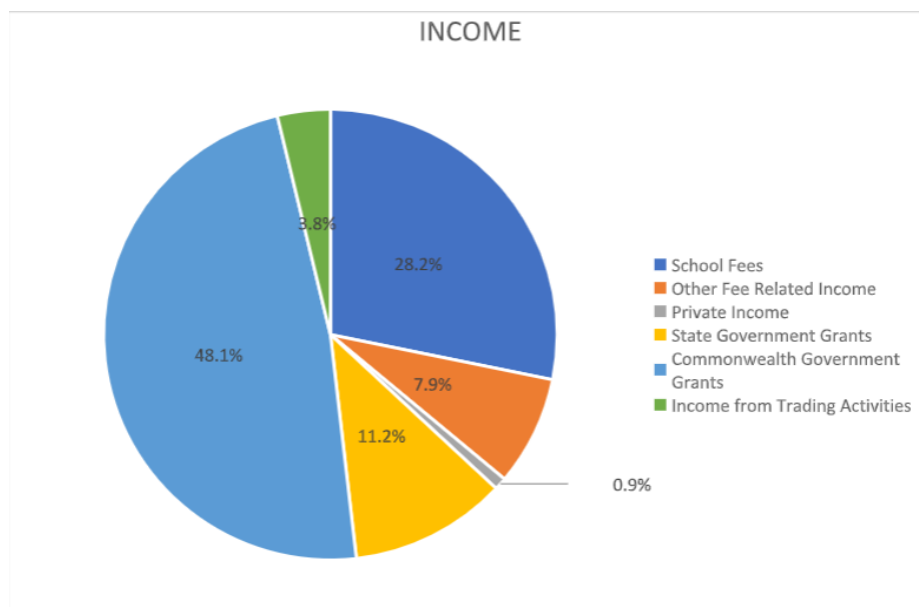
- Year 8 Invictus Program
- Year 9 Challenge Program
- Peer Support Program
- Camp Program for Years 7, 9 & 11
- Spiritual Camp for Year 7-12
- Ability-split Maths Classes
- Science Enrichment Program
- English Enrichment Program
- STEM Program
- Pastoral Care Program
- ASV Sport
- Berthe Mouchette French 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



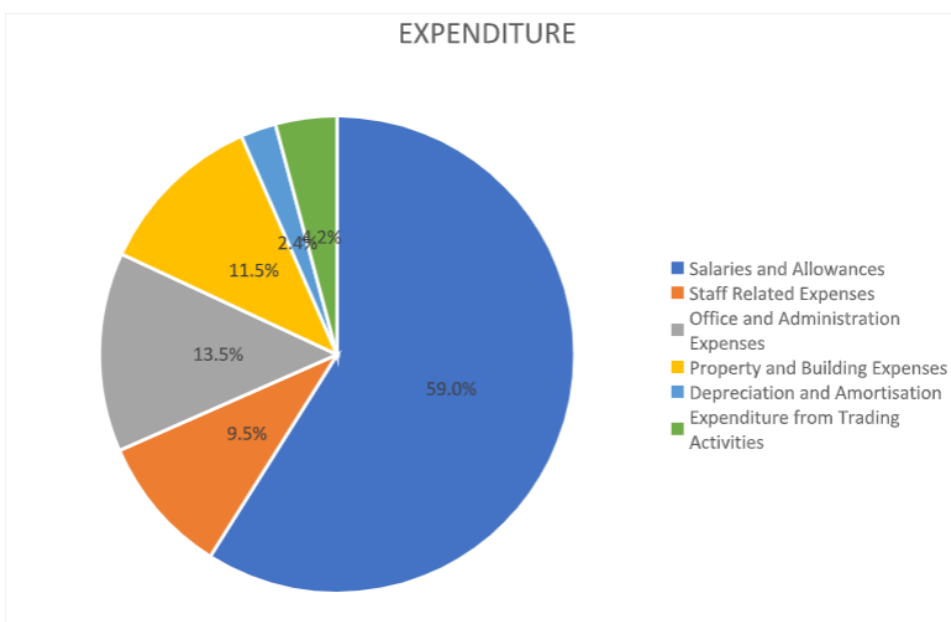


# Income and Expenditure 2021

## Income for 2021



## Expenditure for 2021



# 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 2021 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 out of 100
I believe parents have an opportunity and are encouraged to make a contribution to school planning	61
I believe parents find that the student reporting provides useful information about the childrens progress	65
I believe thea the extent to which the school is receptive of and understands the views and concerns of parents	75
I believe that the extent to which parents believe the school has a focus on improving its performance	76
I believe the extent to which parents believe that their children’s homework aids their learning and teachers organisation skills	70
I believe the extent to which parents feel the education programs and standards of the school address the needs of their children	73
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	74
I believe the extent to which parents see teachers as being enthusiastic and passionate about their work	79
Student perceptions	
I believe the extent to which students are motivated to learn and want to do well	80
I believe the extent to which students are treated as responsible individuals are respected and are encouraged to experience success in the this school	89
I believe the extent to which teachers listen and understand student needs and assist with student learning	67
I believe the extent to which teachers deliver their teaching in planned and effective ways	67
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	80
I believe that the extent to which staff opportunities to work together collegially and support one another	90





# Future Direction

Looking towards 2021 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.

## 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 2021, the school continued to work under the pressure of COVID restrictions.

However, investment continued into the school grounds and infrastructure..

During this period, the school:

1. Rendered and updated the external wall above the library.
2. Re-wired sections of the school to facilitate upgraded power supply in line with student and curriculum growth.
3. Created an overflow carpark above the oval off the Central Rd entry.
4. Installed directional and identification signage around the school.
5. Built a coffee shop into the existing primary canteen.
6. Installed two new large shade sails to the existing primary playgrounds.
7. Improved drainage and safety features around the school.
8. Purchased new buses to improve the performance of our student transport system.
9. Updated the school telephone system to enhance the internet connectivity.
10. Updated the IT infrastructure for administration and student benefits.

11. Installed a range of new security measures including electronic door locks to admin and secondary doors.
12. Converted the entire school finance platform to Synergetic.
13. Purchased over 100 additional Mac and Dell laptops for staff and student use.
14. Built a new outdoor decking and seating around for outdoor learning.



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.

