



North West Christian School

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A Member of The Seventh - Day Adventist School System

Welcome to the 2019 Annual Report of North West Christian School. In addition to reporting on the many facets of the school year, this report also paints a picture of the school's special character.

Before I begin, I wish to take the opportunity to acknowledge that God has been leading and guiding in our affairs throughout 2019. We know that God has been a part of our school right from its inception. However, as a staff we have seen and experienced, on a number of occasions, God's hand over the school in 2019. Thanks God.

Now some context...

North West Christian School is located on 20 acres, overlooking the sparkling waters of Bass Strait, in beautiful north-west Tasmania. The school is situated adjacent to the foothills of the Dial Range.

North West Christian School draws students from Wynyard in the west, to Devonport in the east. The majority of students come from the population hubs of Burnie, Ulverstone and Penguin.

The school is a Kindy to Year 10, co-educational facility that has an 'Open' enrolment policy i.e.: available to students from all faiths (or no faith), cultures and academic abilities.

North West Christian School commenced as Penguin Adventist Primary School in 1975 in the Burnie SDA Church Hall. In 1976 the school re-located to the present site, where two new classrooms had been constructed. Since this time the school has developed to include High School rooms, Learning Support area, an additional Primary classroom, Computer & Library Lab and in 2010, a new Primary Library. During 2013 the old High School Library was transformed into a High School Humanities Room. From 2006 to 2012, Commonwealth Government funding assisted in upgrading the school facilities. We are grateful for the many grants we were able to obtain. During 2012 we saw the completion of an extension to the Industrial Arts Department and the building of a new Bus/Farm Shed. Since then we have been making ourselves comfortable in the buildings we have. The school's Master Plan has been growing and evolving to include how we utilize our resources and how we manage these resources and future development for the betterment of our community.



VISION STATEMENT

Nurture for today
Learning for tomorrow
Character for eternity

MISSION STATEMENT

Our mission is to
promote a quality Christian education,
that promotes values and positive relationships,
leading to a commitment to Christ, and service to others.



Principal's Report:

Reflecting:

2019 began with a 12% increase in enrolments. This was seen primarily in the traditional intake years – Kindy/Prep and Year 7.

2019 saw a continuation of the Middle School programme. The philosophical premise on which we chose to start Middle School remained:

1. The transition from Primary to High School has been seen to be 'big'. So, to help with this part of the transition, we created a Middle School and thus broke one big step into two smaller steps.
2. We wanted to continue the culture that had been fostered and developed in the Primary School into the High School. We felt this would be best supported by a 'semi-detached' class that had limited interaction with the high school.
3. Our community believed that we wanted to extend the nurture of the students before becoming independent High School students.

There were teething issues in our first year of Middle School (2018) but these did not outweigh the positives that were gained.

In 2017-18 a decision was made to go digital for marks books, daily workbooks, programming and class rolls. Adventist Schools Australia was encouraging their schools to move in the direction of SEQTA. This required NWCS to appoint a local SEQTA coordinator and to have significant in-servicing. A SEQTA guru was brought in to up-skill the staff. Steve Cowley spent a lot of time looking at the intricacies of the software package. Over time, teachers transitioned to the more digital base. One area they struggled with was creating their teaching programmes in this platform. More time will be required for teachers to master this process. Not all teachers found this 'difficult'. By 2019 the marks book, daily workbooks and class rolls worked well as did the incident register and behavioural management section.

With the decommissioning of the computer lab, space was created for the setting up of an Art room. Art had needed its own home for a few years now. New desks were ordered along with stools, and art classes began in its new home. Steps were taken to build new cupboards and benches with a sink with a water supply. Even with all the planning the new benches weren't able to be installed in 2018. In 2019 the sink was fitted, and new furniture arrived. Now the Art room could be used more effectively as an Art room. All classes in the school utilised the Art room for their creative endeavours.

Our Outdoor Education programme continued to be developed with the programme moving into the area of Mountain Biking. The school was able to purchase a set of mountain bikes. These bikes also needed a trailer. Mr Ackland put his skills to great use by building a purpose-built trailer to transport the bikes to the various tracks that help develop the students' skills. The students weren't able to travel off-campus until near the end of the year, however.



Another blessing we received in 2019 was the Federal Government's reintroduction of the funding for 'Chaplains and Counsellors'. We have seen a great need to have a trained counsellor on staff that could spend time with members of our school community. NWCS applied for, and was awarded, a grant to fund a counsellor for 10 hours a week. Staff see this as a strengthening of our support for students and families in need.

In the area of ICT, the continuing upgrade of our infrastructure saw new servers and hardware that allowed for better and more consistent service.

And finally, 2019 saw NWCS, with the Board of Directors' approval and support, apply for permission to extend our educational offering to Senior School. All the staff were supportive and excited about the potential development into Years 11-12.

No-one entered this with blinkered eyes. As a community we realised that just the application was going to be a huge undertaking. As a staff, we resolved to take any steps necessary to learn as much as possible to equip ourselves as best we could. All staff, including the primary staff, attended Moderation meetings to learn about the courses that we could potentially offer our history-making first Year 11 class. Staff participated in an unprecedented number of hours being upskilled and learning about the requirements for senior school. Finally, the day after school had finished for students, we were called to give us the good news that registration for Senior School was granted. Once the announcement was made, we received two applications for Year 11 in 2020. History in the making! What a 2020 we're looking forward to.

I am grateful to each staff member of North West Christian School for providing the best possible care and opportunities for learning for the students in their classes. The staff recognises it is a privilege to be able to model Christian ethics and values to the children and to introduce each one to God, their Creator and Friend.

Mr David McNeill Principal



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Professional Engagement

Staff Attendance

A typical school year has 190 days which students are legally required to attend. Of these days, there are five that can be allocated as student-free to allow teachers to complete reports and to attend the professional development program organized by Adventist Schools Tasmania Ltd and IST. Of these five days, only four were utilized, two for professional development and two for report writing.

Teaching staff allocation of sick leave is a maximum of 12 days. Of these days staff are able to use three for compassionate leave or carer's leave. These 12 days are to aid in teacher wellbeing. They accrue if not taken.

Of the seven teaching staff members, 5 utilized sick and/or personal leave. The amalgamated days taken were equivalent to 31% of available leave. Two teachers also utilized compassionate leave.

Staff Retention:

2019 saw the year begin on a stable foundation as no staff either transferred in or out. We began with five full-time and two-part time teachers with two of the full-time teachers caring for the Curriculum and Learning Support.

Teacher's Aides fill a vital role at North West Christian School. Three part time positions catered for Kindy and learning support in Literacy and Numeracy. Many children are blessed with this additional assistance.

Teacher participation in professional development:

With the introduction of the Australian Curriculum, staff members were involved in corporate professional development with both Adventist Schools Australia and Independent Schools Tasmania as well as various other providers. Number of hours of PD: 235 hours.

Teachers and Teachers' Aides were involved in training in:

- ACARA
- Disability Standards for Education/NCCD
- Senior First Aid
- Safe Places – Child Protection
- Legal Responsibilities
- Moderation K-10
- Moderation Years 11-12
- Outdoor Education
- QASF
- TASC programs and training
- Encounter



Volunteers:

We acknowledge the support through time and effort by many volunteers who contribute to the daily running of the school program. This includes assistance in the Technology Department, Primary Classrooms, Reading to students, Canteen, maintenance, Library, gardening and much more.

Teacher Qualifications:

Name of Teacher	Position	Qualifications	Years of Experience
Mr V Joel Ackland	Full time	B Ed – Avondale College (Indust. Tech & Design specialization) Cert IV Outdoor Rec. – Avondale Cert IV Training & Assessment/Fortress Training	13
Mrs Denise Kylie-Anne Bobongie	Full time	Dip. Teach - Avondale College (working towards Graduate Certificate of Early Childhood (UTas))	23
Mr David McNeill	Full time Principal	DipEd & B Ed – Avondale College	38
Mr Wayne Pepper	Full time	Dip Teach, BA, B Ed – Avondale College B Ed - South Australia M Ed Advanced Dip in Design	36
Miss Jacqui Scott	Full time	B Ed Primary Honours – Avondale College	8
Mr Daniel Watson	Full Time	B Ed, BA – Avondale College	8
Mrs Cheryl Walsh	Part Time	Accountancy Cert, Avondale College Teaching Cert., Hobart Teachers College	37

Part Time Support Staff as at 1st December:

Mrs A. Kemmerer	Receptionist & Administration - Principal's Assistant	Miss C Bobongie	Cleaner
Mrs W McKay	Receptionist & Administration - Bursar	Pr R Celic	Chaplain
Mr F L Cox	Bus Driver, Groundsman	Mrs J Sell	Teacher's Aide -Kindy
Mr Danny Thomas	Bus Driver		
Mrs C Winchcombe	Cleaner, Teacher's Aide	Mrs N Winchcombe	Teacher's Aide, Counsellor, Media Relations



Student Progress & Achievements:

The School Program

The educational program at North West Christian School is designed to promote the development of the whole child. The curriculum incorporates a wide range of educational activities to cultivate each of the five facets (spiritual, academic, social, emotional, physical) of development and is soundly grounded on the Tasmanian Australian Curriculum.

Spiritual:

The study of Bible stories and Christian values is an integral part of the student's daily program. The School's Chaplain visits weekly, conducting Chapel programs and spiritual awareness programs, including Bible studies for those requesting further development. The Chaplain ran a Week Of Spiritual Emphasis during the year where there was a themed presentation every day. The speaker for 2019 was Pr Daniel Matteo. Students were also involved in local church programs when requested as well as organizing daily worship segments.

Academic:

Excellence in academic achievement is encouraged with priority given to literacy and numeracy skills. Extra classes are allocated for English and Maths in High School at the request of the student. North West Christian School's teacher's aides deliver a comprehensive program to assist students to seek academic success. This encourages them to develop in a personal manner.

2019 saw the continuance of the use of electronic testing and diagnosis program from ACER. The program enhances our knowledge of students' progressive achievement in Mathematics, Reading, Written Spelling, Punctuation and Grammar. The program can give immediate feedback on the potential of students and their current performance levels. This data proves to be invaluable for both parents and teachers. This data can also help in the setting up of ILPs where they are needed. In the future we would like to expand on our suite of assessments to get a better picture of the child's position and abilities.

Computers are actively used as a learning tool in all classes. 2019 saw the purchase of more Mac laptops to add to the bank of computers. This has made this tool more versatile and the learning richer. It allowed for a number of classes to use their research and computing skills at one time. It also allowed for the Primary School to get more exposure to them and thus begin developing their computer skills. Presentations to classes continue to develop and the use of the touchscreen panels and Apple TV is now the norm in many classes.

Through the use of the ACER tests and the results of the NAPLAN tests it was believed that we needed to do something to improve the students' skill levels in the area of Spelling. After some research, it was decided to introduce a program called Spelling Mastery. This is an explicit instruction program where students are divided into ability groups and work daily on their skills. The program was set in 2019 to begin in 2020.

Music continues to be a regular component of the curriculum involving singing, learning to play instruments, production of performances and displays. NWCStrings ensemble meets weekly to



practise and fine tune their skills. The choir added to the music program in 2018, continuing through 2019. Both of these programs have seen enthusiasm for music grow and a significant number of students continue to take lessons in a range of instruments including saxophone, ukulele, piano and violin. Our violin tutor, Mrs Sarah Sheermeijer, began her doctorate, studying under Dr Collins at UTas Conservatorium. We wish her well as she works on this.



A number of members of our Strings program made the decision to attend a strings camp in Wagga Wagga, NSW, over the Christmas holidays. To raise the money needed, students became creative; they sold chocolates, organised and performed at a fundraising concert, and went busking. All the hard work paid off; they attended camp, had a great time and they all improved their skills amazingly.

As a part of our partnership with the broader community, Dr Sue Collins, from the UTas conservatorium, became a regular visitor to NWCS in 2019. Dr Sue and her husband visited regularly to run masterclasses for violin and piano. Other music students from the broader community were invited to participate. A great time was had by all who joined in. The improvement of the skills was amazing. We were also visited by members of the Edinburgh College's Orchestra. These young people performed for us and shared knowledge and understanding about their individual instruments.

Social & Emotional:

Each child is encouraged to be independent and to value themselves and others. This will assist them to positively integrate into the community in future years. Also, in 2019, Year 9/10 students, who are seeking a skills-based future, were involved in discussions that had the potential to lead to traineeships, where partnerships with local businesses are obtained to assist in further development of the skills of the student. These traineeships could be run during school hours. A number of students showed interest in this program. This traineeship program is seen as meshing with the new Years 9 to 12 curriculum being developed. In 2019, one Year 10 student began a traineeship with McDonalds. This traineeship was done outside school hours. The program will be continued into 2020 and beyond.

Over the last few years NWCS was encouraged to reciprocate visits with our sister school in Hong Kong - Tai Po Sam Yuk College. After discussions with students in High School, four students decided that they would take up the invitation to visit the College. Parents, along with the students, began a fund-raising campaign to help pay for the trip. Cake drives, auctions and sponsors were organised. Also organised were vaccinations and passports. As the time drew near to book tickets, Hong Kong experienced a time of social upheaval leading to social and political unrest. This put a serious question mark over the trip. Staff and students began looking elsewhere for a cultural experience but alas nothing was available. It was decided that the trip be postponed until early 2020 much to the disappointment of all involved.

Good Behaviour Days are held at the end of each term. This rewards the positive behaviour displayed throughout the school campus. Over the last few years, we have had some fun days at go-karting, and water-skiing at Lake Barrington.



Each year, students are involved in numerous community service projects which broaden their community awareness. These include:

- Tai Po Sam Yuk College - Chinese students hosted by school families
- Central Coast Council Youth Engaged Steering Committee
- MS Read-a-thon & Tasmanian Premier's Reading Challenge
- Earn & Learn Project
- Asian Aid & International Child Care sponsored students
- Operation Christmas Child Shoe Boxes
- National Youth Week
- Musical performances for aged care facilities
- Musical concerts
- Burnie 10 Fun Run and Burnie 321Go participation to name a few.



Members of the ensemble after a performance with other schools in Ulverstone



Physical:

Students participated in swimming lessons, the annual walk-a-thon, Inter High Surf League, Inter High Swimming Carnival, Fitness Track activities, School Athletics Carnival, Inter High Athletics Carnival, Inter-school cross country carnival, Outdoor Education programme (including hiking, kayaking, ropes, mountain biking), morning PE and weekly sports programs.



Students are taught how to care for their bodies and encouraged to adopt a healthy lifestyle involving nutrition, regular exercise and a lifelong commitment to physical activity.



Student Enrolment, Attendance & Retention

Student Enrolment:

The school enrolment at the commencement of school in 2019 was 66 (an increase on 2018 figures).

Student Attendance:

Regular School attendance over the last few years is showing a positive percentage improvement. Last year saw figures making it move past 90%. 2019 showed similar results with figures hovering around the 90% mark again.

Student Retention & Post-school Destinations:

Students from North West Christian School, at the completion of Year 10, either:

- Enrol at Hellyer or Don Colleges to complete Yrs 11/12,
- Enrol at Tas TAFE / PolyTech
- Leave the State of Tasmania, or
- Obtain an apprenticeship / job.

Of the 2019 leavers, 50% continued their education at Hellyer College. 50% chose to enrol at NWCS for its inaugural Year 11 class starting in 2020.



NATIONAL BENCHMARKS – 2018

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

Year 3 & 5 Test Results

2019 TEST	Year 3	Year 5
	% of students achieving within the range of achievement for the middle 60% or above of Yr 3 students in Australia	% of students achieving within the range of achievement for the middle 60% or above of Yr 5 students in Australia
Reading	66%	66%
Maths	100%	72%
Writing	66%	49%

Year 7 & 9 Test Results

2019 TEST	Year 7	Year 9
	% of students achieving within the range of achievement for the middle 60% or above of Yr 7 students in Australia	% of students achieving within the range of achievement for the middle 60% or above of Yr 9 students in Australia
Reading	89%	82%
Maths	89%	82%
Writing	78%	91%

Results from National Testing:

A number of parents, again, withdrew their students from the testing due the potential stress their children may experience. The NAPLAN results for some classes may seem a little skewed and the reason for this could be the small cohorts that we had sitting for testing this year. For example, one class only had 3 students participate in testing. An explanation for the Year 5 writing results may be that it was their first experience with the online writing task. Administration and teaching staff constantly evaluate the statistics and modify/create strategies to assist the students who are below the National Benchmark. A number of students have enrolled at North West Christian School in Years 1 to 10 as a result of academic difficulties in their previous education journey.



Strategies that have been established are:

- Foundation English classes in Years 7/8 and 9/10
- Foundation Maths classes in Years 7/8 and 9/10
- Individual Learning Plans established for students
- Spelling Mastery Years 1 – 6
- MacLit
- Tutoring out of school hours.

Positive Achievements:

We want to congratulate the students who exceeded above and beyond the average in each test.

Twenty (20) of the thirty (30) students tested, achieved above the national average in one or more of the areas (Reading, Writing, Spelling, Grammar & Numeracy).

School Community Feedback & New Initiatives:

Stakeholder's satisfaction



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During 2018 an annual survey was sent to school stakeholders as part of the Australia-wide survey collated by Adventist Schools Australia. Further Parent Information Surveys were carried out in 2019. The next survey will be held in 2020. The surveys netted usable responses.

The respondents commented on eight aspects of the school's operation:

- Special Character
- Quality Education
- Teacher Quality
- School Governance
- Health & Fitness
- Serving others / mission of the system
- Chaplaincy
- Views of System Administrators / Other personnel and bodies
- School Relationships.

The respective stakeholder responses demonstrate that:

- The special character of Adventist education is clearly evident in our school
- Curriculum delivery in our school clearly reflects the special character
- Curriculum development has been high on the Staff Meeting agendas
- Our school provides quality educational opportunities for students
- Governance structures are appropriate
- Quality teachers are available for employment at our school
- Leaders are positive with the school's progress within its academic courses and infrastructure
- Students are responding to new initiatives put in place through advice and suggestions from previous surveys

As a part of NWCS's commitment to school improvement, each year students and parents will be invited to participate in a voluntary survey, which helps in developing strategies as we work through the self-examining Quality Adventist Schools – School Improvement Framework.



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Continued and New Incentives:

1. 2019 was a year of growth. Because of this growth it was felt that the changing face of the school would be best represented and supported by the creation of a new, more modern logo. After planning and discussions, and with the support of the School Board, a new logo was chosen. It will, over time, take the place of the numerous logos that were being used.
2. Community Service Projects: The students of North West Christian school have been supporting an Indian student through Asian Aid. This is funded by the annual walk-a-thon organized towards the end of the year. Each walk raises enough money to pay for the year's subscriptions and to buy a small gift for Surya whom we have been sponsoring for a while now.
3. Morning PE: This initiative continues with Kindy to Year 10 students exercising for 15 minutes, 4 days per week. Morning fruit breaks are made possible with the assistance of the families and staff.
4. Outdoor Education: This class was expanded in 2019 to include Mountain Biking. A set of mountain bikes and a trailer were purchased to extend the Outdoor Education program in 2019. At a preliminary stage, students were given skills training on the school property before heading out onto the tracks around the district.
5. Central Coast Council Youth Engaged Steering Committee involvement has continued this year. This program for young leaders builds confidence in its participants to lead meetings and discussions.
6. NWCStrings continued their development with an expanding of the programme by the addition of an ensemble group. This development allowed for a more focussed approach to learning at the student's particular level. Both groups performed at various gatherings including churches and Presentation Night.
7. This year we also saw the development of a relationship with Tasmania Police. The police have a Community Liaison Officer that deals with a number of things including programs about bullying and cyberbullying. Senior Constable Dellar visited us to talk with the whole school about bullying with a focus on cyberbullying. This meeting was quite enlightening to many. As a staff, we are planning to broaden this program to include parent sessions next year.
8. The setting up of a Development Committee to explore the need to upgrade the school plant. This includes the need for new classrooms.

