



Northside Christian College Inc

# Annual Report 2013



31 McLeans Road  
Bundoora VIC 3083  
Ph: 03 9467 2599  
[www.ncc.vic.edu.a](http://www.ncc.vic.edu.a)

# PRINCIPAL'S REPORT



## R.A.I.S.E.D

2013 was a year when *the bar was RAISED* in many aspects of school operations, and that these improvements have set new standards for the future.

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**R RESULTS** are very tangible evidence of good teaching and the engagement and capacity of the students within the school. The 'class of 2013' (the Yr 12 group) was one of the more talented and consistent groups to come through in recent years. The group who completed a straight VCE program achieved excellent results, with 2 students both attaining ATAR scores in the high 90's. Northside's overall study score of 32 was better than any other school in our catchment area. We also topped the list for the percentage of students who scored in the 40's (out of 50) in their subject assessment, with 9% achieving this outstanding outcome.

Our NAPLAN results were also strong, and they show that our programs in English and Maths provide a good grounding for our students as they progress through the year levels. What standardised test results don't show is the progress of students from their individual starting points. Because we have a high percentage of English as Another Language (EAL) students, it should be noted that some of students have made huge improvements in a short time because of the support and encouragement they receive here.

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**A ACADEMIC focus** has shifted significantly in the last few years as the teaching staff has grappled with the need to deeply engage students in the learning process and to encourage a greater level of personal responsibility for learning within each student, to truly prepare them for the reality of the 21<sup>st</sup> Century, a highly digital age where information and choice options are increasing exponentially. The Academic focus has seen a mind-shift, expressed in new and specific language that replaces the words 'student' with 'learner'.

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**I IMPROVEMENT** has been a global focus over recent years. It has taken some soul-searching, review and detailed planning to achieve improvement in a number of areas. An obvious improvement has been the change of uniform for students. Despite many problems in the early stages, the new uniform has indeed been an improvement, with striking new colours and much greater consistency across the year levels. Another area has been the official communication methods, which although improved, still requires regular monitoring and adaptation. We have moved to a monthly Newsletter, both emailed and printed, with weekly bulletins that focus on specific year levels being directly emailed to parents.

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**S STAFF Development** has been a critical element to raising the standards of teaching and learning throughout the College. This development has been overseen and managed by the Teaching and Learning Committee (T.a.L.C.), a leadership team chaired by Mrs. Angela Eynaud, and comprising representatives of Primary and Secondary curriculum leaders and Mr. Chris Gatt, E-Learning Coordinator. Teachers attend staff meetings twice per week to improve their understanding of the AusVELS curriculum, e-learning strategies and to build their technical and professional competence.

□ **E EXTENSION and Support** has been provided to students through the work of teachers in two new leadership teams. Special educational needs are identified and supported through a number of programs by the S.T.E.P. team (Strategic Teaching and Extension Program), led very ably by Mrs Margaret Furlong. This program supports students with specific learning difficulties and those who require extension because of highly developed abilities. A Program such as Reading Recovery (run by Mrs Janet Mitchell) aims to help students who are struggling with reading to come up to the minimum standards for their age and year level. Other students who have shown exceptional ability have been able to progress more rapidly, some moving up a grade, others being extended within their own class.

Support is also essential for the social and emotional well-being of students. Pastoral care, personal development, specific teaching of personal skills and values happens in home and class groups, through assemblies, chapels and special events. Most importantly, teachers seek to build strong relationships with students, based on respect, understanding, love and humour. Misbehaviour causes damage to good relationships Our restorative discipline approach seeks to heal and re-establish those relationships and build responsible people.

□ **D DIFFERENTIATION** has been the buzz word for 2013! It recognises that every student is unique and that the range of learning styles, background and capacity to take in, process and express ideas, concepts and information varies enormously even within one year level. Teachers, led by T.a.L.C. have spent many hours every term working on developing their own understandings of this concept and its ramifications for teaching and then developing strategies appropriate for the age level, subject and backgrounds of students. The following statement has been developed by Northside teachers, and it represents a very significant development in thinking and practice within our school, which is raising the standards of teaching and learning. No longer is a 'one size fits all' approach to teaching acceptable. We believe in the biblical idea of the uniqueness and value of every individual, and so we must respond by providing a range of options for exploring and processing material and presenting understandings for assessment.

“In a differentiated program, the teacher modifies the content, process and product for students based on their readiness, interest and learning profile, to teach the knowledge, skills and understandings related to a key question.”

(The NCC statement on Differentiation, 2013)

## SCHOOL PERFORMANCE INFORMATION, 2013

### A. ACADEMIC STAFF (by name, year of commencement, qualification)

#### Principal:

Stephen Leslie, 2003 MACE, Dip Teaching (Primary), Grad Dip in Ed. Admin, Grad Dip, Pastoral Counselling

#### Deputy Principal, Head of Primary and Special Needs Education:

Lydia Tweedie, 1993, B. Teaching, Dip Teaching, Dip Ministry (Tabor)

#### Head of Secondary :

Wayne Barker, 2010, B.A. (Science), Dip. Teaching, Grad Dip. Computing

#### Coordinator VCE and VET, Chair of the Teaching and Learning Committee

Angela Eynaud, 1991, B.A, Dip Ed

#### Coordinator, Years 9 and 10, Year of Challenge (Yr 9)

Lyn Fishwick, 1995, B. Ed

#### Coordinator, Years 7 and 8, Curriculum Leadership, Secondary

Jo Westland, 1999, B.Ed

#### Coordinator, eLearning, Chair of ICT Committee

Chris Gatt, 2006, B.A. Grad Dip. Ed

#### Coordinator, eLearning and Curriculum, Primary

Annelie Zuccolo, 2008, M.A., B.A., B Teaching, MA (Cinema Studies) completing

#### Teaching Staff:

Luke Batty, 2010, B.Music (Hons), Dip. Ed.

Teresa Connelly, 2012, PhD (Geography/Environmental Science), BA, Dip Ed (Hons)

Linda Conn, 2002, B.A., Dip Ed, CELTA

Peter Dunstan, 2010,

Margaret Furlong, 2008, B.Ed, Dip Teaching, Grad Dip Education (Maths), Grad Cert. Special Ed,  
Grad Cert. Counselling

Craig Hogan, 2004, M. Ed (Teacher Librarianship), BA (Hons), Grad Dip Ed

Andrew Leslie, 2011, B.A., B. Teaching

Tony Likousis, 2012, B.Ed

Jiang (Joseph) Liu, 2011, M. Teaching, B. Science Hons, (Pharmaceuticals)

Pauline Longley, 2002, TITC, Dip Theol, TESOL (Cert IV)

Janet Mitchell, 2010, B.Ed, Dip Teaching (Early Childhood Ed)

Jonathan Prout, 1992, M. Teaching (Computer Science), B.Science, Dip Ed

Taya Shevchuk, 2007, B.A., B. Teaching (Primary)

Sharon Simic, 2009, M. Teaching, BSS Pastoral Counselling, Cert. of Religious Ed

Eleanor Tan, 2006, M. Early Years Ed, B.A., Post Grad Ed

Olivia Tucci, 2004, B.A., B.Teaching

Amana Tweedie, 2012, B.Ed (Music)

Sam Vaiano, 2006, B.Sc, Grad Dip Ed (Biol & science)

Susan Varghese, 2012, M.Sc (Biol), M. Teaching

Christie Vaughan, 2009, BA, Grad Dip Ed (Primary)

Antionetta Veljanovski, 2005, B.Ed, Dip Primary Teaching

Anna Venegas, 2006, B.Ed (Early childhood, Infant PE)

Lenna Waters, 2010, M.Ed (Home Economics), B.Sc –Home Economics

Philemon Waters, 2011, M.A., B.Sc, Post Grad Dip Ed

Wenyu (Masa) Zhang, 2013, M.Ed, B.A. Dip Ed., Cert Teaching (Chinese Mandarin as a Second Language)

## B. GOVERNANCE AND STAFF PROFILE

<b>Board members:</b>	1 female, 6 male
<b>Executive Team:</b>	1 female, 3 male
<b>College Leadership Team (excluding Exec):</b>	5 female, 2 male
<b>Secondary teachers:</b>	9 female, 10 male
<b>Primary teachers:</b>	10 female, 2 male
<b>Support staff:</b>	7 female
<b>Administrative/operational (non-teaching) staff:</b>	4 female, 4 male

### Teaching Staff Attendance:

Teachers were required to attend for 200 days of the year during term (not including annual leave).

**Average Attendance Rate:** 94%

### Staff Retention:

There were a number of members of staff who completed their time at Northside either during or at the end of 2013.

Mr. Darren Iape (Operations)  
Mr. Jack Robinson (Care-taker)  
Mr. Jonathan Prout (Teacher)  
Mrs. Lydia Tweedie (Deputy Principal, Head of Primary)  
Ms Wen-Yu (Masa) Zhang (Mandarin Teacher)

Five out of a full complement of 46 persons is 10.8%.



## C. PROFESSIONAL DEVELOPMENT

### Internal: Professional Development under the Leadership of the Teaching and Learning Committee

In response to continued and extensive reading into recent educational research findings, the Teaching and Learning Committee was formed in 2013. Chaired by **Angela Eynaud**, it covers the broad areas of curriculum development at Primary and Secondary levels, pedagogy and e-learning as a key strategy of the College since 2012. The role of TaLC is to take the school strategic plan or vision and to create a timetable of events to inspire the thinking, planning and action that will facilitate the implementation of the strategic plan with the long term goal of establishing 21<sup>st</sup> century pedagogies and best practices. The approach of TaLC in 2013 has been:

1. Encourage the wider implementation of differentiation across the school curriculum on the understanding that differentiated instruction better meets the needs of our students and therefore increases the quality of their learning, leading to improved student performance.
2. The use of I.T. as tools for differentiating instruction thus building on the gains of the iPad program introduced in 2012 and expanded in 2013.

Achievements include **school-wide testing** to determine the preferred learning style of every students and the **development of teaching and assessment activities** which allow for students diverse learning styles, the modelling of these by staff members and the **continued training of staff in differentiation theory** in fortnightly Professional Development sessions conducted by TALC members. Part of this training was **the development of pre-tests to guide curriculum development** for the upcoming term. In 2013 teachers undertook at least **45 hours** of Professional Development run by TaLC in either the pedagogy stream or the IT competence stream.

An early project for TaLC was the writing of a 5 year plan to ensure the commitment to improved teaching and learning for teachers and students was realised effectively. The plan identified five strands via which TaLC strategized to facilitate incremental and continued development. These strands are:

- a) Differentiation
- b) Learning spaces
- c) Special Needs
- d) eLearning
- e) Staff Mentoring

In light of the research into intrinsic motivation and its impact on learning, combined with the increased need for students to be digitally literate to cope with university online delivery, a proposal for partial online delivery of VCE in 2014 was prepared and presented to the College Executive.

#### **The Tom March Sessions**

A crucial ingredient in the progress experienced by staff in their familiarity with, and embracing of, 21<sup>st</sup> century pedagogy, was the first visit of Tom March to the college. Tom is an internationally-recognised expert in teaching and learning and his visit was partially funded by Smarter Schools National Partnership program with which the College was involved. Tom March introduced the staff to the strategies for improving student learning, developed by Harvard University's Project Zero. These included Look-to-Learn Strategies. These were then mandated for school usage across the curriculum. Various Look –to-learn strategies have since been used in classes and in Chapel.

At a subsequent PD session run by Tom March, a definition of successful learners was developed collaboratively, using the Melbourne Model definition as a starting point. This definition was then embraced by the College as the foundational understanding upon which to guide our practice and curriculum development. At this session Tom March also introduced the concept of Backward Design to the staff. Tom's input both affirmed and coalesced a lot of the learning staff had undertaken in the weekly PD sessions. It is worth stating that Tom was impressed and delighted at the engagement and enthusiasm of teachers in the College and their obvious commitment to self-improvement and deeper learning for students.

### **Mobile Digital Technology in the Classroom**

A crucial element of PD sessions has been the training of staff in the use of iPad apps and their use in the classroom. As many opportunities as possible were used to showcase teachers' modelling of these apps, and the sharing of experience gained in the classroom. This has created a genuine culture of learning conversations and allowed teachers to see the excellent practices and outcomes achieved in their colleagues' classrooms. This collegiality is vital to a sustainable culture of improvement across all year levels and curriculum elements.

### **External Professional Development**

Most teachers have also attended at least one day of professional development linked to their teaching area or a related topic, such as behaviour management or understanding special educational needs.

All staff attended the professional development day organised by Christian Schools Australia, and hosted in various schools within the Melbourne metro area. Northside was one of the host schools.

Expenditure spent on external professional development: \$12,463.

## **D. TEACHER DEVELOPMENT AND APPRAISAL**

The College is committed to teachers being aware of and working to achieve competence in the Professional Standards for Teachers as articulated by AITSL. A Teacher Development Program has been implemented which allows teachers to work with mentors and Learning Leaders to appraise aspects of their teaching and student management against these standards and other criteria, as developed by Ray Tiller in his Avenues for Success program. Every teacher will be involved in this program in a two year cycle.

## E. CHARACTERISTICS OF THE STUDENT BODY

	Total	Male	Female	LBOTE	Overseas	Indigenous
Primary:	137	66	71	0	3	0
Secondary:	141	72	69	0	3	0
<b>Total:</b>	<b>278</b>	<b>138</b>	<b>140</b>	<b>0</b>	<b>6</b>	<b>0</b>

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total Primary
No. of Students	18	22	23	15	23	18	18	137
Year Level	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Total Secondary	Total Students
No. of Students	26	23	30	24	21	17	141	278

**Average Student Attendance:** 92%

**Student Retention:** Out of the 23 students in year 9, 2010, 14 completed year 12 in 2013.

### Procedures for Managing Attendance and Absence

Student attendance data is collected, in either written or digital format:

- At the start of every day
- In the 15 minute period after lunch
- Prior to all scheduled excursions or sporting events
- In the senior secondary school, prior to every class

Parents can telephone, email, text or provide a written note to explain student absence, either before or after the event. Rolls are updated with precise information once parents have explained the reason for an absence.

Communication is expected from parents for late arrival or early leaving, and these variations are recorded in either the Elite Attendance System or School Pro II. Unexplained absences are followed up by the class or Home Room teacher, in the first instance. Absence may indicate a need for pastoral attention, which again is the initial responsibility of the class or home room teachers. A pattern of absence may then be followed up by the Head of Primary or Secondary school.

## F. MANAGING STUDENT LEARNING, DATA COLLECTION AND ANALYSIS

The College uses **Schoology** as the management system for student learning in the Secondary years. **Schoology** provides online information for students and parents regarding units of work, homework and assessment tasks relevant to each year level and subject. Students, teachers and parents access **Schoology** with a user name and password. There is provision for private communication between teachers and parents or teachers and students, as well as online forums.



## G. DIAGNOSTIC TESTING

Screening tests for all students entering years 7-9 in 2014 were introduced in 2013. The tests used were:

- Progressive Achievement Test Mathematics
- Progressive Achievement Tests Reading Comprehension
- Progressive Achievement test Vocabulary
- South Australian Spelling Test

These standardized tests provide a comparison of our students against their peers nationally. The tests were used for the following purposes:

1. To provide teachers with a snap shot of the cohort they were to teach so that teachers could better provide a differentiated curriculum.
2. To ensure that no child who had learning difficulties would be overlooked for extra assistance or follow up testing.
3. To identify students who were performing above expectations and who may need enrichment.
4. To provide data to support applications for funding and support for students in the future, including the senior years.

## H. S.T.E.P. committee

2013 saw the formation of the Strategic Teaching & Enrichment Program (STEP) committee. This committee supports the academic program by providing extra support to students with learning needs, physical, social, ESL or any other need that requires extra assistance. In 2013 the group consisted of:

Lydia Tweedie: Head of Special Needs

Margaret Furlong: Secondary Special Needs and Testing Coordinator

Fiona Dumitrache: Student Welfare Officer / Counsellor

Linda Conn: English as Another Language Coordinator

Cordy Lowe: Integration Aide.

In 2013 the work of the S.T.E.P. committee included:

- a. Applications for Commonwealth and State funding through ISV for students with disabilities. 90% of these applications were successful.
- b. Pre- testing of students at risk was conducted and relevant students were linked with outside agencies for further testing and support.
- c. Learning Support Group Meetings (LSG) were organised to provide a link between home and school and to provide support not only for the students but for parents.
- d. Professional development sessions on key areas related to disabilities were run.
- e. Input was given to the staff in terms of report writing for students with specific needs.
- f. One-to-one assistance and small group assistance was provided via Integration Aides and tuition groups.
- g. Janet Mitchell re-established the Corrective Reading Program in Years 3-6
- h. A strong working relationship was established with therapists, the Royal Children's Hospital and Yooralla
- i. Consultancy grant application for Secondary students with language disorders was successful.
- j. In consultation with the Maths department an enrichment program was begun at Year 9.  
a lunchtime Maths Club, to provide extension for students showing some aptitude in Maths, and an acceleration program was offered to two students who were exceptionally strong in this area.
- k. A decision was made to change the composition of the S.T.E.P. committee for 2014 to include Gary Ravida (advocacy, legal and community issues relating to disabilities) and to investigate other possible members.

## I. SUMMARY AND ANALYSIS OF NAPLAN RESULTS 2013

The chart below displays average NAPLAN scores for each domain. The selected school's scores are displayed in blue. Also displayed are average scores for statistically similar schools (SIM) and all Australian schools (ALL). The coloured bars indicate whether the selected school's scores are above, close to, or below the other scores.

**Gr 3 Cohort:** 15 students  
**Gr 5 Cohort:** 19 students

**Exempt from testing:** 1 student  
**Exempt from testing:** 1 student

**Number who sat the tests:** 14 students  
**Number who sat the tests:** 18 students

	Reading		Persuasive Writing		Spelling		Grammar and Punctuation		Numeracy	
Year 3	<b>451</b> 417 - 485		<b>440</b> 413 - 468		<b>457</b> 426 - 488		<b>459</b> 423 - 495		<b>396</b> 368 - 423	
	SIM 430 421 - 439	ALL 419	SIM 424 416 - 432	ALL 416	SIM 417 409 - 426	ALL 411	SIM 439 429 - 449	ALL 428	SIM 407 398 - 415	ALL 397
Year 5	<b>482</b> 452 - 512		<b>480</b> 451 - 508		<b>511</b> 483 - 539		<b>477</b> 445 - 510		<b>466</b> 441 - 491	
	SIM 511 502 - 520	ALL 502	SIM 486 478 - 494	ALL 478	SIM 500 492 - 508	ALL 494	SIM 510 501 - 519	ALL 501	SIM 494 486 - 503	ALL 486

### Using NAPLAN Results in the Primary School

At the end of 2013, the Head of Primary, the Numeracy and Curriculum Co-ordinators examined the NAPLAN results for Mathematics at Grade 3, 5 and 7. Actions arising from this meeting include:

1. Drafting of a framework to ensure a consistent approach to the teaching of Mathematics from P-6.
2. Purchase of the Envision Mathematics Programme to complement the programme run in the Secondary School and to support teachers in the classroom.

Writing text types of Narrative and Exposition are taught in Grades 3-6 in Term 1 in order to better prepare our students for the NAPLAN exam in Term 2. Grade 2 students are taught these text types in Term 4 so as to better prepare students entering Grade 3.

The Primary teaching team invested in training, resources and visits to other schools at the start of 2013 to improve our Reading scores in NAPLAN. As a result, the Primary Team investigated all options and we began to implement the CAFÉ Reading Programme in 2013. In 2014, we are continuing to build on the implementation of this program.

The Primary School invested in a program of Running Records by Fountas and Pinnell. This program allows for testing further than Level 30 and is widely recognised amongst schools in Victoria. All primary teachers attended a one day training re the implementation of this assessment program in early 2014.

At the end of 2012 a Scope and Sequence was planned for the teaching of Grammar across P-6. This is a reference guide and aligns with what is focussed on in the NAPLAN. In 2014 our focus as a Primary Team is to create a scope and sequence for Text Types, focussing on Narrative and Exposition, firstly to align with the assessment criteria and feedback from NAPLAN testing.

## NAPLAN in the Secondary School

The following results were drawn from individual students' results, compared to the national average as outlined on the NAPLAN paper. If a student was one or more band above the national average they were considered above the average. If a student was one or more bands below the average they were considered below the average.

The most significant factor affecting NAPLAN results for Northside students is a language background other than English. Not only do we have greater than 50% of our students falling into this category, a high proportion of these are either newly arrived or continue to speak a language other than English at home. Despite this, our students generally perform well in NAPLAN tests. NAPLAN tests are only one measure of a student's ability. (See Section G on Diagnostic Testing)

	Reading		Persuasive Writing		Spelling		Grammar/Punctuation		Numeracy	
Year 7	<b>564</b> 541 - 588		<b>542</b> 516 - 569		<b>568</b> 543 - 592		<b>558</b> 532 - 585		<b>559</b> 537 - 581	
	SIM 550 542 - 557	ALL 541 541	SIM 528 520 - 537	ALL 517 517	SIM 555 548 - 563	ALL 549 549	SIM 547 538 - 556	ALL 535 535	SIM 551 543 - 559	ALL 542 542
Year 9	<b>587</b> 566 - 607		<b>568</b> 540 - 595		<b>572</b> 549 - 594		<b>559</b> 535 - 582		<b>577</b> 559 - 596	
	SIM 592 584 - 599	ALL 580 580	SIM 567 557 - 577	ALL 554 554	SIM 592 584 - 600	ALL 583 583	SIM 589 581 - 597	ALL 573 573	SIM 595 587 - 602	ALL 584 584

**Year 7. Cohort:** 25 students      **Exempt from testing:** 2 students      **Number who sat the tests:** 23 students

	Reading	Writing	Writing Conventions (spelling & grammar)	Numeracy
Above national average	39%	39%	52%	35%
At national average	39%	44%	26%	35%
Below national average	22% (60% of the students in this category LBOTE*)	17% (50% of the students in this category LBOTE)	22% (40% of the students in this category LBOTE)	30% (50% of the students in this category LBOTE)

\*LBOTE = Language Background Other than English

**Year 9: Cohort:** 28 students      **Number who sat the tests:** 28 students

	Reading	Writing	Writing Conventions (spelling & grammar)	Numeracy
Above national average	32%	21%	13%	30%
At national average	47%	50%	55%	36%
Below national average	21% (83% students LBOTE or had a recognised learning disorder)	29% (75% LBOTE or had a recognised learning disorder)	32% (89% LBOTE or had a recognised learning disorder)	36% (70% LBOTE or had a recognised learning disorder)

## J. SENIOR SECONDARY REPORT – VCE, VETiS AND VCAL

The results for VCE 2013 were very pleasing. The top end of the cohort performed extremely well while the bottom end results were more than satisfactory. A median score of 31 compares very favourably with schools in the local area. The VCE department has continued to teach well and provide excellent guidance and support to their students. This year's cohort included an unusual number of highly gifted students who worked very hard. What our splendid results demonstrate is that no matter where students are at, highly gifted or more challenged, the close attention of their teachers, the support they are given and the high standard of tuition work to enable all our students to achieve their best possible result.

Our Year 12 VET students all completed their certificates and this opportunity for students to combine Vocational Training as part of their Yr11 and 12 studies continues to be a positive aspect of the program offered by Northside Christian College. Of the boys doing VET courses, two ended up with apprenticeships while the third continued on to University studies.

Four students in our cohort chose to complete their VCE Certificate but did not sit the end of the year exams. This is a valid option for students and has not limited their options. Two of these knew they had already secured an apprenticeship for 2014 and the other two ended up in Tertiary Courses that did not require an ATAR. The flexibility of our delivery, tailoring courses to individual student needs, continues to be a very positive aspect of the VCE offered at Northside Christian College.

Mr Chris Gatt and Mrs Angela Eynaud attended the VCAA VCE Data Analysis Service PD in April and will run a staff PD session to assist teachers in accessing and analysing their 2013 class data for 2013 so as to respond to areas of weakness and strong performance.

### Year 12 VCE Results in 2013

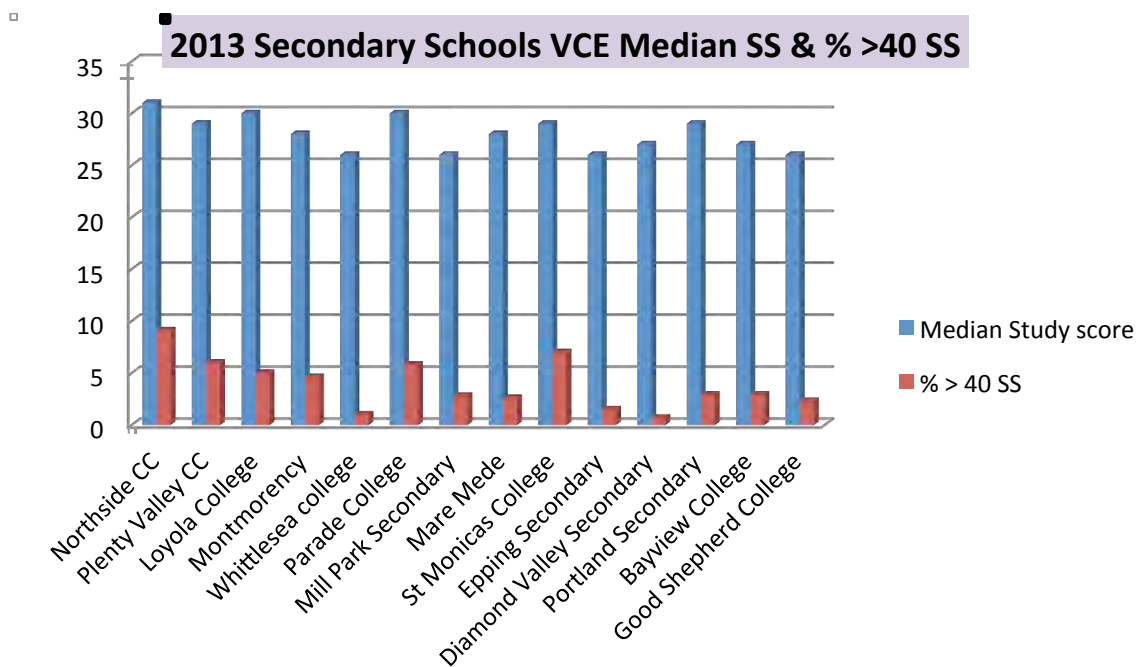
Number of students enrolled in VCE Year 12	17
Number of subjects offered at Year 12	15
Number of VET certificates with enrolments	6
Number of VCAL students	0
Percentage of satisfactory VCE completions	100%
Percentage of VET units of competence completed	100%
Highest ATAR Jasmine Lowe	98.30
Median study Score	31
Percentage of Study Scores 40 or over	9%
Percentage applying for Tertiary Entrance	82%
Percentage of applicants offered a tertiary place in first round.	100%

Where did our graduates go?	
University	14
TAFE	1
Apprenticeship	2
Work	0
Looking for Work	0
Unknown	0

## K. SECONDARY SCHOOL OVERVIEW

**Spiritual Development:** We continued with the morning Secondary devotions as a whole group in the Church Multi-Purpose room 4 days a week with Chapel on Friday's. A number of staff, and some guest speakers led these times and our aim was to meet as a community, to pray together, to worship God and learn of how God wants to lead and direct us in living our lives for Him. We also continued to look at issues affecting our young people such as bullying, depression, helping those in need, a healthy self-image, and what it means to live as a Christian in our society.

**VCE in 2013** This year saw an increase in VCE numbers from 28 in 2012 to 38 in 2013. This is a 35% increase on the previous year's VCE enrolment. It was very pleasing to note at the end of the year that Northside Christian College's Median VCE study score and percentage of study scores above 40 were better than any other school in the City of Whittlesea. I congratulate VCE Coordinator Angela Eynaud, teachers and students for this outstanding achievement.



**iPad Program:** We rolled out the IPAD program to more Secondary year levels this year with significant training of staff on how to make greater use of ICT in the classroom. Schoology was used to upload assignments and homework and parents were given access to observe the work that their students were currently undertaking.

**Refreshing the Foyer to the Art Building:** Following discussions with staff on how to improve the quality of the art building foyer it was decided to move all lockers out of the Art foyer and make it into an additional learning space for students. Couches, rugs, coffee tables and ottomans were purchased to make an enjoyable place for students to learn in. This area is now used for small groups from the adjoining classrooms to work under supervision of the appropriate classroom teachers.

**Mission Trip to Vietnam:** At the end of the school year Senior Secondary students went on a mission trip to Vietnam, accompanied by Mrs Waters and Ms Tweedie. Students visited a number of orphanages and worked with local children. They made a gift of at least 100 shoeboxes with assorted little presents inside to help the orphaned children. Thanks to Mrs Waters for the incredible job she did in its organisation and implementation of the trip.

## L. Years 7- 10 REPORT

2013 felt like an action-packed year for not only Northside College as a whole but particularly for the Junior Secondary levels. Alongside the general curriculum, there were athletic and swimming carnivals, fun-runs and inter-school sport competitions. For those less inclined towards sports, there were opportunities to participate in the Arts as well as more academic challenges.

In 2013 Year 7 and 9 students participated in the NAPLAN Testing, while selected students also took part in the International Competitions and Assessment for Schools (ICAS) for Maths, Science and English. Our students performed well and achieved some outstanding results and commendations.

Year 7 camp is always a highlight and this year they trekked through to Oasis Camp in Mt Evelyn. New and returning students mixed together and got to know each other through activities such as archery and the ropes challenge course. There were also late night chats, amazing food and even the opportunity to see and handle lizards and snakes in the Eco Experience Centre.

The Year 9 'Year of Challenge Program' was run for the tenth time. This year Mr Andrew Leslie has taken over the Coordination of the program, with its four camps and personal development aims. Students were given certificates of competence in various skills at Presentation Night.

Year 10 students elected to enter the Hospitality Cert II program with Mrs. Waters or to become a volunteer within a church or community organization, overseen by Mrs Tweedie. Parents, relatives and teachers were treated to a wonderful banquet prepared by the Hospitality students using the function room at the Watsonia RSL. It was very pleasing to see the level of competence achieved by the students under Mrs. Water's instruction, and to see them congratulated by the catering people at the RSL.

Our Home Room teachers focused on developing positive relationships and self-awareness in the class groups throughout the year. In addition to this the Home Room teachers organised fun end-of-semester activities such as laser-tag and visits to the Don Bosco Trampoline Centre.

Other stand out memories from 2013 for the Year 7 -10's include the visit to the Monet Art exhibition, the trip to China town, Book Week dress ups and the Spring Concert.

The talents of our staff were exhibited in the Bush Dance, where all who attended, experienced a great family evening of food and dancing.

2013 marked a special year for our school, as we introduced Mandarin as a LOTE subject. The students in Year 7 & 8 embraced the new subject and enthusiastically participated in the Chinese Cultural Day, whilst a small group of intrepid pioneers took Introductory Mandarin as an elective subject within the Yr 9-10 Options Program.

As the year came to a close, we were able to reflect on the accomplishments and new experiences. With eyes firmly set on holidays, there was excitement as the Year 7's felt that they had not only survived their first year of high school but had also made new friends and enjoyed themselves along the way. The Year 8's had lived and learned throughout the year to their fullest and now began to curiously look to the new 2014 school year and their participation in the Year 9 Year of Challenge. Year 9 students are beginning to realize that the serious business of VCE is almost upon them and they need to begin choosing pathways to their career choices. Year 10 students began their Yr. 11 subjects in November, during the Early Commencement program. This gave them an early indication of the level of work expected at VCE and a chance to get a unit of work under their belts prior to the summer holiday break.

## M. The L.E.A.D. Report on School Performance and stakeholder satisfaction

### Introduction:

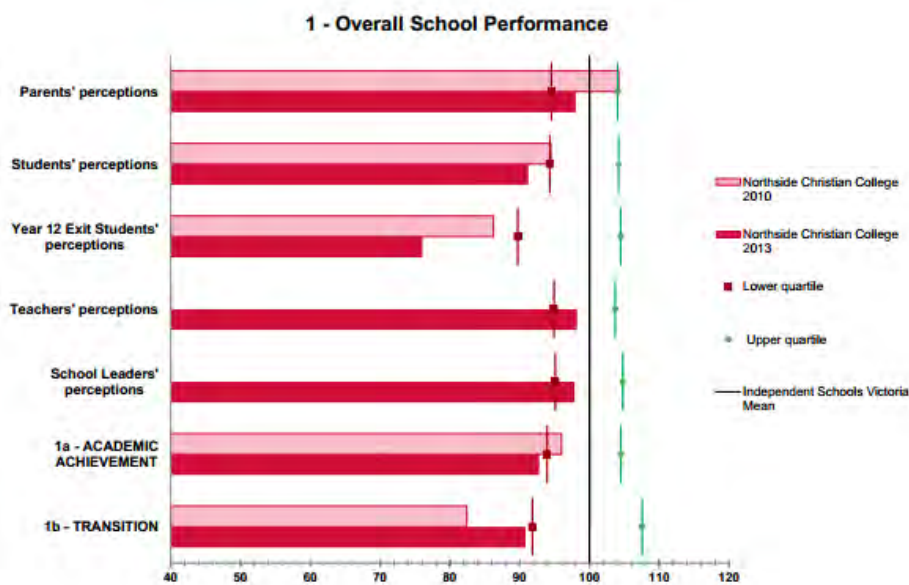
Schools are required to regularly survey the 'stakeholders' (parents, students, teachers, governance/leadership) to measure their views on a range of aspects of the school's operation. This data is then provided to school leadership to guide decision-making and programming. Some of this information is valuable for parents to give a comparison of the school's performance against other schools. The NAPLAN information is an example of this, and parents can access the overview data via the My School website. On this site you can choose to compare Northside data with 'like' schools (schools of a similar size and socio-economic profile) or local schools.

### School Performance

The information summarised on this page is taken from the LEAD survey reports which the College participates in as a member of Independent Schools Victoria. The charts below compare the perceptions of stakeholders at Northside against the range and means of all the ISV schools who participated in the survey. Some of these are high fee paying Grammar schools; others are small faith-based schools similar to Northside.

#### Bar Chart 1: Summary Chart of Overall School Performance

Bar Chart 1 presents the same data as the previous chart, except that it is now presented as a bar chart. In addition, if your school participated in any of the relevant surveys in previous years, data from previous years have been incorporated into this chart.



The chart above summarises all participants' perceptions of the overall school performance. The two bars are the years 2010 and 2013 (red). The solid line is the ISV average; the short lines with a dot show the typical range of school community perceptions.

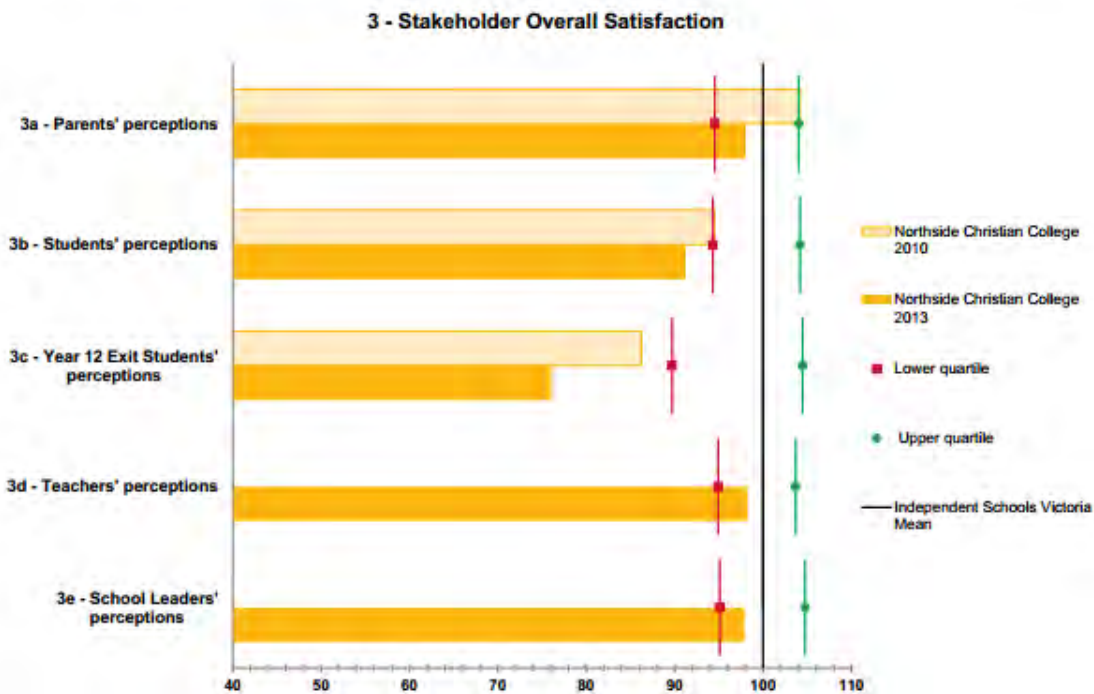
The Year 12 exiting students' columns stand out as being out of sync with other perceptions. It is worth noting that the survey was conducted early in the year at an inconvenient time for the students. Despite the negative responses given, the fact is that this group of students were able to achieve outstanding results and successfully move into tertiary education or work, as shown in other pages of this report.

## Stakeholder Overall Satisfaction

The chart below captures stakeholder satisfaction with the programs and facilities of the College. Such data, and the far more detailed analysis that accompanies these summary charts, allow College leadership to respond to areas of concern with good planning, and to communicate more effectively where there is a discrepancy in perception between College staff and other members of the community.

### Bar Chart 3: Summary Chart of Stakeholder Satisfaction

Bar Chart 3 presents the same data as the previous chart, except that it is now presented as a bar chart. In addition, if your school participated in any of the relevant surveys in previous years, data from previous years have been incorporated into this chart.





## **N. PROGRAMS AND OPPORTUNITIES TO ENRICH AND ENHANCE STUDENT LEARNING**

### **SPECIAL EVENTS**

Book Week  
Missions Fair  
World Kids Colouring Day  
Careers Week  
Spring Concert  
Missions Fair  
Twilight Fair

### **STUDENT OPPORTUNITIES**

ICAS academic competitions  
Student Representative Council  
Victorian Youth Prayer Breakfast  
Musical Instrumental Tuition  
Student Leadership to Parliament House  
Mission Trip with Samaritan's Purse

### **SPORT**

Yrs 3-12 House Swimming Carnival at Diamond Creek Pool  
Yrs 3-12 House Athletics Carnival at Meadowglen Athletics Centre  
Whole School Fun Run at Norris Bank Park  
Interschool with **Christian School Sports Network** for Primary and Secondary students:  
Swimming      Athletics      Cross Country      Soccer      Basketball  
Junior Soccer Clinics weekly 3.30 -4.30 pm  
Primary Swimming Intensive  
Secondary Swimming Intensive  
Bike Education for yrs 5, 7 and 9

### **CO-CURRICULAR EVENTS**

Chinese Spring Festival  
Year of Challenge Program –Yr 9  
  
Famous Faces Fair – Gr 5-6  
Senior Film Festival (media students)  
Art Exhibition  
Music Recital Evening  
Spring Concert



## **O. PRIMARY REPORT**

### **1. FIL (Fulfilling Integrated Program) – Mathematics**

- students were pre-tested and placed into ability groups for Number (Four processes). Smaller groups allow students to have better teacher time and clarification of skills needed to solve mathematical problems

### **2. Feuerstein Program (Year 2)**

- Year 2 was selected as a study group to a new way of training students to use a different faculty of their brain to solve problems.

### **3. CAFÉ Reading**

- The entire primary school embarked on a new reading program using CAFÉ strategies. CAFÉ stands for Comprehension, Accuracy, Fluency and Expanding Vocabulary. Students were taught explicitly different strategies that can be used to assist further understanding in Reading under the four domains (CAFÉ). They were then given time to practise using these strategies in class either through reading to self or to someone.

### **4. Cultural Day – Mandarin Chinese**

- A variety of different programs were made available to students and these include :

- a) Chinese Dance
- b) Brush Painting/Calligraphy
- c) Taichi

- Invited guest speakers highlighted the value of the language as an avenue towards being more global (One of the speakers was an ex-student of Northside Christian College).

- Performers dressed in brightly coloured cultural costumes entertained the school with song and dance

### **5. Sports**

- CSSN
- Mini Hoop Time for Grades 2 to 4
- Bike Education for Grades 5 to 8
- Year 5 Camp
- Gymnastics focus for an entire term
- Calisthenics (run by an ex-student of Northside Christian College as a lunch time activity for girls)
- Swimming focus for an entire term

### **6. Carnivals**

- Prep to Two had separate swimming and athletics carnivals, apart from the rest of the school
- Swimming Carnival was held at Watermarc and Athletics on the oval at school

### **7. Sustainable Living Skills**

- Grades 3 & 4 were taught sustainable living skills and encouraged to help the school recycle paper products, batteries and reduce waste through composting. They were also taught other skills like cooking and sewing.

## BOARD OF DIRECTORS REPORT FOR THE YEAR 2013

### New Opportunities

Mr. Mark Donato, Chairman

It has been a privilege to serve the Northside Christian College community as Chairman alongside a committed, dynamic Board, and College Executive in 2013.

A lot can happen in a year! At a school leadership level, in 2013 we saw Ps John Spinella step down as College Board Chair after 15 years in the role so he could be freed up further in his church and district leadership roles for ACC Victoria. During 2013, Irene Shand-Len resigned from her role on the College Board. She was a great contributor to the board, and always gave parental and pastoral perspectives in the decisions made. Stephen Leslie announced his cessation in the role of Principal after 11 years in the role, effective from July 2014, so he can take up some further study opportunities and time with family. Also, Mrs Lydia Tweedie finished up after nearly 18 years in the school. She was sought for a great leadership role at Donvale Christian College. We truly thank God for the leadership, tireless efforts and contributions to the college community of Ps John, Irene Shand-Len, Stephen Leslie and Mrs Lydia Tweedie.

During the year, we also had a new member join the College Executive. Matt Duke began as Business Manager and immediately made a positive impact with his expansive financial, IT and interpersonal skills. He has been and is a blessing to our school community.

Our exemplary teachers continued to lift the educational standard of our school in 2013, clearly evidenced by the year 12 VCE results...the best of schools in our catchment area. This is a great achievement, but on top of this, our teachers did it with their Christian character and attributes shining through to our kids...my three included.

As Chairman, I also want to take this opportunity to thank the College Board for their prayers, time, guidance and effort in governance of the school in 2013. Every member of the Board, me included, plays their part in a voluntary capacity. Ps John Spinella, Stephen Lowe, Oscar Ruiz, Raff Marcucci, Irene Shand-Len, and John Hardi truly have a heart for God, and for the ministry of our College within the wider community.

As a Board, we thank you as a school community for your prayers, ongoing sacrifice in having your children attend and for the practical support of Northside over 2013.

2014 is upon us, and many new opportunities present themselves. What an exciting season in the life of our College.

Spread the word! Northside Christian College is gaining renewed momentum, and it will be stronger than ever before.

Mark Donato  
College Chairman

**NORTHSIDE CHRISTIAN COLLEGE**

**AUDITOR'S REPORT FOR THE YEAR ENDED 31ST DECEMBER 2013**

To the Members,

**NORTHSIDE CHRISTIAN COLLEGE**

**Scope**

I have audited the financial statements of Northside Christian College for the year ended 31 December 2013 as presented in the report to the Annual General Meeting. The Members are responsible for the preparation and presentation of the financial statements and the information obtained therein. I have conducted an independent audit of the statements in order to express an opinion on them to the members of the incorporated body.

The audit has been conducted in accordance with Australian Auditing Standards to provide reasonable assurance as to whether the statements are free of material misstatement. The procedures included examination, on a test basis, of evidence supporting the amounts and other disclosures in the financial statements, and the evaluation of significant accounting estimates. These procedures have been undertaken to form an opinion as to whether in all material respects, the financial report is presented fairly in accordance with the requirements of Northside Christian College's Statement of Purposes & Rules and Australian Accounting Standards and other mandatory professional reporting requirements so as to present a view of the incorporated body which is consistent with my understanding of its financial position and the results of its operations and cash flows.

The audit opinion expressed in this report has been formed on the above basis.

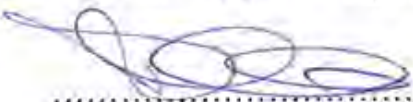
**Additional Qualifications**

An amount of \$1,002,720.00 is included as a Non-current Liability. The amount of \$1,002,720.00 represents an outstanding loan account balance of the ANZ Bank.

**Audit Opinion**

In my opinion the Statement of Income & Expenditure and Balance Sheet have been presented in a way to exhibit a true and fair view of the financial position of Northside Christian College Incorporated for the year ended the 31 December, 2013.

Dated this 16<sup>th</sup> day of May 2014.

  
.....  
**William C O'Shea**  
**Robert J Nixon & Associates**

# NORTHSIDE CHRISTIAN COLLEGE INC

ABN: 59 805 270 397

## Committee's Report For the year ended 31 December 2013

Your committee members submit the financial accounts of NORTHSIDE CHRISTIAN COLLEGE INC for the financial year ended 31 December 2013.

### COMMITTEE MEMBERS

The names of the committee members during the year and to the date of this report are:

Name	Special Responsibilities	Date Appointed	Date of cessation	Board Meetings	
				A	B
<b>Mark Donato</b>	Chairman (Appointed Chair 15/5/13)	25/3/09 to 23/5/12, rejoined 15/5/13	-	8	8
<b>John Spinella</b>	Chairman (Resigned from Chair 15/5/13)	1990	-	4	8
<b>Steve Lowe</b>	Minute Secretary, Finance Committee	25/03/2009	-	8	8
<b>Oscar Ruiz</b>	Finance Committee	17/10/2012	-	6	8
<b>John Hardie</b>		2006	-	6	8
<b>Raff Marcucci</b>		1997	-	5	8
<b>Irene Shand-Len</b>		2007	26/07/2013	2	4

Note: **A** - Number of Meetings attended    **B** - Number of meetings held during the year while the member held office

### Principal Activities

The principal activities of the association during the financial year were:  
- providing primary and secondary education from prep to year twelve.

### Significant Changes


No significant change in the nature of these activities occurred during the year.

### Operating Result

The profit from ordinary activities after providing for income tax amounted to

Year Ended 31-Dec-13	Year Ended 31-Dec-12
\$	\$
<b>(56,964)</b>	<b>240,920</b>

Signed in accordance with a resolution of the Members of the Committee:

  
 \_\_\_\_\_  
 Mark Donato, Chairman

Date: 16/5/14

## **Principal Activities of the Association (Northside Christian College Incorporated)**

The principal activity of the company during 2013 has been the operation of a day school for boys and girls for Preparatory to Year 12. This has been the 34<sup>th</sup> year of operation of the College. The vision and commitment of the original founders of the College now has its realisation in a fully developed campus with modern, purpose built facilities to provide for a broad and engaging curriculum.

### **Governance**

The Board of Directors seeks to provide direction and due diligence at a governance level, including:

- Supporting the national agenda of Christian Schools Australia, the peak body for like schools.
- Building a strong, viable and compliant school in line with the Associations Act, and the minimum standards of compliance with the law as administered by the Victorian Registration and Qualifications Authority (the VRQA)
- Developing and maintaining an outstanding reputation in the community for excellent education.
- Providing cost-effective schooling to families seeking the values and beliefs inherent in Christian Education.
- Approving policies and procedures that ensure operational compliance and executive limitations.
- Seeking to increase streams of funding and fund-raising that can undergird capital development and the maintenance of the capital assets.

### **Master Planning and Capital Development**

The College Master Plan is a sub-section of the Master Plan for the property that includes the plans for the development of the church (Encompass Church) . Such development will continue to demonstrate principals of good design and sustainability, and an awareness of the changing nature of schooling as digital technologies increase and pedagogy evolves. Potential future projects include:

1. Provision of a multi-surfaced sports field, part-funded by the Australian Government (by 2015)
2. Building of a school canteen
3. Redevelopment of the old Science room and the older sections of Building B.
4. Expansion to an Early Learning program
5. Upgrade of the Sports shed to allow for an indoor basketball court and other court games.
6. Ongoing improvement to the landscaping and options for outside play and socialising for students

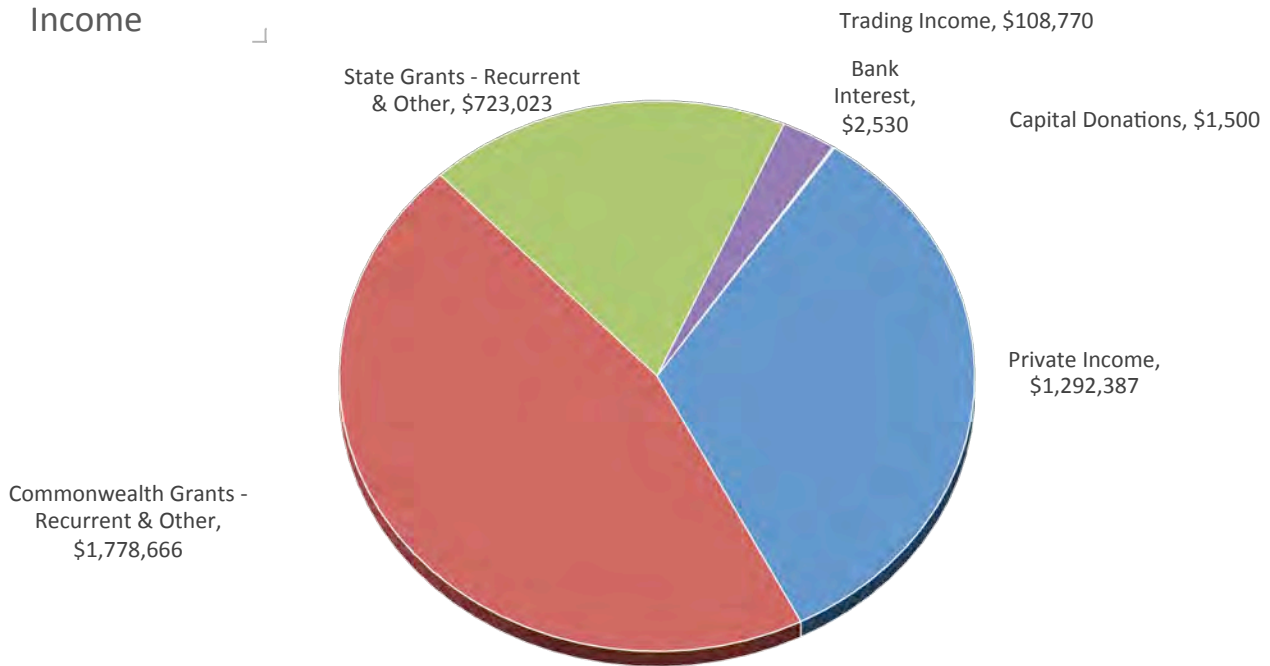
### **Education**

During 2013 the College continued to develop the range of learning options accessible by students through the curriculum and co-curricular offerings. Recognition of the College by the wider educational community for its leadership in digital learning and 21<sup>st</sup> Century learning pedagogy has been pleasing. Related activities include:

- Significant professional development of the teaching staff internally and through external providers.
- Annual participation and analysis of external assessment measures (NAPLAN and VCE)
- Continued expansion of the iPad program from years 5 -10.
- Improved diagnostic testing and support of students, overseen by the Special Education Needs team.

# FINANCE REPORT

## Income



## Expenses

