



NAMBOUR
CHRISTIAN COLLEGE



ANNUAL REPORT
2021

College Principal - Foreword

Welcome to the Nambour Christian College Annual Report for 2021

The NCC community was blessed again with many inspiring examples of service and accomplishment in 2021. On behalf of the academic, support and administration staff, I express my gratitude to everyone for responding with care and grace while navigating the special opportunities and challenges across the year.

As a community set on the foundations of Christ's work and example, our staff retreat in January established an overall theme for our journey through 2021 – 'We before I'. This counter-cultural concept is aptly described in our focus bible verses which came from Paul's letter to the followers of Jesus in Philippi:

'Do nothing out of selfish ambition or vain conceit. Rather, in humility value others above yourselves, not looking to your own interests but each of you to the interests of the others.' (Phil 2:3&4)

Through 2021 we explored this theme in our community, seeking to counter what cultural commentators such as David Brooks and Jonathan Sacks describe as a 'hyper-individualised' society that has lost its anchor of human flourishing gained through sacrificial caring connections. Now that the year has passed, we see the relevance of this theme in many areas, not least in the opportunity to respond to each other's needs through 2021's version of the challenges of COVID-19.

We honour our students for their journey into success through 2021. At NCC, we aspire to measure success in broad terms and not just at a point in time measure such as a graduating score. As a learning community, we value scholarship and work to support everyone to strive to achieve their personal best. I congratulate the graduating class of 2021 and those for joined them in persevering through challenges and in so doing, reaping a harvest of character formation. The carefully chosen curriculum and learning strategies continued to show great growth in students' learning outcomes. Senior students now have over 30 senior subjects from which to choose a meaningful pathway according to their interests and aspirations, with our scope increasing to include Health this year. The College Dux was Jessica Richards, whose dedication also led her to receive a scholarship to Griffith University, after considering other wonderful offers.



We also honour Paris Hammond who achieved multiple vocational qualifications and broad successful academic achievement.

As well as scholarship, and despite restricted access, many NCC students gained character-forming experiences through engagement in the important co-curricular program, including the Performance and Instrumental Music 'Concert on the Green', the CAPA/Hospitality Theatre Restaurant, the Berakah Miniature Horse Show Team and inter-school sport. With overseas service trips not possible, the service program continued with a more local focus. As well as local community interventions, a large group of Year 9 students travelled to serve the Normanton community by cleaning at the Rodeo and a group of senior students travelled to St George to provide a holiday care program and other community service work.

I commend this report and the outstanding work that it represents from students, families and the NCC staff team. May we carry the lessons of 'we before I' as we support each other to find joy in the unknown and inevitable challenges of the years to come.

Geoff van der Vliet
EXECUTIVE PRINCIPAL

"NCC's broad approach to non-selective education has three foundations; character development, scholarship and Christian community."



School Information

COLLEGE ADDRESS	2 McKenzie Road Woombye QLD 4559	YEAR LEVELS OFFERED	Preparatory to Year 12
POSTAL ADDRESS	PO Box 500, Nambour QLD 4560	SCHOOL SECTOR	Independent
PHONE	07 5451 3333	CO-EDUCATION OR SINGLE SEX	Co-educational
WEB	www.ncc.qld.edu.au	ENROLMENTS AT DECEMBER 2021	Junior 458 Middle 373 Senior 315 TOTAL 1146 students
ACN & ABN	106 434 511 & 89 106 434 511	Cricos Provider Number	01461G

CHARACTERISTICS OF THE STUDENT BODY

Nambour Christian College draws students from the entire Sunshine Coast region with our own buses servicing areas from Landsborough in the south to Tewantin in the northern reach including areas west such as Cooroy, Kenilworth and the Range. 65% of our students live within a 20-minute drive of the College.

In 2021, we had 38 students who identified as Aboriginal or Torres Strait Islander (3.32%) of the student population.

Our student body is made up of 54.54% female and 45.46% male students.

PARENT, TEACHER AND STUDENT SATISFACTION WITH THE SCHOOL

Upon entry into Year 10, students are carefully transitioned into their family groups, subjects and house groups as we see this important year of study being integral as a foundational year in readiness for the senior phase of learning, being Year 11 and 12. All students responded positively to this transition, stating that they felt supported and could see why we are so deliberate in our approach to the Senior School.

Upon exiting the school, students have indicated that overwhelmingly, the Year 12 Camp in the first week of the year is significant in preparing them for the year ahead. Students also felt great support from their classroom teachers across all areas, indicating that our teachers are 'always available' to help them in their learning. Also, one student commented that ... 'there is a good culture in the Senior School at NCC'. Students are committed to not only their studies but also the extra-curricular offerings that the school provides ... 'we always look forward to the Swimming, Cross Country and Athletics Carnivals, as well as representing the school at any opportunity'.

The COVID-19 challenges led to many special communication services to our community. Early on we decided to provide regular feedback to the NCC community, assisting them to focus on official sources of information and providing guidance on how their NCC community was responding. There were also repeated

opportunities to support families with particular circumstantial needs so that an effective NCC education could remain for their children. These elements provided a many opportunities for formal and information communication between college staff, students and families.

There were several other timely feedback loops used to reflect on our operations in areas such as; new students, new families, exiting families, transition programs, etc.

CONTACT PERSON FOR FURTHER INFORMATION

For more information about the College please contact Mr Geoff van der Vliet, Executive Principal, via Mrs Ros Wadmore, Personal Assistant to the Executive Principal.

SCHOOL INCOME

As an accredited independent school, NCC functions with two primary sources of income, Government funding (Federal and State) and Private Income (mostly tuition fees). Details of recurrent and other income, together with capital expenditure, <https://myschool.edu.au/school/48107/finances>

Staffing Information

STAFF COMPOSITION

Teaching Staff	No. of Staff	FTE
Full Time	63	63.0
Part Time	35	23.8
TOTAL	98	86.75
Non Teaching Staff	No. of Staff	FTE
Full Time	18	18.0
Part Time	75	45.2
TOTAL	93	63.2

Workforce Composition - Indigenous Staff: a small number of staff are identified as Indigenous.

QUALIFICATIONS OF ALL TEACHERS

Doctorate or higher	1%
Masters	16.7%
Bachelor Degree	80.3%
Diploma	2.0%
Certificate	0%

EXPENDITURE ON AND TEACHER PARTICIPATION IN PROFESSIONAL DEVELOPMENT

The Teaching and Learning Committee (P-12) oversees the professional development program for academic staff and the Business Office for support and administration staff. COVID-19 implications early in the year led to extensive development in the use of technology and programs to deliver the learning program in a range of modes. The Junior School focused on 'Seesaw' as the platform to provide learning and direct daily messages and learning programs between students and teachers and learning support staff. The Middle and Senior School academic staff provided learning utilising the college's learning management system, 'Canvas', and Zoom lessons for live interactions with students. Staff responded extremely generously to the extra learning required of them in a short space of time to make sure that students were able to continue their learning and care as seamlessly as possible.

Professional learning also included the usual activities around annual compliance training. Staff meetings were capped for face-to-face participants and online options provided. NCC developmental program with Independent Schools Queensland also continued although face-to-face professional activities were generally replaced with on-line modes.



a) Teacher Participation in Professional Development

Description of PD activity	Number of teachers participating in activity
Whole Staff meetings & Staff Retreat - College Development, Principal's Briefings, Child Protection training, WPHS training, etc	115 (including part time)
Regular staff meetings	98
Compliance training (Child Protection, Fire, etc)	98
Wellbeing Programs	98
Junior School Literacy – including 'Grammar' and 'Reading'	34
Senior School Literacy – 'Writing'	23
Subject-specific programs	57
Leading learning	98
Student leadership	5
Vocational Education and Training	20
'Extension' Learning	79
Boarding	6
Technology for Learning	98

b) Expenditure on Professional Development

Total Number of Teachers	Total expenditure on teacher PD	\$86646.87
98	Average expenditure on PD per teacher	\$884.15
The proportion of the teaching staff involved in professional development activities during 2020		100%

AVERAGE STAFF ATTENDANCE FOR THE SCHOOL, BASED ON UNPLANNED ABSENCES OF SICK AND EMERGENCY LEAVE PERIODS OF UP TO FIVE DAYS

NUMBER OF STAFF	NUMBER OF SCHOOL DAYS	TOTAL DAYS STAFF ABSENCES	AVERAGE STAFF ATTENDANCE RATE
98	195	94.1	96.7%

PROPORTION OF TEACHING STAFF RETAINED FROM THE PREVIOUS YEAR

NUMBER OF PERMANENT TEACHING STAFF AT END OF PREVIOUS YEAR	NUMBER OF THESE STAFF RETAINED IN THE FOLLOWING YEAR (THE PROGRAM YEAR)	% RETENTION RATE
97	93	95.9%

Key Student Outcomes

In 2021, NCC had 74 Year 12 students of which -

- 100% of full-time graduates received a QCE.
- 22.4% of our ATAR released students received an ATAR 90+ (this information is based only on students who released their ATAR).
- 52 students received a total of 87 VET certificates graduating with VET qualifications

AVERAGE STUDENT ATTENDANCE RATE (%) FOR THE WHOLE SCHOOL

Daily student absence is managed by an absence 'hotline' for parents to call. If notification is not received by 9am then the College makes contact with the parents. Attendance rates are monitored through the pastoral care structure of the College with appropriate intervention applied at appropriate levels of school leadership. The average attendance rate for the whole school as a percentage in 2021 was 92.82%

AVERAGE STUDENT ATTENDANCE RATE FOR EACH YEAR LEVEL

Year levels	Average attendance rate for each year level as a percentage in 2021	Year levels	Average attendance rate for each year level as a percentage in 2021
Prep	89.48%	Year 7	94.21%
Year 1	92.97%	Year 8	92.07%
Year 2	94.29%	Year 9	92.15%
Year 3	94.68%	Year 10	92.21%
Year 4	94.95%	Year 11	92.14%
Year 5	94.13%	Year 12	91.06%
Year 6	94.21%		

APPARENT RETENTION RATE YEAR 10 TO 12

76.29% - Year 12 student enrolment as a percentage of the Year 10 cohort. The economic situation on the Coast has a great influence on this.



YEAR 12 OUTCOMES

Outcomes for our Year 12 cohort 2021	
Number of students awarded a Senior Education Profile	74
Number of students awarded a Queensland Certificate of Education	74
Number of students awarded a Queensland Certificate of Individual Achievement (QCIA)	0
Number of students or are completing or completed a School-based Apprenticeship or Traineeship (SAT)	5
Number of students awarded one or more Vocational Education and Training (VET) qualifications	31
Number of students awarded a Senior Statement only	9
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Number of students awarded at least one VET qualification:	
Certificate I	12
Certificate II	28
Certificate III	13
Certificate IV	0
Diploma	0
Advanced Diploma	0

NEXT STEPS SURVEY

This survey is conducted to inform the school community about Year 12 completers' transitions into further education, training and employment. The survey is conducted six months after the end of each school year when students will have accepted tertiary education places.

SCHOOL RESPONSE RATE TO SURVEY (NOT CURRENTLY RELEASED FOR 2021)

Number of Year 12 students in 2020	Number of responses received from students	Percentage response rate
84	54	61.9%

DEFINITIONS OF MAIN DESTINATIONS

School Year 2020	Percentage of Students in each category
University (degree)	44.2%
VET total (Cert IV+ III, I-II, apprenticeship, traineeship)	25.0%
Working full-time	15.4%
Working part-time/casual	13.5%
Seeking work	1.9%
Not studying or in the labour force	0%



Distinctive Curriculum Offerings

At the start of the College's journey as an educational institution, a mostly 'self-paced' curriculum existed. This was soon replaced by programs written from a local context for the Queensland syllabus documents. The College rapidly developed a broad curriculum to reflect student needs to engage with their learning and to challenge students to learn and grow to achieve their personal best.

The Junior School has a careful focus on literacy and numeracy learning as well as the eight key learning areas. In 2020, the Junior School teachers continued to develop their practice in the specialised literacy programs of 'Sharp Reading', 'Jolly Phonics' and 'Jolly Grammar' and the numeracy program 'Maths Mastery'.

The specialist program from Prep to Year 6 includes weekly lessons in Music, Physical Education and Library skills. Students from Prep to Year 5 also studied LOTE in the form of a weekly French lesson with a specialist French language teacher. A comprehensive instrumental music program engages all students in Year 4 with hundreds of students other year levels choosing to learn instruments and play in the comprehensive school band and choir program.

The Middle School continues core learning each week in English, Mathematics, Science, Humanities, Physical Education and LOTE (Years 7 and 8), Biblical Studies (Year 9). Students engage in special subject 'rotations', studying the following subjects in pairs through Years 7 and 8:

- Agricultural Science
- Art
- Design
- Digital Solutions
- Drama
- Food and Nutrition (Kids in the Kitchen Y7, Master Chefs Y8)
- Fundamentals of Business
- Industrial Technology
- Logic (Year 8 only)
- Media
- Music
- Practical Life (Year 8 Only)
- Reading, Responding & Reasoning (Year 7 only)

The elective subject opportunity commences for Year 9 students who choose two subjects from the following list:

- Agricultural Projects
- Art
- Digital Solutions
- Design
- Drama
- Food Technology



- Fundamentals of Business
- Industrial Technology
- Japanese
- Media
- Music
- Physical Education

The Senior School curriculum is built around student choice from a comprehensive and broad range of academic and vocational subjects as follows:

- Compulsory English - English, Literature or Essential English
- Compulsory Mathematics – Specialist Mathematics, Mathematical Methods, General Mathematics, Essential Mathematics
- Sciences – Physics, Chemistry, Science, Biology, Agricultural Science

- Humanities – Geography, Modern History, Philosophy and Reason
- Business - Accounting, Business, Legal Studies
- Computing - Digital Solutions
- Creative and Performing Arts – Film, Television & New Media, Drama, Music, Music Extension (Year 12), Visual Art
- Industrial Technology and Design – MSF10113 Certificate I in Furnishing, MSM10216 Certificate I in Manufacturing (Pathways), Design, Industrial Technology Skills
- Physical Education – Physical Education, SIS20115 Certificate II in Sport and Recreation
- LOTE – Japanese
- Hospitality & Pastry and Baking– SIT10216 Certificate I in Hospitality, SIT20316 Certificate II in Hospitality, SIT20416 Certificate II in Kitchen Operations, FBP20217 Certificate II in Baking, SIT30616 Certificate III in Hospitality, SIT30916 Certificate III in Catering Operations
- VET - AHC21216 Certificate II in Rural Operations



NCC also provides opportunities for our more able students to be enriched and extended through a variety of activities and competitions, often involving other schools.

Teachers also extend students in the regular classroom by varying assignment topics and expectations and by allowing students to research topics in their personal interest areas.

- Differentiation within lessons to extend student potential for advanced learning and high achievement levels
- Different levels built into assignments and assessment tasks (e.g. extension questions, optional questions in homework etc)
- Additional support in Senior School for extension students
- Leadership seminars and workshops
- 'Headstart' and 'Start Uni Now' at USC or CQU
- Cultural Trips to Normanton (Year 9-10);
- Peer Mentoring for Junior and Middle School students
- Involvement in Senior School Committees designed to foster leadership, service and responsibility
- Ministry and leadership roles in the College Chapel program
- Opportunities to tutor younger grades
- Meliora Enrichment Program for Middle School Gifted and Talented students
- Go for Gold (Y7 & 9) and High Performance (Y10) writing workshops for academically gifted students

SPECIAL LEARNING EXTENSION AND CO-CURRICULAR PROGRAMS

The curriculum and lessons utilise the differentiation process and extension opportunities, including inquiry-based tasks, extension questions, optional questions in homework etc. There were also a number of special opportunities to extend student growth in formal and informal settings, with examples listed below.

- on-going testing and observation of students within all curriculum areas, and adjustment to each identified student's program to cater for interests, learning styles and rate of learning.
- lesson plans and assessment items that support flexible differentiation in the curriculum to increase motivation for students who show potential beyond that of their peers.



- teachers and students negotiate the curriculum to facilitate rigorous advanced learning and high achievement levels.
- training for teaching staff aimed at developing in-class extension strategies as well as ongoing assessment of students' learning from these strategies.

Learning Extension specialists in our sub-schools analyse data from observation check-lists, collect data, and monitor assessments to ensure all identified students are motivated and accelerated according to individual needs.

LEARNING EXTENSION & CO-CURRICULAR

- Differentiation and inquiry within lessons to extend the potential for advanced learning and high achievement levels
- Different levels built into assignments and assessment tasks (e.g. inquiry-based tasks, extension questions, optional questions in homework etc)
- Science Week programs
- Extra-curricular science projects and presentations
- University of Queensland Philosothon
- Lunchtime workshops: Art and Craft groups, Dance, Computer Coding, Book Club, Guitar Club, Debating
- Students attend USC Explorama and Brainways Academicus and Days of Excellence workshops (run outside of NCC)
- Chess competitions and workshops
- Premier's Reading Challenge
- Opportunities to enter a range of Writing, Mathematics and Science Competitions throughout the year.
- Voices on the Coast - Literature and Drama
- Inside Out Theatre Company based at NCC
- Year 4 Performance & Instrumental Music Program
- Instrumental Music bands, choirs and ensembles
- Sunshine Coast Junior Eisteddfod
- Interschool debating competitions
- Leadership workshops
- Acceleration for gifted students working well-above year level curriculum and assessed as requiring accelerated learning
- Shake and Stir Theatre Company performances



2021 Subject Highlights

AGRICULTURAL SCIENCE

- Graduating our first cohort in a VETiS funded Certificate II in Rural Operations. Six students completed the certificate and gained valuable skills in areas such as livestock handling, plant propagation, chemical application, workplace safety, tractor and side by side vehicle operation.
- Expanding our number of classes with the addition of the Cert II in Rural Operations subject in years 10 through 12 with two classes (Year 11 and 12 are combined).
- The appointment of a new Farms Operations Manager to partner the existing Ag staff in moving our department into an exciting future.
- Ploughing up all our paddocks at the end of the year and planting cover crops as we continue our exploration of regenerative agriculture.

BUSINESS

- The addition of a Certificate III in Business to the school's VET program
- Tutoring in Accounting for extension students
- Participation in the ASX Sharemarket Game
- In-class debates on current world issues
- Excursions to Law Courts for Legal Studies
- Variable assessment tasks to extend students and foster creativity
- Excursions to local businesses
- Guest speakers during lessons

COMPUTING, INFORMATION TECHNOLOGY

- Students have the opportunity to assist during the holidays with computer upgrades at NCC
- Open-ended projects allowing Senior students to develop near commercial quality software
- Students assist with IT equipment and software for Chapel and Award Nights
- External competitions - Young ICT Competition
- Showcase Lego Robotics at Open Day

ENGLISH

- USC Sunshine Coast Debating competition
- Various creative writing competitions
- Write for Fun Essay competition
- Engagement with The Writer's Toolbox online program

JAPANESE

- Simultaneous learning of Hiragana / Katakana and Kanji scripts
- Use of online sites for language and grammar
- USC immersion for Years 10-12 students
- Regional Competitions like poster and speaking competitions.



HUMANITIES

- Geographical field trips , including Year 8 Glasshouse Mountains study; Year 10 waetrways investiagtion; Year 11 traffic study in Noosa and Year 12 erosion study at Noosa Dog Beach.
- Interactive history excursions to Abbey Museum
- Year 7 Liveability model showcase

INDUSTRIAL TECHNOLOGY & DESIGN

- Extension activities utilising expanded facilities, including guitar making
- Four student accessible and friendly 3D Printers used extensively in Design classes Years 7 to 12
- Two laser cutters, one being classroom based.
- One industry standard CNC Router – classroom/student accessible and use
- Purpose built state-of-the -art spray painting booth
- Expanded welding fabrication facilities to six stations
- Continued extension of workshop facilities including four serrate routing facilities
- Two milling machines and metal lathe for metal engineering fabrication
- Wood lathes extended to 11

MATHS

- Maths workshops and study groups
- Local Maths competitions

SCIENCE

- Rio Tinto Big Science Competition
- ConocoPhillips Science Experience
- Queensland Junior Physics Olympiad
- RACI Chemistry Competition
- National Youth Science Forum
- Science Week activities
- Tutorials
- Visits by various personnel - medical
- Excursions (eg Year 9 to Science Centre, Year 12 Biology to Anatomy Laboratory)
- Year 10 Physics - Sunshine Coast Science and Engineering Challenge

PHYSICAL EDUCATION AND SPORT

- Seasonal inter-school sport teams competitions
- Participation in representative pathways through Qld Sport Program
- Provide specialised coaching
- New health component introduced to Year 7 core physical education
- Year 7-9 swimming programs to build confidence and skill in the lead up the swimming carnival
- Year 7-9 athletics programs to build confidence and skill in the lead up to the athletics program
- Year12 annual aquathlon in class competition
- Year 9 wheel chair basketball excursion to explore the ideas of equity and access in sport
- Year 10 recreational studies coaching program for junior school students
- Year 10 recreational studies develop a health promotion initiative targeting middle school students
- Year 12 sport and recreational run a futsal tournament for middle school students

OUTDOOR EDUCATION

JUNIOR SCHOOL

Prep – Berakah Farm (day trip)

Year 1 – Ginger Factory (day trip) -

Year 2 – Apex Camp, Mudjimba (day trip)

Year 3 – Underwater World (Overnight at Alex Park)

Year 4 – Mapleton Holiday Centre (3 days)

Year 5 – Luther Heights (Coolum 3 days)

Year 6 – Currimundi Recreation Centre (3 days)

MIDDLE SCHOOL & SENIOR SCHOOL

Year 7 – Stepping Up - Focus, Friends and Faith - Maranatha Recreation Camp

Year 8 – Stepping Forward
Boys - Pindari Outdoor Education Centre
Girls - Kiah Park

Year 9 – Stepping Out
Boys - Cooloola and Noosa Trails Network Celebrating Milestones
Girls - Cooloola National Park

Year 10 – Leadership & National Milestones - Canberra

Year 11 – Leadership....Towards 2021 - Camp Somerset

Year 12 – *'It's Not About Me'* Leadership Camp - Emu Gully



Co-Curricular Offerings

Internationally, nationally and on the Sunshine Coast, Nambour Christian College provides a diverse range of opportunities for students to be involved in co-curricular activities.

Our students are challenged to develop their gifts and talents and to consider ways in which they can lead and serve others both within and outside the school community. There are numerous opportunities for our students to be part of and enjoy a broad range of experiences. These co-curricular activities are designed with our students in mind and significantly enrich their educational experience at NCC.

PERFORMANCE & INSTRUMENTAL MUSIC

Respect.

Responsibility.

Resilience.

These three words are used throughout the Performance and Instrumental Music Department to ensure that we are all striving to be the best that we can be. Despite the myriad of ways life in this part of the school was impacted by the Covid-19 virus, we are incredibly proud of the way our students reflected respect, responsibility, and resilience throughout the year. A significant number of our performance opportunities were cancelled, and everyone was required to think outside the box to ensure continuity of lessons. The skills learnt during the “supported learning at home” phase during Term 2, opened new opportunities for staff and students, and are helping to shape new methodologies. Exploring new ways to provide performance opportunities, support end of year Awards Ceremonies and celebrate the successes of our students, all whilst maintaining the socially distanced guidelines of Covid-safe practices, again resulted in creative thinking and large doses of respect, responsibility and resilience!

Respect. Students maintained a high degree of respect for each other and staff across the Zoom platform used during “at home” lessons. Greetings were friendly, instruments and music were ready to go, and some families even went the extra mile with “studio-like” set-ups! This level of respect continued when rehearsals returned with students happily abiding by the new “Covid-safe guidelines,” and helping wherever they could.

Responsibility. The instrumental teachers were delighted by the punctuality and attendance rates during “at home” learning. Most students managed their workloads and various meeting times with enthusiasm – looking forward especially to their instrumental lessons. Despite not having a regular band rehearsal, students diligently practised their parts, ready for the day we could return to full band rehearsals. Students showed an extra measure of responsibility once rehearsals returned by ensuring they had all the supplies they needed for each rehearsal. Sharing music, stands, pencils and so on were all not allowed under the new guidelines.

Resilience. This year has certainly tested the resilience of staff and students alike. Transitioning to “at home” learning as quickly as we did, saw many long days spent watching “how to” videos, trial and error with Zoom settings, speciality equipment purchased and so on. The persistence the staff and students demonstrated to overcome the problems of playing instruments over Zoom, showed the high level of commitment to our PIMusic Department.

The 1.5m distance requirements meant that band and choir rehearsals weren’t quite the same, yet the patience and determination shown by students to make the most of our time together despite the difficulties, speaks volumes for just how important music is in the lives of our students. What an interesting and different year 2020 has been!

There have been several silver linings that have come from the necessity to provide music lessons via Zoom.

- We heard wonderful reports from students learning and practicing at home about wildlife joining in; neighbours being impressed by their skills; and the general uplifting of the mood in the household during the lockdown period.
- We now have a “drum lab” for our beginner percussion groups. This enables each student to maximise their time with their teacher (all playing at the same time with low volume or headphones) yet also allows the teacher to hear individual students through the sound desk.
- We are now able to offer instrumental lessons on selected instruments to our friends at Gulf Christian College.

When the time came for returning to rehearsals, the Covid-19 guidelines which had to be implemented again called for patience, resilience and quite a lot of planning. The social distancing requirements meant that we needed a much bigger space than usual, and the Abbenbroek building showed its versatility in this regard. The Junior School Drama Room became the Music Room for Mrs Smith, enabling the whole rehearsal wing to be fully opened. We thank the Junior School for accommodating this change, and praise God for those who designed the building with this functionality already built in. Being distanced in this way brought some challenges to our groups, especially the choirs, but the delight to once again have ensemble music emanating from the rooms provided much joy in what had been trying times.

With so many of the usual performance opportunities for our groups cancelled, it was time to get creative. Clever thinking and connections in the College community led to our “Time to Shine” recording and photography day. New Life Church was transformed into a recording studio, Just Photography provided professional group photos and Qframe Productions recorded all the bands and



choirs performing several pieces. These videos were used for the end of year events and can be viewed on the College's Youtube Channel. <https://m.youtube.com/channel/UCdi2siiFzcJN08LOB-0Y7bg>

A condensed version of the year's Eisteddfod was held in July with a significant number of restrictions in place to comply with Covid-19 Guidelines. No band or choir events were possible, with only solos, duets, trios and quartets allowed. Even with a much smaller contingent of NCC students performing, some incredible results were achieved. Eisteddfod organisers conveyed to us how impressed they were with the conduct and presentation of our students.

NCC hosted AMEB examinations again this year with 39 students completing practical and written examinations. Grades ranged from Preliminary to Grade 6 level. Congratulations to our talented musicians who put extra effort in to preparing for these exams under the difficult circumstances of this year.

Piano:	13 students
Woodwind:	17 students
Brass:	9 students

Unfortunately, the exams provided by Trinity College of Music, London were not able to be undertaken this year due to the Covid-19 virus.

CREATIVE & PERFORMING ARTS

Nambour Christian College has developed a distinguished reputation amongst schools on the Sunshine Coast in the area of performing arts. The NCC Creative and Performing Arts (CAPA) department provides a diverse range of opportunities for students to express their creative talent in co-curricular activities.

- Speech and Drama facility, with extensive costume wardrobe, make-up areas and stage props
- Film and Television Studio with five associated editing booths
- Two fully equipped Music Classrooms
- Six music rehearsal rooms with recording studio capability
- Art Studio with integrated kiln and open air 'wet' area
- Dance Studio in the Health & Fitness Centre
- Lecture Theatre and Outdoor Amphitheatre for drama and musical performances
- Six specialised Instrumental Music Studios and two Orchestra & Ensemble rehearsal areas for the College Instrumental Music
- Program in the Abbenbroek building
- Visual Arts Studio and Music & Drama Centre in the Junior School

Opportunities for students include -

- College Musical every two years
- 'Illuminations' Arts Showcase Evening: showcasing all CAPA subjects, annually
- Chapel Bands for Middle and Senior Schools
- Competitions for Art, Film and Photography

- Workshops for Drama, Music and Art
- Lunchtime concerts
- Shakefest - Shakespeare competition run by Shake 'n' Stir
- Inside Out Theatre Company based at NCC (Junior school focus)
- Peer to peer tutoring for all CAPA subjects
- 'Jam Session': lunchtime extension music rehearsals
- Middle School digital poster competitions (Media)
- Theatre Restaurant coming the expertise of the CAPA and Hospitality departments.

SPORT

Nambour Christian College has been blessed with the extensive sporting opportunities available to our students. The sports available to students in our College are quite numerous, comprising of Junior School SCISSA sports, Middle School Sport, Junior and Secondary QLD School Sport Pathways, Secondary afterschool SCISSA, Sunshine Coast School Sport Competitions and of course the School Carnivals. The QLD School Sport Pathways and Carnivals, totalling in 20 various sporting opportunities, allows students to progress to higher levels of competitions at Districts, Regionals, States and Nationals.

At Nambour Christian College, we believe in every student's ability to 'INSPIRE EQUIP ACHIEVE', this being our sporting motto. There are a number of focus sports and sporting clubs available to the students. These comprise of Netball, Volleyball, Basketball, Rugby 7's, Soccer, Touch Football, Tennis, Rowing, Saturday Netball and Equestrian.

Each of these sports have multiple sporting competitions that the students have the opportunity to be involved in. In 2020, NCC celebrated multiple champion teams across both Junior School and Middle & Senior School sport competitions.

During Thursday SCISSA Sports, students in Years 4 to 6 participate in a large range of competitive and non-competitive sports, in addition to their usual PE classes. On Thursday afternoons, during school hours, students will learn the rules and skills associated with their chosen sport. Additionally, once or twice a term they will play friendly games against another school in preparation for Gala Day. Gala Days are held at the end of each term and are an opportunity for students to practice their new skills in a friendly, competitive environment. Students in a competitive sport will compete in a round robin style competition against the other Independent schools on the Sunshine Coast. Non-competitive sports will spend the day at school participating in a range of alternate activities, followed by their usual sport after lunch. The student sport selections change each semester.

The following sports are offered each year (subject to change):
Semester 1: Boys - Soccer, Basketball, Rugby Sevens, Girls - Touch Football, Netball, Mixed – T20 Cricket, Non-Competitive Sports – Tennis, Gymnastics.



Semester 2: Boys – Volleyball, Touch Football, AFL , Girls – Volleyball, Soccer, Basketball, Mixed – Flippaball/Waterpolo, Non-Competitive Sports – Self Defence, Badminton

Wednesday Middle School Sport is used as an opportunity for students to train for focus sports. Students are able to select from a number of sporting activities, which range from the following: Netball, Volleyball, Rugby 7s, Touch Rugby, Basketball, Tennis, Cricket, Underwater Hockey, Softball, Soccer, Gym/Circuit, Rock Climbing, Surfing, Skate Boarding, Surf Lifesaving and modified sports such as Ultimate Frisbee, Gaelic Football, Indoor Futsal, Dance, Jazzercise, Boxing and Walking Group. Traditionally Middle School Sport occurs during a school day on Wednesday afternoons from Term 1 to Term 4.

A number of our students have had the opportunity to pursue personal sport interest outside of school, and this we always encourage. Some of these interests include, Kayaking, Cycling, Equestrian, Triathlons, Little Athletics, and Surf Lifesaving. Results range from being the best in the state, to competing on an International stage. With all NCC secondary school students in attendance, our 2020 Sport Awards was hosted at New Life Church.

SPORTSPERSON AWARD

The Schools Sportsperson Award recognises students who have consistently demonstrated a high level of commitment, effort and ability across a range of sports through Queensland school pathways and points based criteria.

AGE CHAMPION

Students are awarded points at school sporting carnivals for placings that they achieve. Points are then collated at the conclusion of the carnival and an overall male and female Age Champion are presented for each age group 12 – 17+ years.

SHALOM FITNESS AWARDS

These awards recognise outstanding performance within our well-equipped SHALOM Fitness Gym. The award takes into

consideration student attendance, performance, progression and conduct within the gym, and aims to motivate students to continue to achieve their high personal goals and standards. This also recognises students who display integrity and sportsmanship towards others in the Gym.

SPORT EXCELLENCE AWARDS

These acknowledge and celebrate students for their outstanding achievements in community and club sport. We recognise students that have competed at a State or National Representative Competition and above in an Outside of School Sport pathway.

BRONZE PINS

Bronze Pins are awarded to members of an Independent District Team or an Independent District Carnival Age Champion.

SILVER PINS

Silver Pins are awarded to members of the Sunshine Coast Region school sports team who competed at the Queensland school sport state championships or a Sunshine Coast Region Age Champion.

GOLD PINS

Gold Pins are awarded to members of the Queensland school sports team who represented QLD at the Australian School Sports Championships or is a Queensland School Sport Age Champion.

PLATINIUM PINS

Platinum pins are awarded to students who compete at an elite level through a recognisable International sporting event. A platinum pin is the highest possible sporting achievement award at Nambour Christian College.

CHAMPION TEAMS 2021

Senior Girls Basketball – B Division
Senior Girls Basketball – D Division
13 Years Girls Rugby 7s

AGRICULTURAL SCIENCE

The Berakah Miniatures Show Team (BMST) provided opportunities for students to be involved in an active team environment, to train, care for and show miniature horses. In 2021 there were over 40 students in the BMST. This required 13 horses on the team and the challenge of managing such a huge team was met with outstanding results.

This was the first year we attended 7 shows in Term 2, and we did that in 7 weeks! The sense of accomplishment was immense. We also attended the Fraser Coast show in Maryborough for the first time and really enjoyed that experience. In all we attended over 14 shows and events including the AMHS State Championships and we ran our very own Advanced Training Camp and Feature Show here at NCC. It was so exciting to be back at the Ag Shows without

Covid interruptions.

Once again, the BMST promoted a supportive environment for students in which they had opportunities to develop their personal skills, team leadership skills, work towards common goals and have a whole lot of fun.

Students were able to spend break times and after school at the farm training their horse and attending to the many responsibilities, like cleaning stables and preparing feeds. Students and their families also tended to the stabled horses on the weekends all through the show season. The BMST also provided a leadership structure within the team that allowed students to grow and develop their leadership skills through the progression from Trainee to Co-Handler to Lead Handler to Group Leader to Captain. Students once again embraced the opportunity to lead and enthusiastically did extra hours of training and mentoring in leadership.

It was so good to have the parents back involved in the BMST! We are really only half a team without them, and to have them back on campus helping with various tasks, attending working bees, interacting at the shows and gathering around the campfire at the end of afternoon training... it was just so very special. The feedback received showed that they highly valued coming back to the BMST for many reasons, but particularly appreciate the personal growth they see in their children, the friendships developed with other families, the ability to be involved in their children's school life and the positive camaraderie and ethos of the team.

JAPANESE

In Japanese we normally enjoy a variety of trips and experiences including a biennial Japanese Cultural Trip, Japanese school group visits and homestays (Mar, Jul, Oct), two week in-country cultural experience including many opportunities to host an exchange student throughout the year. These activities were put on hold due to COVID and we look forward to resuming these in 2022.

SERVICE AND CULTURAL PARTNERSHIP TRIPS

- Walkathon to raise funds for overseas projects
- Year 10, 11 and 12 students provided service in the community
- Middle School community service, baking for local community groups as part of subject 'Practical life'.

SERVICE TRIPS

At NCC, we endeavour to live out our Motto 'Sow to Harvest' in all that we do and this is especially true as we commit time and effort each year to our service trips program. As Covid has presented immense challenges for us all, it also forced us to pause our annual Fiji trip, causing us to rethink how we might be of service to others in our own 'back yard'.

Our Early Learning Centre in St George, QLD, enabled us to build some excellent relationships with the local churches and primary schools in St George. This opened up the opportunity for our students to embark on our inaugural service trip to St

George. Nine of our students along with two staff and our Executive Principal gave up the first week of their school holiday in September to practically serve the community of St George. Our students ran a three-day holiday program and helped out with gardening and cleaning at both the Early Learners Centre and the local church. This was a deeply formative experience for our students to witness what life is like for Australians outside of the coastal regions and to experience and overcome challenges they faced throughout the trip. Our students spoke in-depth at a senior chapel about how much this trip has opened their eyes and changed their perspectives.

We were also overwhelmed with applicants for the Year 9 Normanton trip and a record number of students packed their bags to head to Normanton, QLD at the end of Term 2. We take students up there to help clean at the local Rodeo each year. The monies raised from this cleaning go directly to funding the ongoing and excellent work of Gulf Christian College. This trip provides our students with a unique service opportunity where they get to serve in a hands-on way to help out those in the Normanton community with cleaning at the local Rodeo.

Serving others is a vital characteristic of the Christian faith and it is often in helping others that we are shaped to become the people God has created us to be. We are grateful for the opportunities we have as a College and we look forward to expanding our service trip program. Through our service trips program, we aim to be as Mother Theresa said, 'a little pencil in the hand of a writing God, who is sending a love letter to the world.'

CULTURAL PARTNERSHIPS

Throughout the past 19 years, Nambour Christian College has been blessed with the incredible opportunity to partner with Neighbours Aid as we care for and support communities in the developing world. This partnership has provided our students with a breadth of fundraising opportunities and hands-on experience in serving communities through our Schools Cultural Trips programs in Africa, Thailand and India. These experiences are incredibly formational in our student's lives as they are exposed to how other cultures experience life and the needs that arise from these experiences.

This past year, it has been an honour to partner with Neighbours Aid to support a school and children's home in Chikwawa, Malawi. Our friends in Chikwawa recently built a library for their school; however they did not have the funds to stock it with educational resources and books. So we set a goal as a community to raise enough funds to fill their library with resources purchased in their local region and native language. This will increase the learning capabilities of the students and teaching staff and inject resources into their local economy, furthering their path out of poverty.

Due to the fundraising that occurred throughout the entire school community at NCC, we collectively raised \$22,280.65! The community in Malawi sends their thanks as this has been such a blessing for a region that has faced intense damage due to local flooding.

We count it a privilege that we get to be a College that seeks to represent Christ's love for the world as we seek to serve others.

Social Climate

PASTORAL CARE

The NCC culture includes a belief that effective Pastoral Care is a fully integrated process for and between all members of our community. Pastoral care encompasses the College's formal and informal methods around our mission to be a 'Christ-centred learning community'. The College actively seeks growth for all students and staff in all areas of life; including intellectual, physical, emotional, social and spiritual areas. The broad approach to pastoral care is enacted through every staff member's responsibility and role in caring

for students and each other.

As an 'attachment-focused' community, the College believes that well-being hinges around people's inter-dependence, as John Bowlby explains;

"Intimate attachments to other human beings are the hub around which a person's life revolves, not only as an infant or a toddler or a school child but throughout adolescence and years of maturity as well, and on into old age. From these intimate attachments, a person draws strength and enjoyment of life and, through what he or she contributes, gives

strength and enjoyment to others. These are matters about which current science and traditional wisdom are at one." (John Bowlby)

Effective relationships are the foundations for care and learning. This is a consistent topic for staff induction and ongoing professional development, including the daily staff devotional and prayer times. The critical hub for the pastoral care of students is the role of the class teacher in the Junior School and the Family Group Teacher in the Middle and Senior Schools. These teachers manage daily care and oversight of students, and in turn, their work feeds into the formal network of Year Coordinators, Deputy Heads of School, Heads of School, Student-Protection Officers, First Aid staff and the Director of Student Well-being. Ultimately, the College Principal is responsible for the pastoral care in the College, in the context of our collective responsibility and inter-dependence as a community. The Director of Student Well-being oversees critical interventions for students and works closely with families and community agencies for the ongoing support of students.

Formal programs of care are delivered through class/Family Groups, weekly assemblies, weekly chapels, yearly camps, Christian Studies lessons and 'teachable moments'. Value-added programs operate in each of the sub-schools to develop ideas and support around topics such as character development, relationships education and self-discipline. Camp programs also support this program according to the development stages of the students; for example, single-gender camps in Years 8 and 9 build on lessons around the theme of the journey toward adulthood.

Community service activities, whether whole College or part of the Senior School timetable, also contribute to the students' sense of place and value in the world. Extension opportunities exist for students to be part of service teams that travel to places such as Normanton, Fiji, Africa and Thailand.



Parental Involvement

A 'partnership with parents' is at the heart of effective learning and College life. The partnership is developed through regular communication, special parent-teacher opportunities and a variety of opportunities for practical engagement with staff and students.

In 2021, approximately 20 parents were involved in supporting learning through small group and individual reading programs and over 200 parents assisted in various activities as listed below in the Friends of Groups.

Significant engagement with parents occurs through the Friends of Groups where parents work alongside staff and students in a variety of co-curricular programs.

- Friends of Performance and Instrumental Music – recording of performances, fundraising for trip, Early Learning Centre end-of-year BBQ, working bee hours photocopying, sorting and filing band and choir music.
- Friends of the Farm (Berakah Miniatures Show Team) – working bees, core committee (help plan, manage, develop the culture of BMST), rug and feed on weekends, assist at Agriculture Shows and training camps.
- Friends of Sport – assistance at all sports carnivals and general assistance in the office.
- Friends of the Arts – assistance with the preparation for musical production/
- Friends of Library - assisting with care, covering and catalogue of books and assistance in special events.



NAMBOUR
CHRISTIAN COLLEGE

SOW TO HARVEST



SECURITY.

SUPPORT.

SUCCESS.