



# NAMBOUR CHRISTIAN COLLEGE



# ANNUAL REPORT 2022

# 2022 - A time for wisdom in an age of information

***Where is the Life we have lost in living? Where is the wisdom we have lost in knowledge?***

TS Eliot, The Rock, 1934

Welcome to the Nambour Christian College Annual Report for 2022.

On behalf of all NCC staff, I express my appreciation to everyone in our community for engaging with us through the joys and challenges of another school year.

In 2022, NCC embarked on a voyage in uncertain seas. The obvious difficulties that required special navigation skills were an ongoing concern for health, restrictions to regular ways of working with each other, uncertainty for planning activities and potential economic hardship for our community members.

However, as challenging as these circumstances were, they are overshadowed by a more serious challenge to our individual and collective flourishing.

Since the mid-last century, the western world has experienced what is referred to as the 'Age of Information', a period distinguished by extraordinary amounts of information, a stimulus for amusement and more material possessions (stuff) than any of the previous generations. Our culture bombards us with a plethora of distractions that can turn our attention from one interesting idea and source of entertainment to another at lightning speed.

Into this challenge, NCC embarks on a challenging journey beyond blind consumption of information, amusement and 'stuff' toward the ancient ideal of wisdom.

Wisdom, the right application of knowledge. Wisdom, the building block of a flourishing life. Wisdom, whose profit is more valuable than 'silver, gold and precious stones' and worth pursuing even if it 'costs all we have.' (Proverbs 3 and 4).

In 2022, we explored what James meant when he wrote, 'Who is wise and understanding among you, let them show it by their good life, by the deeds done in wisdom that comes from humility.' (James 3:13) James went on to describe the characteristics of heavenly wisdom, including being peace-loving, considerate, submissive, merciful, impartial and sincere. In a year when there was a lack of certainty and predictability, we sought wisdom to nourish our souls and provide antidotes to the failing culture of polarisation, self-obsession and meaninglessness.

We are thankful for so many things this year: remarkable learning outcomes, even more, formal learning opportunities (subjects) and a return to some of the value-add programs that help develop a well-rounded life that we strive for at NCC.

Congratulations to everyone who strived to achieve their personal best this year and thank you for contributing to our important voyage in 2022.

God bless you

**Geoff van der Vliet**  
**EXECUTIVE PRINCIPAL**



# 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 2022	Junior 506 Middle 383 Senior 325 TOTAL 1214 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 2022, we had 36 students who identified as Aboriginal or Torres Strait Islander (2.96%) of the student population.

Our student body is made up of 55.05% female and 44.95% male students.

## PARENT, TEACHER AND STUDENT SATISFACTION WITH THE SCHOOL

Nambour Christian College has received reviews from parents, teachers and students alike, with all parties expressing high levels of satisfaction with the school's culture, values, and academic programs.

One parent, expressed her satisfaction with the school's supportive community, saying, "Nambour Christian College has been an excellent choice for our family. The staff are caring and supportive, and the school's values are clearly demonstrated in every aspect of school life."

Similarly, teachers have praised the school's commitment to excellence in education. A teacher at Nambour Christian College, advised, "I'm proud to work at NCC where the focus is on student success. The College provides great professional development opportunities, which allows us to continually improve our teaching practices."

Students have also praised the College for its supportive environment and focus on personal growth. One student said, "I feel supported and challenged at Nambour Christian College. The teachers care about us as individuals, and there are plenty of opportunities to get involved in extracurricular activities."

Overall, Nambour Christian College's commitment to excellence in education, supportive community, and focus on personal growth have earned high praise from parents, teachers and students.

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	75	75.0
Part Time	19	11.9
<b>TOTAL</b>	<b>94</b>	<b>86.9</b>
Non Teaching Staff	No. of Staff	FTE
Full Time	27	27.0
Part Time	83	50.9
<b>TOTAL</b>	<b>110</b>	<b>77.9</b>

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

## QUALIFICATIONS OF ALL TEACHERS

Doctorate or higher	0%
Masters	17.0%
Bachelor Degree	81.0%
Diploma	2.0%
Certificate	0%

## EXPENDITURE ON AND TEACHER PARTICIPATION IN PROFESSIONAL DEVELOPMENT

The Teaching and Learning Committee (P-12) ('TLC') oversees a comprehensive professional development program for academic staff, and the Head of Business Operations for support and administration staff.

Over the past few years the TLC has been developing a bespoke Teaching and Learning Framework for use across the College. A large amount of important professional development to enhance teaching and learning has happened on-site and delivered by key staff. Specific teacher professional growth strategies have been trialed through pilot groups involving staff from each of the three sub-schools. Various high-return strategies have also been the topic of workshops in staff meetings and special sessions on student-free days for all academic staff.

The College has continued to facilitate necessary compliance training. Increasingly, the College is utilizing on-line training packages to enable efficient delivery of necessary modules.

Various staff have also been supported to participate in special Professional Development programs for a large variety of the programs and services at the College, including wellbeing, middle and senior leadership, culture and curriculum.



### 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	110 (including part time)
Regular staff meetings	94
Compliance training (Child Protection, Fire, etc)	94
Wellbeing Programs	94
Junior School Literacy - Writer's Toolbox Expansion & Precision Workshop	34
Senior School Literacy – 'Writing'	23
Subject-specific programs	57
Leading learning	94
Student leadership	5
Vocational Education and Training	20
'Extension' Learning	79
Technology for Learning	94

### b) Expenditure on Professional Development

Total Number of Teachers	Total expenditure on teacher PD	\$86646.87
94	Average expenditure on PD per teacher	\$884.15
The proportion of the teaching staff involved in professional development activities during 2022		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
94	192	130.6	89.54%

### 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
98	89	90.8%

# Key Student Outcomes

In 2022, NCC had 106 Year 12 students of which -

- 90.5% of full-time graduates received a QCE.
- 20.69% of our ATAR eligible students received an ATAR 90+ (this information is based only on students who released their ATAR).
- 53 students received a total of 133 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 10.00am 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 2022 was 91.07%

## AVERAGE STUDENT ATTENDANCE RATE FOR EACH YEAR LEVEL

Year levels	Average attendance rate for each year level as a percentage in 2022	Year levels	Average attendance rate for each year level as a percentage in 2022
Prep	93.11%	Year 7	91.47%
Year 1	92.38%	Year 8	90.48%
Year 2	91.24%	Year 9	90.13%
Year 3	93.03%	Year 10	91.86%
Year 4	91.72%	Year 11	88.50%
Year 5	91.70%	Year 12	89.84%
Year 6	91.16%		

## APPARENT RETENTION RATE YEAR 10 TO 12

82.81% - 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

<b>Outcomes for our Year 12 cohort 2022</b>	
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	53
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	30
Certificate II	74
Certificate III	2
Certificate IV	0
Diploma	1
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

<b>Number of Year 12 students in 2022</b>	<b>Number of responses received from students</b>	<b>Percentage response rate</b>
102	82	77.4%

## POST-SCHOOL DESTINATIONS

In 2022, 95.1% of Year 12 completers from Nambour Christian College were engaged in education, training or employment in the year after they completed school. Of the 82 respondents, 61% continued in some recognised form of education and training. The most common study destination was bachelor degree. A further 34.1% transitioned directly into paid employment and no further study.

<b>School Year 2022</b>	<b>Percentage of Students in each category</b>
University (degree)	50%
VET total (Cert IV+ III, I-II, apprenticeship, traineeship)	11%
Working full-time	11%
Working part-time/casual	23.2%
Seeking work	3.7%
Not studying or in the labour force	1.2%





# Distinctive Curriculum Offerings

Our priority at this campus is to provide excellent education while ensuring that every student feels known and valued by both staff and peers. We believe that creating a nurturing environment for our students is essential to their success in learning and achieving their full potential.

## JUNIOR SCHOOL (PREP - YEAR 6)

Our teaching approach combines the Australian Curriculum with a biblical perspective and includes the most effective teaching strategies, including elements of Classical Education. Additionally, each year level has four specialist lessons per week in French, Music, Physical Education, and Library.

We are committed to supporting each individual student in developing a love for learning and gaining confidence in their abilities. Our staff is dedicated to providing a rigorous and differentiated learning experience, and we have programs in place to support the needs of both gifted and talented students, as well as those who require additional learning support.

We offer a range of programs that allow students to explore their artistic abilities, including choir, band, a sporting pathways program, Inside Out drama company, and lunchtime interest groups. We believe that students benefit from a collaborative relationship between the school and families, and we encourage parents to stay involved in their child's progress and support their learning.

At our campus, we foster close relationships with regular communication and encourage parents to contribute their expertise and knowledge to support their child's education.

## MIDDLE SCHOOL (YEARS 7 - 9)

The Middle School years are part of an integrated learning program that begins at NCC in Prep and flows through to Year 12. However, because adolescence is a distinct developmental phase, it requires a unique response. Being the bridge between Junior and Senior schooling, our Middle School has specialist teachers who are passionate about working with this age group and the changes they go through.

To assist all students to learn effectively, the curriculum has been written to the Australian Curriculum and re-designed with an innovative, integrated and practically oriented focus. As much as possible, learning is made relevant to the lives of young people and the activity-based emphasis more adequately meets the needs of young adolescents.

The following subjects are taught:

- English
- Mathematics
- Science
- Humanities
- Agricultural Projects
- Art
- Digital Solutions
- Drama



- Food Technology
- Fundamentals of Business
- Design
- Industrial Technology
- Japanese
- Media
- Music
- Physical Education
- Core Physical Education
- Biblical Studies
- Sport

At NCC, as with all other years, all teaching includes a Christian world view creating important foundations for students as they transition into more independent and thoughtful beings. In

Year 9, our students have the opportunity to visit our sister school in the Gulf of Carpentaria to forge stronger ties with an indigenous community and understand the value of service work.

We aim for them to have the skills, knowledge, confidence and maturity to know what matters most and to live a life that values what matters most. This is in part made possible by the co-curricular activities and services trips locally and within Australia that students have the opportunity to be involved in.

**SENIOR SCHOOL (YEARS 10 - 12)**

As a Christian College, we guide our students in furthering their understanding of God’s love and challenge them to seek God’s plans and purpose for their lives. Many of our graduates have gone on to create remarkable lives and make remarkable contributions to their communities.

Our specialist Senior teachers help students become more aware of their special interests and gifts and develop the necessary skills and knowledge for a successful future beyond school. Our aim for each student is that they leave doing what they want to do, rather than having to settle for something.

In our Senior School learning occurs in formal class situations and in a variety of extra activities. Our senior school students develop a greater role in decision making and leadership in different settings.

Our values-based education in the Christian framework results in a school community that is highly respectful, considerate and well-behaved. This translates to highly productive and positive learning sessions, a joy in learning and a supportive community.

NCC offers an exciting and distinctively extensive academic curriculum for students leaning towards tertiary studies, as well as practical subjects and leading VOC ed pathways for students keen on apprenticeships and other openings post-high school. As part of this, we work with local businesses to offer numerous work experience opportunities for each year level.

On campus, we have a five-acre farm and Agricultural complex with Berakah Farm Miniatures Show ponies. We have dedicated science labs and art, performance, and music precincts. We’ve invested in an outstanding food tech/hospitality facility, a multipurpose Health and Fitness Centre and Industrial Technology and Design complex.

The NCC Senior School curriculum includes:

- English – English, Literature and Essential English\*
- Mathematics – Specialist Mathematics, Mathematical Methods, General Maths, Essential Maths\*
- Humanities and Social Sciences – Geography, Philosophy and Reason, Modern History, Ancient History
- Science – Biology, Physics, Chemistry, Science in Practice, Agricultural Science, Rural Operations\*
- Technologies – Design, Accounting, Legal Studies, Digital Solutions, Business, Baking\*, Hospitality\*, Furnishing Skills\*, Industrial Technology\*, Hospitality, Pastry & Baking\*, Business & Finance \*\*
- Visual Arts – Visual Art, Music, Drama, Film & Television and New Media, Music Extension (Year 12 only), Visual Art in Practice\*
- Languages – Japanese
- Health & Physical Education – Physical Education, Health Services\*\*, Recreation\*
- Compulsory Subjects – Focus\*\* (10-11), Exit Prep\*\* (12), Christian Living\*\*
- Outdoor Education – via annual year level camps (new and challenging outdoor experiences that develop leadership, teamwork, resilience and other important life skills)



## CLASSROOM EXTENSION

Teachers support and extend students within the classroom through:

- Differentiation within lessons to extend student potential for advanced learning and high achievement levels
- Assessment design that allows students to demonstrate their full capabilities, including extension questions and open-ended tasks
- Inquiry-based learning to promote problem-solving and critical thinking
- Year 12 Teacher Mentor program to support each Year 12 student to achieve their academic and personal goals
- 'Headstart' and other university courses, including opportunities in STEM, Visual Art and Fashion
- Trade Taster Program and TAFE placements
- Peer Mentoring for Junior and Middle School students
- Opportunities for students to tutor students in younger grades
- 'Go for Gold' (Y7 & 9) extension writing workshops
- 'Science Week' programs & extra-curricular science projects and presentations
- Opportunities to enter a range of subject-related competitions throughout the year

## 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 AND ACCELERATION

The appointment of three positions has facilitated a more targeted approach to supporting students who are working well-above their peers:

### Accelerated Student Coordinator (P-9):

- Identify students who are working well above their peers and require acceleration in one or more subjects
- Liaise with parents and relevant teachers to determine a personalised learning path for Junior School students accessing curriculum at a higher year level
- Support individual students and their families to meet the academic needs of students working well above their peers, students identified as gifted, and students who are twice exceptional
- Develop an NCC Model for Acceleration

### Junior School Learning Extension Coordinator (P-6)

- Coordinate and deliver Quest learning extension
- Liaise with teaching staff to support extension within the classroom
- Identify and promote external opportunities for extensions (Buranga, debating teams, Days of Excellence)

### Middle School Meliora Enrichment Coordinator (7-9):

- Provide enrichment opportunities not available in the classroom for Year 7, 8 and 9 students
- Allow like-minded students to work together in a learning-rich environment
- Promote participation in projects that are novel, innovative and richly designed both at school and in external contexts
- Coordinate and deliver the Meliora Enrichment Program for Middle School

## CO-CURRICULUM PROGRAMS

- Leadership seminars, workshops and opportunities
- Local community service initiatives and service trips to Normanton and St George
- Involvement in Senior School committees designed to foster leadership, service and responsibility
- Ministry and leadership roles in the College Chapel program
- University of Queensland Philosothon
- Lunchtime workshops: Art and Craft groups, Dance, Computer Coding, Book Club, Guitar Club, Debating
- Brainways Academicus, Days of Excellence and other externally run opportunities for extension and enrichment
- Chess Club
- Premier's Reading Challenge
- Inside Out Theatre Company
- Comprehensive Instrumental Music Program - bands, choirs and ensembles
- Berakah Miniature Show Team (Horse)
- Sunshine Coast Junior Eisteddfod
- Interschool debating competitions
- Shake and Stir Theatre Company performances

# 2022 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, as well as a Certificate II in Finance to the school's VET program
- Participation in the ASX Sharemarket Game
- In-class debates on current world issues
- Excursions to Law Courts and Parliament House 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

- 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 erosion study at Noosa Dog Beach
- Year 10 waterways investigation
- Year 11 tourism study in Noosa
- Year 12 landcover transformations fieldtrip to North Stradbroke Island.
- Year 7 interactive History excursion to Abbey Museum
- Year 7 Geography 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

- Strengthened delivery of Senior Subjects
- Increased use of technology in the classroom
- Implementation of more effective streaming process in the



Middle School



middle school students

## SCIENCE

- Cogitare Science Extension Program
- Expansion of the applied subject Science in Practice to include all Senior School year levels.
- Re-organisation of the delivery of the Australian P-10 curriculum to Middle School students to better accommodate student subject choice in Senior School.
- Science Week activities
- Year 10 Science and Engineering Challenge Day at SCU.

## 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 to the swimming carnival
- Year 7-9 athletics programs to build confidence and skill in the lead up to the athletics program
- Year 12 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

## OUTDOOR EDUCATION

### JUNIOR SCHOOL

- Prep – Wildlife Zoo (day trip)
- Year 1 – Bellingham Maze (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 (Coolool 3 days)
- Year 6 – Currimundi Recreation Centre (3 days)

### MIDDLE SCHOOL

- Year 7 – Stepping Up - Focus, Friends and Faith  
Apex Camp Twin Waters
- Year 8 – Stepping Forward  
Boys - Pindari Outdoor Education Centre  
Girls - QCCC Mt Tamborine
- Year 9 – Stepping Out  
Higher Ground Coolool National Park

### SENIOR SCHOOL

- Year 10 – Leadership: What can I learn? Exploring leadership qualities and virtues - Camp Somerset
- Year 12 – Leadership: It's more than just me! Exploring servant leadership - Emu Gully

# Co-Curricular Offerings

NCC's co-curricular complement the academic curriculum and are designed to enhance a student's overall development. These activities are an integral part of a student's education, as they offer opportunities for students to explore their interests and talents outside of the classroom. Co-curricular offerings can include a wide range of activities such as sports, clubs, music, drama, community service, and other extracurricular activities. These activities provide students with the opportunity to develop new skills, foster social connections, and enhance their overall well-being. The benefits of participating in co-curricular activities are numerous, including improved academic performance, enhanced social skills, and the development of leadership abilities.

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

### NCC PERFORMING GROUPS

Year 4 Band, Junior School Concert Band, Middle School Concert Band, Stage Band, Wind Symphony, Brass Ensembles, Clarinet Ensembles, Flute Ensembles, Saxophone Ensembles, String Ensembles, Prima Voce, Poco Voce, Dolce Voce.

### SUNSHINE COAST JUNIOR EISTEDDFOD

Congratulations to all NCC students who participated in this year's Sunshine Coast Junior Eisteddfod. NCC was represented by more than 300 students, resulting in 32 placements, an extraordinary achievement! Entries consisted of solos, duets, trios, ensembles, choirs, and bands in categories such as large bands, choral and vocal, piano, strings, brass, and woodwind – an outstanding display of the depth and variety of our students' talents!

- 1st place – 6 sections
- 2nd place – 5 sections
- 3rd place – 15 sections
- Highly Commended – 6 sections

Approximately 400 students attended individual, pair or small group lessons in piano, voice, strings, brass, percussion, woodwind.

Performance Groups – Year 4 band, Junior School Band, Middle School Concert Band, Wind Symphony, Stage Band, Poco Voce (Year 1 – 3), Dolce Voce (Year 4 – 6), Prima Voce (Secondary School), String Ensemble, Percussion Ensemble, Clarinet Ensembles, Saxophone Ensembles, Brass Ensembles, Flute Ensembles.

Performance Opportunities – Whole College assemblies, Speech

Night, Middle School Presentation Night, Year 4 – 6 Awards Night, Prep – Year 3 Celebration Night, Showcase, Sunshine Coast Junior Eisteddfod, Grandparent's Day, Year 4 IMP Concert, ANZAC Day Services.

Extension Opportunities – AMEB Examinations, Trinity College Examinations, Australian Honours Ensemble Program, State Honours Ensemble Programs.

## 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.

- Drama facility, with extensive costume wardrobe, make-up area and stage props
- Film and Television Studio with five associated editing booths
- Two fully equipped Music Classrooms
- Eight music rehearsal rooms with recording studio capability
- Art Studio with integrated kiln and open air 'wet' area
- Large airconditioned Dance Studio in the Health & Fitness Centre
- Lecture Theatre and Outdoor Amphitheatre for drama and musical performances
- Visual Arts Studio and Music & Drama Centre in the Junior School

Opportunities for students include -

- College Musical every two years. 2022 High School Musical.
- 'Illuminations' Arts Showcase Evening: showcasing all CAPA subjects, annually



- Chapel Bands for Middle and Senior Schools
- Competitions for Art, Film and Photography
- Glee Club - song and dance performance group
- Inside Out Theatre Company based at NCC (Junior school focus)

## 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 2022, 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, Olympic Handball, Mixed – T20 Cricket, Non-Competitive Sports – Tennis, Gymnastics.

Semester 2: Boys – Volleyball, Touch Football, AFL, Olympic Handball, Girls – Volleyball, Soccer, Basketball, Mixed – Flippaball/Waterpolo, Non-Competitive Sports – Boulderling, Ten-Pin Bowling

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, Swimming, Kayaking, Cycling, Equestrian, Triathlons, Little Athletics, and Surf Lifesaving. Results range from being the best in the state, to competing on an International stage.

The 2022 NCC Junior Sports Awards for students in Year 4-6 and the NCC Secondary Sport Awards were held at New Life Church and many student achievements were acknowledged.

### 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 2022**

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 2022 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 2023.

**SERVICE AND CULTURAL PARTNERSHIP TRIPS**

A distinctive element of schooling at NCC, is its commitment to actively engaging and building meaningful relationships with rural and indigenous communities, as well as third-world countries

The school's motto, 'Sow to Harvest', has been a cornerstone in fostering a culture of outreach, where students are encouraged to extend their helping hands to others in both local and foreign communities.

By participating in service trips, students gain valuable insights into the challenges and rewards that come with assisting others, providing them with a Christian worldview that's grounded in practical experiences.

At NCC, your child will have the opportunity to positively impact the lives of others, locally and internationally. They will learn to demonstrate Christ's love, develop empathy and compassion, and recognise their responsibility as privileged individuals to be good human beings.

NCC provides numerous opportunities for students to engage in service and cultural trips both within Australia and abroad, beginning as early as Year 8. Learn more about our Sister Schools and other initiatives that highlight our commitment to fostering meaningful relationships and providing life-changing opportunities for our students below.

**Our North Queensland School**

Students assist with the annual fundraising for the school (Gulf Christian College) by



volunteering at the Normanton Rodeo. They also spend time in the classrooms, building lasting friendships, work on projects around the school grounds and gain a better appreciation for the indigenous culture and Australian outback.

## SERVICE TRIPS

### Fiji – Senior School

This annual trip is available to Senior School students during the September school holidays. The team travel to remote villages and share the Gospel message with schools, churches and local communities through creative and performing arts activities. For many students, this is a timely opportunity for spiritual growth prior to their final year of school. Due to COVID restrictions, there was no Fiji Trip in 2022.

### Fiji – Middle School

In 2022, a Year 8 team has been preparing for a trip to Fiji during the June/July school holidays for approximately 10 days. The team travel to St Christophers's Home in Nakai Fiji and assist the community in projects and servicing the needs of the children in the village.

### Malawi

This trip is held every two years in the June/July school holidays and is available to Senior School students. The team travel to schools in one of the poorest most desolate regions of Sub-Saharan Africa. They work in the primary classrooms with Science, Art and Music activities, conduct English lessons with the secondary students and assist with any current maintenance or building projects. While in Africa, they also visit a Game Park, getting up close to many of the amazing animals and birdlife. In 2022, even though no trip was possible, students raised money for stocking a newly built library at our Sister School in Malawi.

### India

This trip is held every two years in the December school holidays and is available to Senior School students. The team engage in projects to support educational opportunities for the children living in poorer areas of Kolkata as well as vocational training projects for young people. They also visit places of history and culture in Delhi and Agra including the Taj Mahal. Plans are beginning for a trip in 2025.

## SISTER SCHOOLS

### South Korea

Since September 2000, when NCC entered into the sister school agreement with the Kyung Hwa Girls Middle & High School in South Korea, students from both schools have shared many beneficial experiences.

As part of an Exchange Program, students from NCC have the opportunity to attend Kyung Hwa for up to 12 months and likewise NCC annually hosts five Senior School students from our sister school in South Korea.

### Indonesia

NCC and Intan Permata Hati (IPH) Christian School entered into a sister school agreement in 2004 at Surabaya, Indonesia. IPH is a Christian school that commenced 10 years ago and has now grown to three campuses offering Early Childhood Centres, Primary School and Middle School.

Our unique partnership will help IPH Christian School establish a Middle School curriculum and textbooks based on our Australian experience. Cultural and language visits between NCC and IPH Christian School commenced in 2005. This agreement is another step in the College vision to help establish Christian education in the Asia Pacific region.

### Thailand

NCC and the Metachanupatham Christian School entered into a sister school agreement in January 2007 at Phetchabun, Thailand – a school that our College helped establish in 2003. Our students and staff have been financially supporting the children's homes in Thailand (run by Mercy International) since then.

In 2003 the children's home in Phetchabun commenced a small school for their children plus children from the local villages. Today the school has 1500 primary and secondary students with beautiful buildings and grounds, all through donations of finances and labour.

Through the signing of a Sister School Agreement, our College will be working to help assist the teachers in Thailand with resources and professional development activities as well as our Junior School students communicating with their students via the Internet.

In December every two years, a team of NCC staff and students visit our sister school in Phetchabun and assist with a number of projects at the Mercy International children's homes in Phetchabun, Khon Kaen and Phrae. The NCC students are able to see, first hand, the kitchen and amenities building constructed at Phrae with the \$25,000 donated by College staff in 2006.

### Japan

NCC has both formal and informal school arrangements in place with various schools in Japan. Since the relationships have been formed there have been a number of Japanese students attend NCC, typically for a 12 month period. The students significantly benefit from both the cultural experience as well as the chance to improve their competency in English – while our students also have the opportunity to further their Japanese which is taught in Middle School at NCC.

NCC staff and students have visited the schools in Japan on a biennial basis since 2000 and, by staying with Japanese families associated with the schools, have gained a wonderful insight into the culture and lifestyle of the country.

# Social Climate

## PASTORAL CARE

At NCC, we deeply value pastoral care and believe it to be an essential component of our culture and programs. Our goal is to promote the holistic wellbeing of our students, encompassing their spiritual, physical, social, and emotional needs.

At NCC, we place great emphasis on pastoral care as an integral part of our culture and programs. Our goal is to promote the spiritual, physical, social, and emotional wellbeing of our students, and we firmly believe that effective relationships are the foundation of vibrant and vital positive wellbeing that educates both the heart and the mind.

To achieve this, we employ an attachment-focused framework that recognizes the power of secure attachments in a child's life. We acknowledge the importance of family relationships and those with other significant adults. Our staff members, through their professional understanding and authentic Christian beliefs, are responsible for supporting each student.

Our dedicated Director of Student Wellbeing, oversees the broad range of Pastoral Care services within the College and works with families for specialist intervention.

In our Junior School, class teachers and a pastoral care support worker play a vital role in day-to-day pastoral care. In Middle and Senior Schools, teachers provide daily contact with students. Heads of House (Middle School), Year level coordinators (Senior School) and Deputy Heads of School oversee the wellbeing of each age group of students, supported by Student-Protection Officers, First Aid Staff and the Head of School.

We also offer year level assemblies, Applied Christian Studies classes, weekly chapel services, service activities, year-level camps, and teachable moments to further shape holistic wellbeing. Our value-added programs in each sub-school develop learning and support around topics such as character development, values, purpose, empathy, interdependency as a community, education, responsibility, and self-discipline.

For students struggling with life issues, our staff provides help, empathy, and support. We work in cooperation with parents and guardians and offer assistance with referral to specialist professional wellbeing support when needed.

We encourage parents and guardians to reach out to us at any time and never feel disengaged from this crucial network of support. All staff members are available to our College families to listen, help, and ensure that students aim to achieve their full potential as they study at NCC.



# Parental Involvement

Parental involvement in a child's education is not only critical but also a game-changer in determining their success. Studies have shown that parents who actively participate in school programs and events have a significant positive impact on their child's academic performance, as well as their overall well-being. This involvement can also benefit parents in numerous ways, making it a win-win situation for everyone.

At the heart of effective learning and college life is a partnership with parents. This partnership is developed through regular communication, special parent-teacher opportunities, and a variety of opportunities for practical engagement with staff and students. In 2022, we saw approximately 20 parents involved in supporting learning through small group and individual reading programs. Additionally, over 200 parents assisted in various activities 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. The Friends of Performance and Instrumental Music assisted in the recording of performances, fundraising for trips, and the Early Learning Centre end-of-year BBQ. They also put in working bee hours, photocopying, sorting, and filing band and choir music.

The Friends of the Farm (Berakah Miniatures Show Team) engaged in working bees, served on the core committee (helping plan, manage, and develop the culture of BMST), and helped with rug and feed on weekends. They also assisted at Agriculture Shows and training camps.

The Friends of Sport lent a helping hand at all sports carnivals and provided general assistance in the office. Meanwhile, the Friends of the Arts provided assistance with the preparation for musical productions. Finally, the Friends of Library assisted with the care, covering, and cataloging of books and provided assistance in special events.

As you can see, parental involvement plays a vital role in the success of our students and our school. We encourage parents to take advantage of the many opportunities available to get involved and be a part of this partnership in learning.



**NAMBOUR**  
CHRISTIAN COLLEGE  
SOW TO HARVEST



**VALUING WHAT  
MATTERS MOST.**