

NAMBOUR
CHRISTIAN COLLEGE

SOW TO HARVEST



2024

Annual Report

P-12 | JUNIOR - MIDDLE - SENIOR SCHOOL





NAMBOUR
CHRISTIAN COLLEGE

Executive Principal Report	3
School Information	4
Staffing Information	6
Key Student Outcomes	8
Distinctive Curriculum Offerings	12
2024 Subject Highlights	16
Co-Curricular Offerings	20
Social Climate	28
Parental Involvement	29



Contents

Executive Principal Report



“*Aim at heaven and you will get earth thrown in, aim at earth and you get neither.*” **CS LEWIS**

Welcome to the NCC Report for 2024. This report provides some evidence of the broad opportunities that took place this year to develop a healthy sense of place and purpose for NCC students, families and staff.

The college theme of 'Amazement, Wonder and Awe' formed from the growing understanding of the relevance and importance of awe whereby we experience the vastness of our context so that it initiates a humble and generous response.

In 2024 we experienced again NCC's broad footprint on the Sunshine Coast and hinterland. Some of our families travelled significant distances to be part of the community, sharing a valuable diversity of experiences in daily life. Whether arriving on the fleet of dedicated NCC buses or by car, NCC students build connections and friendships that contribute to their broad understanding of opportunities in our region.

NCC's academic program is also marked by distinctive breadth. Building upon careful instruction in core elements of the Australian curriculum, the specialist subject programs from Prep to Year 12 provided a vast array of opportunities for students to learn about the world and their valuable place in it. From Agricultural Science to Visual Art, the formal curriculum was again marked by broad choices for students to explore their interests, with French reaching into Year 9 and over 35

distinct senior subjects in academic, applied and vocational fields. NCC's long tradition of significant resources dedicated to support learning expanded this year with more dedicated programs and staff to meet the needs of students who are performing well above the academic standards of their year level.

This report also gives evidence to NCC's firm belief that a successful education is much broader than just developing the mind. There were many experiences that gave students the opportunity to grow in all aspects of their life, including the interconnections between the intellectual, physical, emotion, social and spiritual dimensions. Special programs include the extensive instrumental music program, creative and performing arts, Berakah miniature horse program, interschool sport, a variety of clubs and special service projects in local, state and international communities.

However, despite the vast breadth of opportunities, the NCC way continued to build upon our Christian foundations of responding to God's gift of life and relational interdependence, such that any gains in this world are invested with wisdom and generosity. I remain in awe of the engagement of students, families and staff in the wonderful journey of the NCC community in 2024.

God bless you

Geoff van der Vliet
EXECUTIVE PRINCIPAL



4

School Information

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 2024, we had 29 students who identified as Aboriginal or Torres Strait Islander (2.32%) of the student population.

Our student body is made up of 53.93% female and 46.07% 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>

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ACN | ABN

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YEAR LEVELS OFFERED:

Preparatory to Year 12

SCHOOL SECTOR

Independent

CO-EDUCATION OR SINGLE SEX:

Co-educational

ENROLMENTS AT NOVEMBER 2024:

Junior 495

Middle 425

Senior 328

TOTAL 1248

Staffing Information



Staff Composition

Teaching staff	No. Of staff	FTE
Full Time	69	69.0
Part Time	25	16.22
TOTAL:	94	85.2

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

Qualifications of All Teachers

6

Doctorate or higher	0%
Masters	25
Bachelor Degree	77.0%
Diploma	1.0%
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 PD Retreat - College Development, Principal's Briefings etc.	202
Regular staff meetings	94
Compliance training (Child Protection, Fire, WPHS etc)	202
Wellbeing Programs	60
Subject-specific programs	71
Leading learning	94
Student leadership	11
Technology for Learning	94

b) Expenditure on Professional Development

Total Number of Staff	Total expenditure on PD (including executive PD)	\$148,349.22
202	Average expenditure on PD per staff member	\$734.40
The proportion of the teaching staff involved in professional development activities during 2024:		100%

7

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 holidays	Total days staff absences	Avg days of staff absences p/ person	Average staff attendance rate
94	192	732	7.79	95.52%

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
104	94	90.4%



8

Key Student Outcomes



In 2024, NCC had 106 Year 12 students of which -

96.2%

of full-time graduates received a QCE

63

students received a total of 108 VET certificates graduating with VET qualifications

4

students completed or completing a school-based apprenticeship or traineeship

20%

of our ATAR eligible students received an ATAR 90+*

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 2024 was 94.77%.

Average Student Attendance Rate for each Year Level

9

Year Levels	Average attendance rate for each year level as a percentage	Year Levels	Average attendance rate for each year level as a percentage
Prep	87.04%	Year 7	94.88%
Year 1	95.50%	Year 8	95.18%
Year 2	94.66%	Year 9	94.91%
Year 3	95.66%	Year 10	94.86%
Year 4	95.34%	Year 11	94.73%
Year 5	95.58%	Year 12	93.15%
Year 6	95.27%		

Apparent Retention Rate Year 10 to 12

86.89% - Year 12 student enrolment as a percentage of the Year 10 cohort. The economic situation on the Coast has a great influence on this.

**Please note, we only had a small number of students whose information was released so the percentage doesn't truly represent our student cohort)*

Year 12 Outcomes

Outcomes for our Year 12 cohort	
Number of students awarded a Senior Education Profile	106
Number of students awarded a Queensland Certificate of Education	102
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)	4
Number of students awarded one or more Vocational Education and Training (VET) qualifications	63
Number of students awarded a Senior Statement only	4
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Number of students awarded at least one VET qualification:	
Certificate I	24
Certificate II	52
Certificate III	32
Certificate IV	0
Diploma	0
Advanced Diploma	0

10

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

Number of Year 12 students	Number of responses received from students	Percentage response rate
95	66	69.5%

Post-School Destinations

In 2024, 93.9% of Year 12 completers from Nambour Christian College were engaged in education, training or employment in the year after they completed school. Of the 66 respondents, 54.5% continued in some recognised form of education and training. The most common study destination was bachelor degree. A further 39.4% transitioned directly into paid employment and no further study.

School Year 2024	Percentage of Students in each category
University (degree)	36.4%
VET total (Cert IV+ III, I-II, apprenticeship, traineeship)	94
Working full-time	18.2%
Working part-time/casual	7.6%
Seeking work	31.8%
Not studying or in the labour force	4.5%
	1.2%





12

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 and Explicit Instruction. Additionally, each year level has four specialist lessons per week in French, Music, Physical Education, and Library/Wellbeing.

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 our 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, a Year 4 band and Junior School Concert band, Art Creatives, Chess, after-school sport programs, a sporting pathways program, Inside-Out drama company, and break time 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.

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. Year 8 students are invited to participate in a Service Trip to St Christopher's Home in Fiji and 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.

The following subjects are taught:

- English
- Mathematics
- Science
- Humanities
- Agricultural Science Projects
- Art
- Digital Solutions
- Drama
- Food Technology
- Business, Economics & Law
- Design
- Health & Physical Education
- Industrial Technology
- Japanese / French
- Media
- Music
- Physical Education
- Core Physical Education
- Compass (Biblical Studies)
- Civics & Citizenship
- Dance

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, French
- 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
- Writer's Toolbox to support students' written skills
- '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.
- Writer's Toolbox to support students' written skills
- 'Science Week' programs & extra-curricular science projects and presentations
- Opportunities to enter a range of subject-related competitions throughout the year

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
- Oversee the 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 trip to Normanton
- International service trips to Fiji, Malwai and India
- 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
- Art Creatives
- After School sport programs
- 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

2024

Subject Highlights

16

Agricultural Science

- Record numbers of students studying Agricultural Science, Agribusiness Projects and Certificate II in Rural Operations.
- That includes growing our student numbers to over 40 in the VETiS funded Certificate II in Rural Operations. Students are gaining valuable skills in areas such as livestock handling, plant propagation, chemical application, workplace safety, tractor and side by side vehicle operation, chainsaw operation and weather forecasting.
- Starting a Third Party Agreement with UQ Skills to partner with them in the provision of the Certificate II in Rural Operations.
- Continuing to build our excursion program to allow students to experience agribusiness enterprises firsthand.
- A one-week Careers Immersion Experience for Year 10 in Term 3 at St George in the Balonne shire, where students experienced a whole range of agribusiness enterprises in a broadacre region.
- A very successful year of the Berakah Miniatures Show Team with 40 members throughout the year entering 9 local shows, the State Championships and participating in the annual Advanced Training Camp and Feature Show weekend.
- The purchase and fit-out of a ten and a half tonne second hand truck to carry up to 16 horses and all associated gear to the shows.

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

Christian Living

- Consolidation of Christian Living curriculum across the Middle School in a subject called Compass.
- Year 11 students completed the Certificate III in Christian Ministry & Theology through VETA.
- Christian Ministry retreats throughout the year including a retreat to Sydney meeting with other students of the subject.

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 landscapes and landforms study at Glasshouse Mountains
- Year 10 waterways investigation
- Year 11/12 Senior History Anzac memorial and State Library visit
- Year 11 tourism study in Noosa
- Year 12 landcover transformations field trip to North Stradbroke Island
- Year 7 interactive History excursion to Abbey Museum
- Year 7 Geography Liveability model showcase

Industrial Technology & Design

- Adopted welding/metal facilities (caged area beside I2 workshop) sheeted for protection from rain, sun and wind –awaiting WHS action on ventilation, lighting, power points and gas manifold
- Eight student accessible and friendly 3D Printers being extensively used in Design classes Years 7 to 12
- Continued use of two laser cutters - one being classroom based for student use – with CO2 tubes & lenses having been recently replaced
- Two industry standard CNC Milling machines – classroom/student accessible and use – one fitted with a fourth axis and the other set up for extensive engraving
- New advanced manufacturing facility/room (old INTAD staffroom) – J3 Makerspace
- Continued use of the purpose-built industry standard spray painting booth
- Two new replacement spray painting pressure pots
- One new bandsaw in I1 workshop – replacement
- Four new industry standard/state-of-the-art welding fabrication benches
- Three additional metal lathes for fitting and machining –brings our total up to four metal lathes
- Conversion in progress of J1 Computer Lab (INTAD use) to new Makerspace (keeping desk top computers) for both Digital Technologies & Design subjects due to need/demand
- New LEGO robotic kits purchased beginning of 2024 for student use
- New Arduino starter kits purchased beginning of 2024 for student use
- New ACARA v9 syllabus incorporated and running across all Year 7-10 subjects within INTAD Department
- New QCAA 2024 Industrial Technology syllabuses running for Industrial Technology and Furnishings subjects
- New QCAA 2025 Design syllabus running in Year11 Design



18

√x Maths

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

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.



Health and Physical Education

- New HPE curriculum implemented for the years 7-9 program
- Year 12 annual Aquathlon 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 12 Sport and Recreation class ran a Futsal Tournament for the Middle School students
- Year 11 Sport and Recreation class designed and organised the Middle and Senior School Colour run

Outdoor Education

Junior School

Prep – HQ Wildlife Zoo (day trip)

Year 1 – Ginger Factory (day trip)

Year 2 – Apex Camp, Mudjimba (day trip)

Year 3 – SEA LIFE Aquarium (Overnight at Alex Park)

Year 4 – QCCC Mapleton (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 Boys
- Pindari Outdoor Education Centre Girls - Tunnel Ridge Ranch
- Year 8 – Stepping Forward
Boys - Pindari Outdoor Education Centre
Girls - QCCC Mt Tamborine
- Year 9 – Stepping Out
Higher Ground Cooloola 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.

20

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, MS Brass Ensemble, MS Clarinet Ensemble, MS Saxophone Ensemble, JS Brass Ensemble, JS Clarinet Ensemble, JS Saxophone Ensembles, JS Percussion Ensemble, String Ensemble, Guitar Ensemble, Dolce Voce Choir.

Showcase

Our Showcase this year was an exceptional evening displaying the breadth of talent and programming by our

students and teachers. Starting with our beginner year 4 band, it was fascinating to see the growth of the students, both musically and physically, as they progress through JS band, MS band and eventually to the Wind Symphony and Stage Band. The team always find great toe-tapping tunes to contrast with melodic pieces that move us and keep us entertained. The additional items from Dolce Voce and the string, percussion and guitar ensembles show just how broad and varied our enjoyment of music can be. We also presented the winners of our inaugural "Practice-a-thon" with their prizes. Thank you to the approximately 700 attendees who came and supported this fantastic event. Thank you also to our Friends of Performance and Instrumental for catering the evening, raising funds for our next international tour to Singapore in 2026. Thanks also to Mr Geoff van der Vliet, our MC, for the evening.

Sunshine Coast Junior Eisteddfod

Congratulations to all students who participated in this year's Sunshine Coast Junior Eisteddfod. NCC was represented by more than 300 students, resulting in 21 placements across our bands,

ensembles, solos and duets. Grateful thanks to our instrumental teachers who assist the students at the Eisteddfod and to our piano teachers who accompany them for their pieces. Performing at an Eisteddfod is such a great opportunity for students to develop resilience, confidence and to share their talent with others.

- 1st place – 3 sections
- 2nd place – 7 sections
- 3rd place – 3 sections
- Highly Commended – 8 sections



AMEB & TCL Music Exams

The PIMusic teachers supported 26 students to undertake examinations with the Australian Music Examinations Board or Trinity College of London this year. All students passed their exams, with some achieving outstanding results. Examinations are an important way for students to develop a deeper understanding of their instrument, styles of music and music theory. There are different types of exams students can undertake, and music exam results can also give you bonus QCS points.

Shep (State Honours Ensemble Program)

The Queensland Conservatorium of Music hosts this exciting program for advanced musicians each year. Students are chosen via a rigorous selection process. The following students were selected to attend:

- SHEP (Brisbane) - Luke McIntye, Xanthe Stephensen, Isabella Beaton
- SHEP (SEQ) - Cahaya James, Archie Rowlingson, Kiara Swanepoel
- SHEP (Bundaberg) - Padma Allen, Chloe Bekker, Max Cox, Hanna Russ, Holly Schumann, Norah Schumann, Lucas Stead, Joseph Villano, Levi Zeller, Isak Swanepoel, William Creen, Bodhe Franks, Lakyn Franks
- SHEP (Maryborough) - James Rosina, Jack Fischer

Year 4 Instrumental Music Program (Imp)

Our Year 4 program continues to be the rock that we build our house on, musically speaking. It is such a joy to see the excitement on their faces when they receive their instrument in Week 3. Only sixteen weeks later, they are performing their first concert as part of our Showcase event. Their favourite performance is definitely the 'Meet the Instruments' concert, which they perform to help the Year 3's decide which instruments they will select for the following year. To see our young Year 4 students focused and united under the baton of Mr Smith to provide an afternoon of entertainment after just 9 months of tuition is incredible. We extend our thanks and gratitude to parents for supporting this program, encouraging a weekly practice habit and helping to build resilience when things don't come as easily as students might hope.

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. 2024 Charlie and the Chocolate Factory
- 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)
- Senior and Middle School Dance Troups performing at Eisteddfods and school events.

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.

In 2024 the NCC Junior School offered afterschool sport development programs for junior school students. These ran for a term each and covered the rules and skills of each sport. The sports on offer were Athletics, Aquathlon, Auskick, Basketball, Cross Country, Multi-sports, Touch Football, Volleyball.

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: AFL, Basketball, Beach Volleyball, Bouldering, Cricket, Dance, Golf Gym, Mountain Biking, Netball, Ninja Jungle, Oztag, Rec Group, Skateboarding, Soccer, Strategy Games, Surf Lifesaving, Surfing, Tennis, Touch Football, Volleyball, 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, AFL, Basketball, Calisthenics, Cross Country, Equestrian, Futsal, Gymnastics, Hockey, Jiu Jitsu, Netball, Oztag, Rugby Union, Soccer, Surf Lifesaving, Swimming, Track & Field. Results range from being the best in the state, to competing on an International stage.

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 2024, NCC celebrated multiple champion teams across both Junior School and Middle & Senior School sport competitions.

Player – Luke McIntyre

Award – Emerson Compiling



The 2024 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 9 - 17+ years. The Cross Country Carnival Age Champions are awarded for Prep to Year 2, as well as for ages 8 -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.

Platinum 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 2024

- Junior SCISSA - Girls Basketball, Division C
- Secondary SCISSA - Girls Volleyball, Senior B Division
- Volleyball Schools Cup:
 - Intermediate Girls, Division 2
 - Beach Schools Cup - Year 9 Girls Pairs & Year 10 Girls Pairs
- Vicki Wilson Netball:
 - Junior Girls
 - Senior Girls
- Saturday Netball:
 - Gladiators
 - Legends



Agricultural Science

The Berakah Miniatures Show Team (BMST) continues to offer students a unique opportunity to engage in an active team environment, where they can train, care for, and show miniature horses. In 2024, the BMST had over 40 students, necessitating the use of 16 horses. Despite the significant challenge, the outcomes were highly valued.

During Term Two, the BMST participated in seven shows over seven weeks, a considerable effort that showcased the team's dedication. The team represented NCC with distinction, impressing both exhibitors and judges. In Term three, we travelled to the Queensland State Championships, where our students were praised for their camaraderie, teamwork, politeness and horsemanship.

The benefits of the BMST extend to both students and families, and consequently to NCC. The BMST fosters a supportive environment where students can develop personal skills, team leadership, work towards common goals, and enjoy themselves. Students spent break times and after school at the farm, training their horses and attending to responsibilities such as cleaning stables and preparing feeds. Families also tended to the horses on weekends throughout the show season.

A key feature of the BMST is its leadership structure, which allows students to grow and develop their leadership skills. Students' progress from Trainee to Co-Handler, Lead Handler, Group Leader, and Captain. In 2024, we observed remarkable growth in our leaders, who embraced the opportunity to lead and dedicated extra hours to training and mentoring. Feedback from parents and students underscores the value of the BMST. Parents particularly appreciate the sense of welcome and belonging, the personal growth in their children, the friendships formed with other families, the involvement in their children's school life, and the positive camaraderie and ethos of the team.

The BMST also plays a significant role in attracting new enrolments to NCC. Many parents report that once their child visited the farm and the horses, NCC became their top choice. Parents recognize the value of the program during school tours, often commenting on its uniqueness and the sense of belonging they feel at the farm. In terms of promotion, the BMST parents and students are our biggest cheerleaders, and many families choose NCC because they know someone in the BMST.

We are truly fortunate to have Berakah Farm and the BMST at NCC.

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.

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.

Students are encouraged to interact with both GCC students and the local community. They gain a better understanding and appreciation of indigenous culture and life in a remote community.



Service Trips

Fiji – Senior School

Since 1998, when the first NCC's Senior Students visited Fiji, the school has visited annually. This two-week trip is available to Year 12 students during June/July school holidays. The team travel to one of three villages – Tavua, Sigatoka Valley, and Nadi – on the main island of Viti Levu.

There, they share the Gospel message with schools, churches and local communities through creative and performing arts activities. These trips have been made possible due to Pastor and Church Elder networking with the Living Waters AOG Church at Tavua, our home church in Fiji. This church was constructed with the assistance of many NCC staff and over 500 hundred NCC students over several years.

The experiences and influences of these trips have touched many lives and changed many hearts in this time.

Each year, many of our Fijian friends are brought to a deeper personal understanding of God's love and plan of redemption through our students' ministry and performances. Throughout the trip, students experience life-changing ministry and are often challenged about their own Christian journey and priorities in life.

Fiji – Middle School

This trip is held during the June/July school holidays for approximately 10 days. The team travels to St Christophers' Home – an orphanage in Nakasi Fiji – to assist the community in projects and service the needs of the children in the village, including providing lessons at the local Bainivalu Primary School.

In 2024, 26 Year 8 students and five staff went to Fiji. Students served in the home in various capacities, including cooking, cleaning, organising supplies, building, gardening, and picking up rubbish – all aimed at improving the living environment for children. They also cared for the children. Through fundraising prior to the trip, they managed to secure essential funds for necessary resources and support to ensure these children can thrive.

The local school interactions provided valuable educational experiences to the local children while also providing NCC students with a deeper understanding of Fijian culture and the challenges faced by the local youth.

In embracing Fijian cultural experiences, the group was profoundly impacted by the Fijian people's love, joy, and resilience. They recognised that happiness extended beyond material possessions and that true fulfilment lay

in connecting with others, serving God and making a meaningful difference in the lives of others.

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 2023, 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 dedicated wellbeing team play a vital role in day-to-day pastoral care. In Year 3 we have the privilege to run the "Roots of Empathy Program". In this experiential learning, the baby is the teacher and the lever for humanity to help children

identify and reflect on their own feelings and feelings of others. Raising the levels of empathy, resulting in more respectful and caring relationships and responsible citizenship.

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.



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**Valuing
what
matters
most.**

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