



Annual Report 2022

Northshore Christian Grammar School

Table of Contents

Our School	3
Principal's Report	4,5
Our Community	6
Our Students	7,8
Our Staff	9
Our Care	10
Our Priorities	11,12
Student Learning	13,14
Satisfaction Surveys	15
School Income	16

Our School

Vision

To be a Christ Centred School that equips and empowers our community to serve others and experience life in all of its fullness.

Mission

To empower and equip students with wisdom, compassion and courage so that they may flourish in the light of God's Truth.

Values

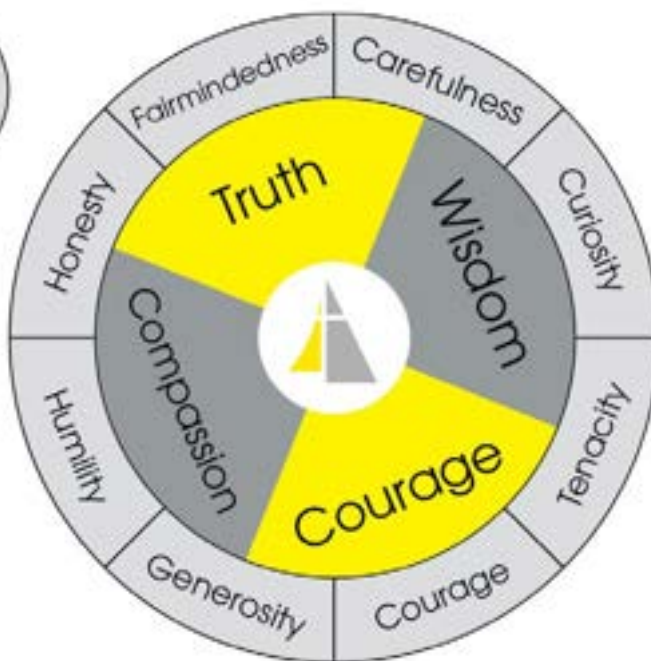
Together we value:

Truth - God created everything; therefore students are encouraged to seek knowledge and truth, and develop skills.

Wisdom - Applying knowledge and skills in a discerning manner and with respect to all relationships.

Compassion - Treating others with respect, valuing the individual and promoting a sense of belonging for all.

Courage - Those who are courageous earnestly want to know the truth, and so they take considered risks in the pursuit and promotion of goodness and truth.



Guiding Principles

Four guiding principles provide opportunities to reinforce our values through character development:

1. I am who God says I am
2. God is always with me
3. I make wise and honourable decisions
4. My life reflects Jesus' example

Empowered
and Equipped

Our Future Graduates

Northshore has created a school community that is raising up internationally-minded, outwardly-focused students. A school that exemplifies excellence in teaching and learning, so that students emerge with a life-long love of learning and a rigorous academic foundation for a solid future.

Principal's Report

Since opening in 2017, Northshore's development has been rapid. In 2022, we controlled that growth by capping entry and holding to a double stream intake from Kindergarten to Year 7. This means we now have significant waitlists at many year levels. Nevertheless, the school still grew by 110 students compared with the same times last year.

Our staged and controlled growth model will slow down our expansion which is important as the construction industry cannot keep up with community needs. In 2022 for example, we had three concurrent construction projects at play. All three projects took more than twice the estimated time to complete, and combined costs rose by more than 25%. Two of these projects will carry into 2023. The delays we have experienced post COVID will drive a more conservative planning model for the foreseeable future, knowing that it will take at least three years now to get any new building in place.

2022 held some significant highlights for us too. We saw the first students enter into the Year 11 pathways (ATAR and General Courses). This was immensely successful not only on a personal level for these students, but we are also very proud of their achievements. We had two students partner with our Swan Trade Training Centre and all students that entered the TAFE in Schools Programme completed their intended courses including Cert III's in Cyber Security, Sport and Recreation and a Cert IV in Preparation for Nursing, to mention a few. These students will use these certificates and experience gained to complete further studies with us as our first Year 12 cohort in 2023.

In 2022, we had two classes of Year 7's, our first planned expansion in the high school. They will be followed by three classes of Year 7 in 2023. We had 150 students in the entire high school Year 7-11 and expect a student growth of 70 year on year for the next four years. This will require additional and specialised staffing, but more pressing will be providing the facilities for students with construction being so slow.

2022 Staffing Additions

Staffing in 2022 began with the government mandated vaccine requirement for schools. Regretfully, we lost five staff initially, most have since returned and worked with SCEA since these requirements were lifted.

Principal's Report (continued)

New appointments at Northshore, including:

- Gregg Swanby – Chaplain
- Amie Lansbury – Administrative Support
- Shontelle Pilton – Educational Assistant
- Tara Webster – Educational Assistant
- Ashleigh Gregg – Education Assistant
- Naomi Cobain – Educational Assistant
- JP Schokman – Youth Support
- Jarrod Heglund – Middle School
- Beth LeCoultre – Primary School
- Chelsea Moore – Primary School
- Cindi Bingham – Primary School
- Sonika Bright – Primary School
- Nadine Blignaut – Primary School
- Sophie Malis – Primary School
- Tim Crane – Primary School
- Caz Brooks – Indonesian (Primary)
- Claire Campbell – Music (Secondary)
- Emily Frank – English
- Ben Hutchinson – PE
- Wendy Mills – Food Tech
- Yovita Hartono Winarto – Indonesian (Secondary)

2022 School Improvement Plan

The 2022 School Improvement Plan targets were achieved. Our Priority of Building Community Targets included the establishment of our parent committees. This was achieved, and in 2023, the protocols around these will be tightened.

Literacy and Numeracy targets were all achieved and 2022 data is pointing us to new priorities for 2023 such as Numeracy (Time) and Literacy (Grammar and Punctuation). Our Biblical Literacy initiative has seen considerable movement and research. We have been happy with the direction of this in Primary and have created the infrastructure for this to be achieved in 2023-2024.

We are thankful to God for His abundant blessings in our community. Positive Parent, Staff and Student surveys along with numerous anecdotal findings point to the fact that lives are being changed. People are being connected and students are flourishing. Praise be to God for our community, we are blessed to be brought together at this time for His Glory.

Blessings



Stuart Chisholm
Principal

Our Community

Northshore Christian Grammar School has been purposefully located at the heart of the brand new community of Alkimos.

We see an opportunity to positively impact our surroundings and aspire to be a school where community is central to our values and where students, families and staff alike enjoy the rights and responsibilities that go with being a part of a new and flourishing community.

We hope to inspire a long tradition of parental involvement (time, treasure and talents) to help us provide a caring and supportive environment and an ever increasing array of opportunities for our students.

The Mission of the Swan Christian Education Association is the "Empowering and equipping children and young people to flourish in life, by welcoming them into our schools that are shaped by Christian faith and values, and creating an environment where all within the community can truly belong, learn and thrive."

Our staff uphold the Christian ethos of the school and firmly believe that alongside learning, children benefit hugely from a firm foundation built on the Christian faith. Our Christian faith permeates every aspect of school life: from the relationships we build within our community to our moral training, the devotions provided each day and the biblical view taught in each subject area.



Our Students

Northshore Christian Grammar School opened in 2017 in Alkimos, providing Christian education in line with the Australian curriculum from Kindergarten to Year 11 in 2022. Our vision is to grow year-on-year from Kindergarten to Year 12.

The school hosts a diverse range of families and students from Clarkson, Butler, Alkimos, Eglinton, Yanchep, Two Rocks and Gabbadah. Many of these areas are new and developing, attracting plenty of young families to the area. The students enjoy architect-designed buildings and state of the art learning spaces that inspire creativity and collaboration, as well as providing a dose of fun.

The best Christian staff are employed to instill our core values of knowledge, wisdom, resilience, and compassion in every student entering the school gates. The school continues to experience rapid growth with many new enrolments year on year.

Student Demographics

2022	Male	Female	Total	SWD	Indigenous	Students on Permanent Resident Visa
KG	28	27	55	0	4	2
PP	29	24	53	2	2	6
Y1	29	28	57	10	3	4
Y2	16	31	47	6	3	4
Y3	17	28	45	9	1	5
Y4	19	37	56	9	1	4
Y5	24	19	43	4	0	6
Y6	28	27	55	5	1	4
Y7	25	25	50	10	0	3
Y8	10	19	29	3	2	3
Y9	16	13	29	7	0	3
Y10	11	17	28	6	2	6
Y11	9	1	10	0	0	1
Total	261	296	557	71	19	51

Student Country of Birth

Countries of Birth			
Australia	451	Russian Federation	1
New Zealand	15	Malaysia	1
England	17	Germany	1
South Africa	39	Kenya	2
Ireland	3	India	1
Brazil	2	Zimbabwe	5
Scotland	5	Canada	1
United Kingdom, Channels Islands and Isle of Man	9	Taiwan, Chin Zome, Zo, Zome	1
Italy	1	United States of America	1
Thailand	1		

Our parents and students represent a broad range of cultures and backgrounds and we are proud to be including 19 different nationalities in our school community.

Student Attendance

Year Group	Average Student Attendance %
Y1	88.08%
Y2	84.84%
Y3	88.29%
Y4	88.16%
Y5	87.5%
Y6	86.93%
Y7	86.73%
Y8	86.73%
Y9	79.26%
Y10	87.96%
Y11	80.70%

Absentee Management

Teachers mark the roll twice per day. If a child is absent without prior knowledge an automated SMS is immediately sent to the parents through our online student management system TASS. If parents do not contact the school, a telephone call to the parents is then made. If the child is absent for two or more consecutive days, a call is also made. Parent notes explaining all absences are scanned and kept on file.

All recorded absentees remain as unresolved until contact with a parent or guardian explaining the absence is received, as stated above. On rare occasions, it is necessary for the school to report significant non-attendance to the Department of Education.

Attendance in 2022 was greatly impacted by the prevalence of COVID -19 in the community.



Our Staff

Teacher Profile and Qualifications

Northshore's staff are all practising Christians who formally declare a central Christian Lifestyle as a central part of their employment contract. Different denominations make up the school's religious basis, including Anglican, Baptist, Pentecostal and Church of Christ. The school has a broad range of experience with some teachers having more than 20 years of teaching experience working alongside graduate teachers. In 2022, there were fifteen male and forty-six female teaching staff. One of our staff identify as aboriginal.

The 2022 Executive Team consisted of the following staff:

- Mr Stuart Chisholm, Principal
- Mrs Richelle Schokman, Head of Primary
- Mr Jeffrey Grundy, Head of Secondary
- Mr Jean-Andre Spangenberg, Business Manager
- Mrs Bernadette Buckley, Personal Assistant to the Executive

School Staff Profile

Staff	Support Staff	Teaching Staff	Education Assistants	School Leaders	Total
Male	3	10	0	2	15
Female	4	25	16	1	46
Indigenous	0	1	0	0	1

Teacher Qualifications

Qualification	Teachers
Bachelor's Degree	43
Master's Degree	6
Total	49

Staff Attendance and Retention

The low turnover and high staff retention at Northshore are both clear indicators of the school's positive workplace culture, dedication of the staff and quality of the leadership. Since the opening of the school in 2017, almost all of the foundation staff are still working for the school. They have been joined by many more staff since then that begun work at Northshore and continue to enjoy employment at the school. 2022 Vaccine Mandates were the only anomaly in this space. We lost 5 staff in January of 2022, including our music teacher. This was a difficult position to fill.

Staff are supported with a robust framework which identifies their needs and aspirations against the Australian Institute of Teaching and School Leadership (AITSL) standards and our own Gospel-Inspired Professional Support and Accountability Framework.

TRBWA Registration

All the teachers and leaders at Northshore abide by the Teacher Registration Act 2012 and are registered with the Teacher Registration Board of Western Australia (TRBWA).

Our Care

Northshore Christian Grammar School has established a structured pastoral care system which provides guidance and support for our students. Key features including:

- Homegroup Time (15 minutes every day in Primary and 30 minutes every day in Secondary)
- Biblical Instruction
- Camps (Year 3 to Year 10)
- House system using cross-age mentoring
- Restorative Discipline System
- Assemblies and Merit Award System
- Extra-Curricular Program After School

Health and Welfare

Northshore has invested in several programmes within our school. Including:

- Protective Behaviours Education
- Zones of Regulation
- Peacewise Conflict Resolution

The lessons are explicitly taught in Health and integrated into Homegroup Time each day.

Pastoral Care (Home Room)

The Home Room class is part of the academic timetable. It includes checking attendances and absenteeism, making sure that students are organised and their uniform and appearance is appropriate. Another part of the structure of the Home Room class is that teachers bring a devotion that is relevant to the needs of the year group or focus on specific topics to assist students in the everyday life at Northshore. It is within the Home Room class that teachers and students can foster a relationship built on mutual respect and understanding. It is also an opportunity for students to talk about challenges that they might be facing.

Chaplaincy

In 2022, Mr Gregg Swanby joined Mrs Karen Grundy in our chaplaincy team. They are an integral part of our secondary staff. In addition to this, we have access to a network of trained chaplains across the SCEA system of schools.

Camps

All students in Years 3 to 11 attend camps. Camp provides an opportunity outside the structure of the classroom for teachers and students to mix and build rapport. The challenge of various tasks also promotes co-dependence. Despite COVID -19, camps were still an important part of Northshore life.

OSH and Vacation Care

Northshore has partnered with Keiki to provide an Out of School Hours (OSH) minding service for students. The service is open from 6.30am until 6:00pm. The OSH service is also available over school holidays and during teacher only days.

Our Priorities

School Improvement Plan 2022

Priority Area	Progress Towards Targets
LITERACY	<p>Literacy was a key focus of professional development across Primary and Secondary in 2022. Alongside this, a robust support program targeting low level literacy students has been implemented from Pre-Primary to Year 11.</p> <p>Our Early Years classrooms focused on phonological awareness skills to ensure each student develops a strong literacy foundation. Benchmark assessments showed evidence of growth in students across our school in both the Primary and Secondary areas.</p> <p>The implementation of the VCOP (vocabulary, connectives, openers and punctuation) writing program from Years 1 to 6 to promote writing levels.</p>
USE DATA TO INFORM LEARNING AND TEACHING PRACTICES	<p>Developing the skills of staff in successfully analysing assessment data to improve teaching and learning was a target area for 2022.</p>
BUILD EFFECTIVE COMMUNICATION OF LEARNING DESIGN VISION	<p>Staff are developing the skills to confidently articulate our school's approach to a play-based approach, inquiry learning and the role of concepts in our curriculum delivery.</p> <p>The school's learning design is clearly visible in each primary classroom and shared through our Parent Communication App; Educa.</p>
A SUSTAINABLE SCHOOL COMMUNITY	<p>This year saw all Primary classes reach double stream in 2022 and our first double stream of Year 7. Target areas included successfully planning for building and resource allocation to see the 2023 Year 7 group become triple streamed.</p> <p>All year 10 students were interviewed regarding course preferences to inform our subject grid for 2023. This included VET and ATAR pathways to achieve WACE requirements by students at Northshore.</p> <p>A parent evening has been held to communicate information about Year 11 and potentially 12 over the next two years.</p>

Staff Professional Learning

Northshore highly values Professional Learning for growing organisational and personal capacity. We adopted a two-tiered approach to professional learning; firstly, to develop school initiatives and secondly, the professional growth of individual teachers. As a part of Swan Christian Education Association (SCEA) we are provided with excellent resources for professional learning. However, being part of a system of schools means that we can support our professionals beyond the expectations of a school our size and development.

Compliance for Registration

Year by year, we need to ensure that all teaching staff meet requirements for school registration. All staff have been required to complete the following:

- Mandatory Reporting Annual update
- Gospel Inspired Professional Support and Accountability Training - SCEA
- SCEA and Northshore Induction Training
- Protective Behaviours Training (Child Protection)
- Code of Conduct Training
- SCEA systems training including TASS/ESS for critical incidents, absent record keeping, reporting etc.
- First Aid Training (all staff) includes asthma and anaphylaxis training

Curriculum Design

Northshore has unique learning design and curriculum delivery pedagogies.

- Inquiry and Play-based training administered by Richelle Schokman, Head of Primary
- National Quality Framework (NQF) Training – Association of Independent Schools of Western Australia (AISWA)
- National Consistent Collection of Data (NCCD) Training – AISWA
- Early Years Seminar – Childhood Conference – AISWA
- New Year Celebration Conference – A SCEA initiative including setting the annual agenda for SCEA schools, reinforcing the vision and mission and including break-out sessions focusing on aspects of teaching and learning.
- Flexible learning – through Teach Meet WA, How to create and use flexible learning spaces.
- Play spaces – AISWA relating to the play-based learning technique.
- Each week the Early Years team meet together with the Coordinator to plan and network

Integrated Learning (Years 3 to 6)

- Staff from Years 3 to 6 completed four full days of training in related pedagogies.
- Inquiry Training with Rebecca Duncan from AISWA
- Weekly planning meetings

All teachers are invited to seek professional development opportunities in line with their professional learning goals and the school improvement priorities. Examples of this training includes:

- Biblical Literacy and Flourish - Christian Schools Australia
- Bronze Medallion - RLSWA
- Big Write
- VCOP
- Talk for Writing
- Literacy, Numeracy and Inclusive Education – AISWA
- SCSA support ready for Year 12 commencement 2023

All professional learning is linked to the AITSL National Teacher Standards and our teacher appraisal system. Northshore has access to a team of educational consultants to guide individuals to meet personal professional goals.



Student Learning

Northshore constantly monitors student learning to ensure that every child is making progress. 2022 National Assessment Program Literacy and Numeracy (NAPLAN) and school benchmark testing demonstrated progress in a number of ways:

1. Student literacy results have improved markedly as a result of a whole school focus on spelling and writing over the past 24 months. Mapping the results of primary students who have been at our school since its opening indicates many performed at or above the state average.
2. 2022 NAPLAN average results indicate that Years 7 and 9 are performing closely to students with similar backgrounds.
3. Numeracy NAPLAN results from Years 5 to Year 9 were pleasing as all are performing closely to students with similar backgrounds.
4. Tracking of the NAPLAN cohort from 2018, (now 2022) shows that students have moved from being below the standard to now performing close to students with similar backgrounds.

The Online Literacy and Numeracy Assessment (OLNA) is designed to enable students to successfully meet the Western Australian Certificate of Education (WACE) requirement of demonstrating the minimum standard of literacy and numeracy.

OLNA

- Year 11 – 1 student enters 2023 needing to pass Numeracy component
- Year 10 – 6 students are yet to gain OLNA
- OLNA is now introduced at end of Year 9 2022
- Target intervention for Year 10's that still need to pass has commenced
- Use of Year 9 NAPLAN results are used as our first line of OLNA preparation
- OLNA classes intervention classes will commence in 2023. For Year 9's and above for students yet to achieve these milestones.



Curriculum Strengths

Literacy

Our literacy program revolves around the understanding that children need to develop two major areas to become skilled readers.

The first area focuses on our students developing word recognition through phonemic awareness, decoding and sight recognition. We want our students to develop a love for reading. We recognise that this begins in Kindy where sound phonological awareness needs to be developed in all children in preparation for reading skills. This begins at a sentence level, moves to a word level before looking at individual sounds in words. Our oral language skills develop the children's comprehension skills.

Our children's reading and spelling programs are targeted at an individual level. We recognise that children learn in different ways, that they progress at different rates and that the window to formal learning is wide. The PLD Spelling program across our Primary school is the basis for this individualised learning. This individualised approach continues into the secondary school through our Literacy Support Teacher.

The second area is language comprehension and involves our program allowing the individual development of background knowledge, vocabulary, language structures, verbal reasoning, and literacy knowledge. Our students take these skills and begin to acquire knowledge to support their other learning areas. Novel studies begin alongside individual reading programs.

Our inquiry learning encourages students to read and listen to complex books that allow the students to engage in discussions about what they have heard. This leads to our students learning to write a variety of text types.

This writing is supported through the programs of VCOP and in our early years classrooms, the Talk for Writing Program.

Mathematics

We want our students to develop mathematical skills which they can use in real-life situations. We recognise the importance of students not only being able to carry out mathematical calculations but also to be able to understand the mathematical processes behind these methods. We also want our children to develop strong number recall skills.

We recognise that a key aspect for our students to develop their numeracy skills is to provide opportunities for our students to take their mathematical knowledge into realistic situations which require them to practice and use their developing understandings.

Our early years children are provided with hands-on resources and mathematics is taught through explicit teaching and play-based practical learning opportunities. Maths resources are always available so that students can bring Maths into cross-curriculum opportunities.

We carefully assess the starting points of each student as we enter a Number Maths Unit, knowing that maths skills develop as building blocks that build on previously learned maths knowledge.

We use a variety of Mathematics Curriculum Programs which allow our staff to cater for the ages, learning styles and student needs across our school. These programs consist of Origo Maths, Oxford Maths and Mathletics. Our upper primary and secondary Maths Programs are further personalised through the use of the Mathematics Pathways program.

Parent, Student and Staff Satisfaction

	Parent	Staff	Student
Overall Responses	93% of parents surveyed were 'likely' or 'very likely' to recommend the school	84% of staff surveyed were 'likely' or 'very likely' to recommend the school to friends or family member with school aged children	72% of students would recommend their school to a friend
Christian Ethos	80% of parents surveyed were 'satisfied' or 'very satisfied' with the emphasis on Christian Education	89% of staff surveyed 'agreed' or 'strongly agreed' that the workplace culture is what they would expect of a Christian working environment	76% of students saw Christian Values as being 'embedded in the school'
College Staff	93% of parents surveyed 'agreed' or 'strongly agreed' that Northshore staff care about my Children's needs	95% of staff surveyed 'agreed' or 'strongly agreed' that staff at Northshore are competent, treat each other with respect	86% of students surveyed 'agreed' or 'strongly agreed' that their teachers motivate them to learn
College Leadership and Support	87% of parents surveyed 'agreed' or 'strongly agreed' that leaders are accessible and interested in their concerns	84% of staff surveyed 'agreed' or 'strongly agreed' that leaders are accessible and listen to me	87% of students responded that their teachers work hard to support their learning
Safety	94% of parents surveyed 'agreed' or 'strongly agreed' with our approach to well being	84% of parents surveyed 'agreed' or 'strongly agreed' that they work in a safe environment	89% of students reported feeling safe at school



School Income

Net recurrent income 2022	Total (\$)	Per Student (\$)
Australian Government recurrent funding	5,520,972	9,912
State/territory government recurrent funding	1,585,844	2,847
Fees, charges and parent contributions	2,196,003	3,943
Other private sources	59,838	107
Total gross income	9,362,658	16,809
(excluding income from government capital grants)		





Northshore
Christian Grammar School