

COURAGE TO EXCEL



COMPASSION TO GIVE



**Nowra Anglican College**  
Preschool – Year 12 Co-Education




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**INTRODUCTION: 5**

PREFACE 5

---

**REPORTING AREA 1: A MESSAGE FROM KEY SCHOOL BODIES 6**

STATEMENT FROM THE PRINCIPAL – CHRIS PITT DIPT BED MA MACE MACEL 6

STATEMENT FROM THE CHAIRMAN OF NOWRA ANGLICAN COLLEGE 8

STATEMENT FROM THE STUDENT LEADERSHIP COMMITTEE 10

STATEMENT FROM THE PARENTS AND FRIENDS ASSOCIATION 11

---

**REPORTING AREA 2: 12**

CONTEXTUAL INFORMATION ABOUT THE SCHOOL 12

---

**REPORTING AREA 3: 14**

STUDENT PERFORMANCE IN STATE-WIDE TESTS AND EXAMINATIONS 14

HIGHER SCHOOL CERTIFICATE 14

ROSA 18

NAPLAN 18

---

**REPORTING AREA 4: 20**

SENIOR SECONDARY OUTCOMES 20





**REPORTING AREA 5:** **21**

---

**PROFESSIONAL LEARNING AND TEACHER STANDARDS** **21**

TEACHERS STANDARDS 21

PROFESSIONAL LEARNING 22

**REPORTING AREA 6:** **23**

---

**WORKFORCE COMPOSITION, INCLUDING INDIGENOUS** **23**

**STUDENT ATTENDANCE AND RETENTION RATES** **24**

STUDENT ATTENDANCE RATES 24

RETENTION RATES IN THE SECONDARY SCHOOL 25

**REPORTING AREA 8:** **26**

---

**POST SCHOOL DESTINATIONS** **26**

**REPORTING AREA 9:** **26**

---

**ENROLMENT POLICIES AND CHARACTERISTICS OF THE STUDENT BODY** **26**





**REPORTING AREA 10:** **28**

**SCHOOL POLICIES** **28**

STUDENT WELFARE	30
DISCIPLINE	31
COMPLAINTS AND GRIEVANCES	32

**REPORTING AREA 11:** **33**

**SCHOOL DETERMINED IMPROVEMENT TARGETS FOR 2011** **33**

**SCHOOL DETERMINED IMPROVEMENT TARGETS FOR 2012** **35**

**REPORTING AREA 12:** **35**

**INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY** **35**

**REPORTING AREA 13:** **37**

**PARENT, STUDENT AND TEACHER SATISFACTION** **37**

**REPORTING AREA 14:** **38**

**SUMMARY FINANCIAL INFORMATION** **38**





## INTRODUCTION:

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### Preface

The information in this report forms part of the requirements of schools under Schedule 2 of the Commonwealth Government's Schools Assistance (Learning Together – Achievement Through Choice and Opportunity) Regulation 2005.

There are also requirements that the School has to the NSW Minister for Education and Training through the responsibilities of the NSW Board of Studies. As a registered non-government school, Nowra Anglican College must comply with the regulations and requirements of the Registered and Accredited Individual Non-government Schools (NSW) Manual. A copy of the manual can be found at:

[http://www.boardofstudies.nsw.edu.au/manuals/pdf\\_doc/reg\\_acccred\\_nongov\\_man.pdf](http://www.boardofstudies.nsw.edu.au/manuals/pdf_doc/reg_acccred_nongov_man.pdf)

This report complies with the requirements of both the Commonwealth and State governments.

Lorrae Sampson  
Nowra Anglican College

June, 2013





## REPORTING AREA 1: A Message from Key School Bodies

### Statement from the Principal – Chris Pitt DipT BEd MA MACE MACEL



This has been a year of taking stock and looking to our College's future. Conducting the strategic planning process for a school is a long but exciting process as the staff, executive and Council of the school gather, evaluate and reflect on data and develop key themes and tasks that will determine its direction for the next five years.

Following on from last year's Review the Executive and Council of Nowra Anglican College have been working together to develop the structure and details of the Strategic Plan. The strategic decision making process necessarily asks: *What do we value in the College? What do we want our College to achieve for its students as they process through the thirteen or more years of education that the College has to offer?*

During this process we revisited the values statement Courage to Excel, Compassion to Give which underpins our College's academic and pastoral goals. By having courage to excel we hope our students will not accept anything but their personal best, nor will they be cajoled by the "tall poppy syndrome" into underachieving. As a Christian school in the Anglican tradition we want our students to do all things well.

Throughout the year the School Executive has been working on how Nowra Anglican College can work towards reinforcing these values through the development of the College's Strategic Plan. In the process of setting the foundations for the next five years we developed a vision statement that reflects the College values:

*Nowra Anglican College provides a high quality education that fosters gospel-shaped, confident, life-long learners who improve the world.*

After deliberating on the results of the 2011 parent, student and staff surveys, presenting ideas to and having discussion with staff and consulting with Council we drafted the following key characteristics of grading Nowra Anglican College students. The College aims for its student to become:





### ***Gospel-shaped***

This includes:

- Understanding the Gospel
- Being other-focussed
- Exhibiting servant leadership
- Being compassionate
- Showing empathy
- Possessing integrity

### ***Life-long learners***

Nowra Anglican College students will:

- Be reflective
- Exhibit discernment
- Know and be willing to test their talents and stretch their capacities
- Be responsible risk takers

### ***World improving***

Nowra Anglican College students will be:

- Confident
- Collaborative
- Adventurous
- Resilient

Whether in the classroom, the examination hall, the sports field, the stage, engaged in outdoor education or service learning activities or simply being a good friend to their mates we aim for Nowra Anglican College students to excel. We want our College to excel.





### Statement from the Chairman of Nowra Anglican College

Schools and other places of learning can only progress if they relate to the communities they seek to serve and continue to meet the needs of those communities when it comes to their core activity of providing quality education. It is never an easy balance to achieve and there is always the shadow of budgetary constraints to work within.

Nowra Anglican College is the largest independent body of its kind in the Shoalhaven. It not only meets the highest educational standards, but it does so while employing a considerable number of teachers and support staff. In fact the College is one of the biggest single employers in the whole area and at this level makes a significant contribution to its local communities.

A few years ago I commented on the impact of the Global Financial Crisis (GFC) on the Shoalhaven and the College in particular. It was our collective prayer that it would not bite too hard and we could all weather the resultant storms with relative ease. Certainly the GFC has not seen the sky fall in, however, it has left its mark while highlighting many challenges driven not just by financial imperatives but also the changing demographics.

The need for many local families to leave the area in search of employment stands out. It is never easy to move an entire family but necessary for a good number to survive. The College has sadly lost a number of families and this has placed downward pressure on student numbers across a range of year groups. We wish all the families well in their new communities and especially in their new schools.

The College has sought to adapt to the changing environment. A new Strategic Plan is being developed after broad consultation within the College community. A plan, new or old, alone will achieve little; it all depends on those who drive it and in this regard my praise and thanks go to the Head, Mr Chris Pitt, and all the teachers and support staff who work together at so many levels to serve the College and its communities.

The College Council continues to serve in the best interests of all the stakeholders and in my last year as Chair I sincerely thank them for their support and friendship.





Finally I thank our great and Sovereign God who has provided the opportunity for so many to hear Gospel of Jesus Christ because the College exists in the Shoalhaven. What a joy it is to serve Him. None of us know what the future holds but He does. Psalm 139 is a wonderful reminder of this fact and while I cannot quote it fully here may I suggest you read it.

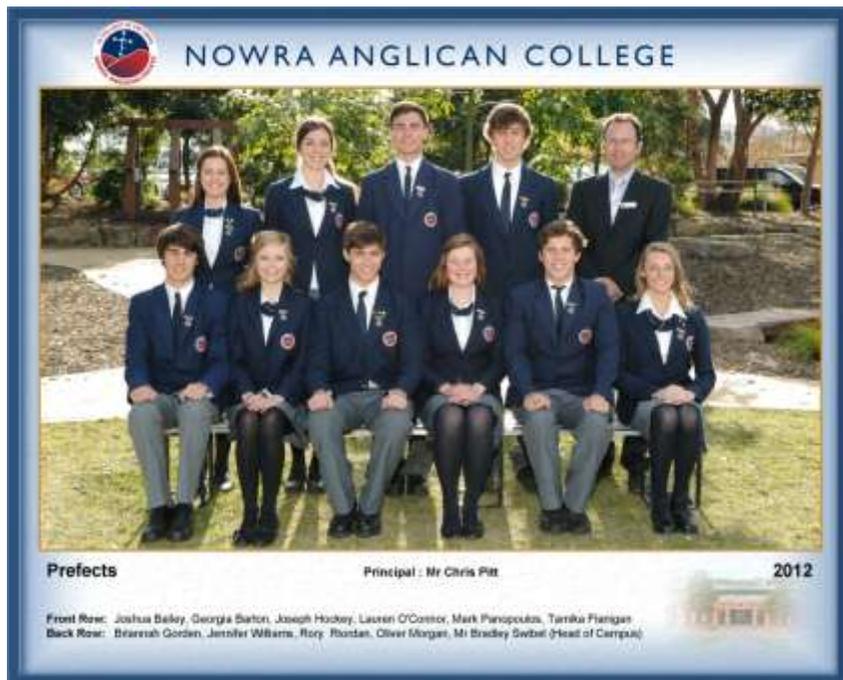
Geoff Kyngdon  
College Council Chairman





### Statement from the Student Leadership Committee

Throughout 2012, the Student Leadership Committee meet every fortnight to discuss issues arising in the school and planning events which involve the whole school such as the Nowra Anglican College Open Day, muffi days, fundraising for various charities, College music, dance and drama performances and House Competitions.



The Student Leadership Committee has also provided an opportunity for students to brainstorm ideas for future clubs, action groups and committees to be developed within the school.

*Collectively, the students have been energetic in organising the annual 'Foundation Day' event and the greatly anticipated 'X Nactor', designed to 'unleash' the incredible hidden talent we have at Nowra Anglican College.*

The Student Leadership Committee has worked well with other groups in the school such as 'Interact' to host events such as the Parent/Daughter Morning Tea which was a great success. As student representatives, the Leadership Committee has also been a place to discuss issues such as uniform standards at Nowra Anglican College. A positive outcome from these discussions has resulted in students, teachers and parents agreeing to change the hat for Senior School

Students to ensure the maintenance of the College uniform is upheld at all times. Student Leaders continue to be proactive in their initiatives designed to reward students for positive behaviour around the school and wearing the uniform correctly.

Overall it has been a very busy year for the Student Leadership Committee with many exciting suggestions and plans being formulated and coming to fruition.





### Statement from the Parents and Friends Association

The Nowra Anglican College P&F is a friendly, welcoming group of parents who enjoy supporting the College in building strong and responsible relationships within the school community.

We also endeavour to provide funds to enhance appropriate projects and services within the College. The P&F in consultation with staff and student bodies can nominate where these hard earned funds are spent.

During 2012, the P&F have had a lot of fun organising such events as the Hot Cross Bun Drive; Lost property Sales; both a Mother's Day and a Father's Day stall, a Junior School Disco, the Entertainment Book and several Bunnings BBQs. The P&F have also greatly enjoyed supporting students and the school community at various school events including the annual Cross Country event; foundation Day; Grandparents/Special Friends Day and Orientation Days. All these events have provided great opportunities for parents, friends and grandparents to get to know each other and participate in their child's school life.

The P&F also coordinated a Relay for life team "NAC for Life" consisting of NAC students, families and teachers who committed themselves to this inspiring community event. It was wonderful for the College community to participate in this way and their commitment raised over \$4,000 for cancer research; an admirable effort that we are very proud of.

Operation Christmas Child was well-supported this year with our students and their families taking on the loving task of preparing boxes for Christmas gifts for children in impoverished countries. We were again able to send nearly 300 boxes to deserving destinations.

Financial contributions made by the P&F have seen the College community benefit in a number of areas over the years, both inside and outside the classroom. In 2012, the P&F provided several sets of outdoor seating at various locations around the school grounds. The placement of these seats was made in consultation with the student body and as such, are well utilised. Planning is currently underway for the allocation of funds generated this year.

Fiona Schreurs – P&F President





## REPORTING AREA 2:

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### *Contextual information about the school*



Nowra Anglican College is a Pre-school to Year 12 school that provides a challenging and supportive learning environment. Differentiated instruction, innovative programs, quality staff and a focus on technology equip our students well to meet modern challenges. The focus in the Junior School is upon the unique abilities of each individual child. Our integrated programs facilitate inquiry-based and research-centred learning within a collaborative setting. Cutting edge technology enables children to be confident and competent digital learners in all areas of the curriculum.

Children with unique abilities are identified for the enrichment program where they engage in programs above and beyond the parameters of the mainstream classroom. French, Art and Music are taught by specialist teachers from Kindergarten to Year 6. Extracurricular lessons are offered in Mandarin, Speech and Drama, and musical tuition. The vision for our students to have 'Courage to Excel, Compassion to Give' is shown through our many programs and initiatives such as Years 3 to 11 camps, Southern Schools Debating and Public Speaking, Duke of Edinburgh, band tours, ski trips and our annual Year 11 outreach trip to Cambodia. We also support industry partnerships with Re-engineering Australia. Charitable initiatives guided by student leaders have greatly benefited local, state, national and international agencies. The College is renowned in the Shoalhaven as a centre of excellence in the performing arts. The biennial musical, Music Showcase evenings, recitals, and drama nights draw large audiences throughout the year. In the sporting arena, the College is also highly regarded. Every year many students are selected for representative teams through to State representation.





Located in the northern Shoalhaven, a community of approximately 97,000 persons, the College serves a student population from pre-school through to Year 12 with a total enrolment in December 2012 of 827 broken down as:

Pre-school	92
Junior School	319
Senior School	416

As it is a comprehensive school that places priority on keeping fees at an affordable level, Nowra Anglican College students come from a wide range of social backgrounds: for example, 15% of our students are from Defence families and almost 5% are Indigenous.

The College is an Independent School managed by a College Council which has a strong commitment to preserving and fostering the ethos and values upon which the College was founded, and to promoting the Mission of the College as a Christian school in the Anglican tradition.

Parents have clearly indicated, through steady enrolments, that they support the values and style of education provided by the College thus far. Nowra Anglican College's aim is to continue to hold true to this vision and maintain our focus on 'best practice'.





## REPORTING AREA 3:

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### *Student Performance in State-wide Tests and Examinations*

#### Higher School Certificate

In 2012, Nowra Anglican College had a cohort of fifty six students who sat the HSC examination in 32 courses. In total, 100% of candidates across all courses achieved marks of 50 or more (Band 2 or higher). Highlights included the following:

- Highest ATAR in the Shoalhaven – 99.75
- 3<sup>rd</sup> in the State for Engineering Studies
- 7 students who achieved ATAR scores above 90
- 7 students who achieved ATAR scores between 80 and 90
- 2 students who received *Encore!* Nominations
- 1 student made the Musicology Honour List (Vica Voce)
- 4 Subjects had 100% of students in bands 5 or 6
- The following subjects recorded Band 6 results:
  - Ancient History
  - Biology
  - Chemistry
  - Design and Technology
  - Drama
  - Earth & Environmental Science
  - Engineering Studies
  - English (Advanced)
  - English Extension 1
  - English Extension 2
  - Geography
  - Legal Studies





- General Mathematics
- Mathematics
- Mathematics Extension 1
- Mathematics Extension 2
- Modern History
- History Extension
- Music 1
- PDHPE
- Physics
- Society and Culture
- Visual Arts



## NOWRA ANGLICAN COLLEGE



**Year 12**

**Seated Row:** Lyle Halliday, Tom Brown, Nicholas Olds, Alex Gaudie, Aleksandar Luzzić, Jack Gaudie, Joseph Hockey, Rory Riordan, Joshua Bailey, Blake Ritchie, Cameron Longfield, Mark Panopoulos, Daniel Moon

**Second Row:** Jayme Watkin, Sonakshi Suri, Adriana Lindsay, Tessa Eden, Adelaide Mourd, Kate Crutch, Emily Stevenson, Jasmin Hannigan, Alicia Elean, Briannah Gordon, Holly Dutton, Jessica Apperley

**Third Row:** Tamika Flanagan, Georgina Bolam-Gannon, Georgia Barton, Lauren Schweitzer, Dana McMullen, Lydia Craig, Abbey Morrow, Rebecca Marshall, Bronie Davey, Lauren O'Connor, Rebekah Richards

**Fourth Row:** Alyssa Daley, Jennifer Hillier, Jennifer Williams, Gabrielle Dover, Aiden King, Oliver Morgan, Brianna Orford, Brittany Jeston, Georgia Copley, Jessinta Isom

**Fifth Row:** Luke Sullivan, Jack Bentley, Matthew Francis, Lachlan Gubb, Timothy Hanlon, Tom Weddell, Jourdain Visello, Christopher Visello, David Jobson

**Absent:** Lisa-Marie Hofer

**Teacher:** Ms Felicity Reynolds (Pastoral Leader)

**Principal : Mr Chris Pitt**

**2012**





HIGHER SCHOOL CERTIFICATE				
COURSE		NO OF CANDIDATES	SCHOOL MEDIAN MARK	STATE MEDIAN MARK
Ancient History	2 Unit	14	72.90	69.35
Biology	2 Unit	15	73.55	72.46
Business Studies	2 Unit	12	70.75	73.98
Chemistry	2 Unit	10	73.30	75.51
Design and Technology	2 Unit	11	79.29	76.08
Drama	2 Unit	5	74.04	77.77
Earth and Environmental	2 Unit	3	70.20	75.15
Economics	2 Unit	1	62.20	75.23
Engineering Studies	2 Unit	5	77.60	75.02
English (Standard)	2 Unit	14	64.97	68.27
English (Advanced)	2 Unit	41	77.59	79.56
English Extension 1	1 Unit	8	40.28	40.24
English Extension 2	1 Unit	8	39.09	38.58
Geography	2 Unit	13	67.49	73.71
Legal Studies	2 Unit	20	78.44	74.44
General Mathematics	2 Unit	24	70.66	69.20
Mathematics	2 Unit	12	75.92	77.64
Mathematics Extension 1	2 Unit	5	74.92	81.42
Mathematics Extension 2	2 Unit	1	90.60	82.78
Modern History	2 Unit	11	76.95	75.61
History Extension	1 Unit	5	39.44	36.69
Music 1	2 Unit	5	88.00	80.17
PDHPE	2 Unit	9	74.82	72.58
Physics	2 Unit	9	75.18	73.82
Society and Culture	2 Unit	15	77.11	76.20
Visual Arts	2 Unit	13	80.80	79.39





### HIGHER SCHOOL CERTIFICATE - % BANDS 5 – 6

COURSE		2011	2012
Ancient History	2 Unit	8.33	42.86
Biology	2 Unit	28.57	20.00
Business Studies	2 Unit	30.00	0.00
Chemistry	2 Unit	25.00	30.00
Design and Technology	2 Unit	57.14	54.55
Drama	2 Unit	27.27	20.00
Earth and Environmental	2 Unit	42.86	33.33
Economics	2 Unit	NA	0.00
Engineering Studies	2 Unit	100.00	20.00
English (Standard)	2 Unit	0.00	0.00
English (Advanced)	2 Unit	32.50	39.02
English Extension 1	1 Unit	100.00	87.50
English Extension 2	1 Unit	100.00	100.00
Geography	2 Unit	27.27	7.69
Legal Studies	2 Unit	47.37	50.00
General Mathematics	2 Unit	3.70	16.67
Mathematics	2 Unit	50.00	33.33
Mathematics Extension 1	2 Unit	100.00	60.00
Mathematics Extension 2	2 Unit	100.00	100.00
Modern History	2 Unit	27.27	63.63
History Extension	1 Unit	66.67	100.00
Music 1	2 Unit	100.00	100.00
PDHPE	2 Unit	37.50	44.44
Physics	2 Unit	50.00	33.33
Society and Culture	2 Unit	38.89	40.00
Visual Arts	2 Unit	62.50	69.23





## RoSA

Four students received their RoSA certificate upon finishing their education and commencing either full time work or an apprenticeship.

## NAPLAN

In 2012 49 students in Year 3, 52 students in Year 5, 67 students in Year 7, and 83 students in Year 9 sat the NAPLAN test. Results demonstrated a significant improvement in literacy and numeracy from 2010.

Highlights included:

- In Year 3, all of the students achieved results above the national minimum standards in all exam areas
- In every exam area the College's Year 3 students were placed above the rest of the State when comparing percentage of students in the top two bands.
- Across all the year groups who sat the NAPLAN the percentage of students in the top 2 bands outperformed the State results.
- Year 7 students were above the State percentage in the top band in all exam areas except for Spelling where they were only 1.3% behind State percentage.
- 65.9% of Year 5 students achieved a greater than expected growth from when comparing their 2010 Year 3 results to their 2012 results in Spelling, with greater than 52% of students achieving greater than expected growth in the remaining exam areas.
- Over 50% of our Year 7 students achieved great than expected growth across all exam areas when comparing their 2010 Year 5 results with their 2012 Year 7 results





NAPLAN									
CATEGORIES	LAST 2 YEARS	YEAR 3		YEAR 5		YEAR 7		YEAR 9	
		SCHOOL	SIM	SCHOOL	SIM	SCHOOL	SIM	SCHOOL	SIM
Reading	2011	462	416	523	501	567	552	622	591
	2012	508	435	512	507	562	553	590	591
Writing	2011	446	423	514	490	522	541	592	585
	2012	448	424	499	484	532	529	570	571
Spelling	2011	423	416	494	491	539	544	594	590
	2012	445	423	507	500	543	550	573	589
Grammar & Punctuation	2011	457	435	511	512	548	545	600	586
	2012	490	438	498	504	560	559	579	589
Overall Numeracy	2011	437	411	520	498	558	557	610	595
	2012	461	408	501	499	558	550	589	599





## REPORTING AREA 4:

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### *Senior Secondary Outcomes*

In 2012 three students from NAC completed Vocational Education and Training subjects; Child Studies and Information Technology. All students completed the requirements of the course, receiving Certificate II in their areas of study. Alicia Sloan, who completed Child Studies, is now doing a traineeship to work towards a Certificate III; she is doing this through workplace learning, and as an external student of TAFE Illawarra. Tom Brown who completed his studies in IT was a recipient of the Shoalhaven Education Fund Award and was made an offer to study a Bachelor of Information Technology - Games, Design and Development at Macquarie University.

Year 12 attaining certificates:

- 100% of Year 12 students gained the HSC
- All student participating in TVET courses gained certification
- All students participating in distance education courses gained certification





## REPORTING AREA 5:

### *Professional Learning and Teacher Standards*

#### Teachers Standards

Category	Teachers
Teachers having teacher education qualifications for a high education institute in Australia or recognised with a National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	All
Teachers having a bachelor degree from a high education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack from teacher education qualifications, or	0
Teachers not having qualifications as described in (i) or (ii) but having relevant successful teaching experience and appropriate knowledge relevant to the teaching context. Such teachers must have been employed to 'teach' in NSW before 1 <sup>st</sup> October 2004 and worked as a 'teacher' during the last five years in a permanent, casual or temporary capacity.	0





Professional Learning

Description of the Professional Learning Activity	No of Staff Participating
<p><b>21st Century Teaching &amp; Learning – Project Based Learning (1 day plus 5 Staff Meetings)</b></p> <ul style="list-style-type: none"> <li>• What is PBL?</li> <li>• Planning for and setting up for running a PBL unit</li> <li>• Managing a PBL unit in the classroom</li> <li>• Assessment in PBL</li> <li>• How to present the product to the target audience</li> </ul>	All SS teaching staff
<p><b>Harnessing Cyber learning – the use of Twitter for the classroom</b></p> <ul style="list-style-type: none"> <li>• How can I use Twitter in my teaching?</li> <li>• Learning what Twitter is and what it can offer</li> <li>• Setting up Twitter accounts</li> </ul>	All JS and SS teaching staff
<p><b>Pedagogic Model Launch (Term 3 Conference)</b></p> <ul style="list-style-type: none"> <li>• Introduction of the Strategic Plan</li> <li>• Implications of the Strategic Plan for Teaching and Learning</li> <li>• Priorities for the 2013 Academic Year</li> </ul>	All JS and SS teaching staff
<p><b>Microsoft – Building Skills for Tomorrow</b></p> <ul style="list-style-type: none"> <li>• Understand how technology can be used to drive learning outcomes</li> <li>• Learn practical teaching and learning examples using Microsoft software and devices</li> </ul>	All JS and SS teaching staff
<p><b>First Aid Training</b></p> <ul style="list-style-type: none"> <li>• Updating Staff Training</li> </ul>	42 Staff
<p><b>Cystic Fibrosis Training</b></p> <ul style="list-style-type: none"> <li>• Classroom strategies for students with CF</li> </ul>	All SS teaching staff
<p><b>Google Docs</b></p> <ul style="list-style-type: none"> <li>• How to create, share and use Google docs and spreadsheets to enhance teaching</li> </ul>	All JS and SS teaching staff





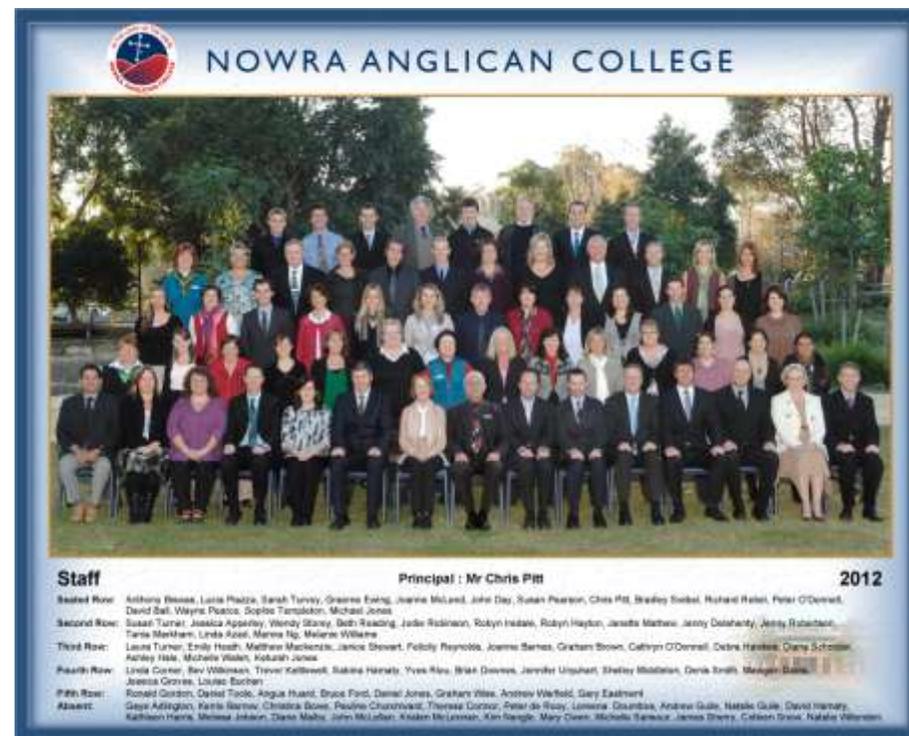
**REPORTING AREA 6:**

**Workforce Composition, including Indigenous**

The staff at Nowra Anglican College are dedicated practitioners who are committed to working in partnership with parents and each other for the support and growth of each of the students in their care. In 2012 the Nowra Anglican College staff included one full time Aboriginal staff member. The College also employed an Aboriginal Education Mentor to support the College's indigenous students from the start of 2012.

**School staff profile 2012**

Teaching staff	58
Full-time equivalent teaching staff	51.16
Non-teaching staff	24
Full-time equivalent non-teaching staff	18.43





## REPORTING AREA 7:

### Student Attendance and Retention Rates

#### Student Attendance Rates

FORM	Overall	Male	Female
Kindergarten	94.80%	94.70%	94.80%
Year 1	94.30%	93.50%	95.30%
Year 2	96.40%	95.80%	97.10%
Year 3	96.30%	96.40%	97.10%
Year 4	94.90%	96.40%	93.90%
Year 5	96.10%	97.00%	95.40%
Year 6	96.70%	97.30%	95.70%
Year 7	95.90%	96.40%	95.50%
Year 8	94.60%	93.20%	96.30%
Year 9	94.00%	94.30%	93.70%
Year 10	93.70%	94.40%	93.20%
Year 11	93.40%	93.60%	93.10%
Year 12	95.10%	96.10%	94.30%
<b>OVERALL</b>	<b>95.09%</b>	<b>95.31%</b>	<b>94.96%</b>



Please refer to the ACARA MySchool website: <http://www.myschool.edu.au/>. Details may differ as the above data is for the whole year while the MySchool data is for only a small proportion of the year.



The College's Absence Policy includes the following steps:

#### **Daily Absences:**

- Parents receive an SMS mid-morning advising that their child has been marked absent
- Parents are then emailed at the end of the day advising that their child has not been at school for the whole day and asked to log on to the Parent Portal and provide a reason for the absence
- That entry then workflows through to our Student Services employee who checks the reasons and approves the absence



#### **Ongoing Absences**

- 'Please Explain' notes are sent home each fortnight to parents of those children who have unexplained absences.
- Students in Year 10 – 12 receive a formal letter identifying that they have 'at risk' attendance behaviour.

The College's *Attendance Guidelines* are available on the College Wiki.

### **Retention Rates in the Secondary School**

Sixty-eight per cent of the 2010 Year 10 cohort completed Year 12 in 2012. Students who left in Year 10 took up apprenticeships or joined the workforce. Others attended TAFE, transferred to a geographically closer high school or left the area with parents.





## REPORTING AREA 8:

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### *Post School Destinations*

Thirty six students from the 2012 Year 12 cohort were offered a place at University. Over 50% of the cohort were offered a place at UOW with the remainder of the cohort choosing to study at Universities across NSW and ACT.

Several students applied for the University of Canberra's Principal Recommendation Scheme and University of Wollongong's Early Entry scheme and were successful and offered a place at University. A small percentage of graduating students deferred their tertiary studies to undertake gap year activities for the purpose of overseas travel or undertaking service work with charities and other non-government organisations. Several students are also now working full-time or part-time in the workplace and are also engaging in further studies.

## REPORTING AREA 9:

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### *Enrolment Policies and Characteristics of the Student Body*

Our Enrolment Policy states that:

Nowra Anglican College is a comprehensive co-educational K-12 school providing an education underpinned by Christian values and operating within the guidelines determined by the NSW Board of Studies.





All applicants are processed in the order of receipt according to the procedures outlined below.

Parents and students and their families are expected to support the ethos of the College and comply with its rules.

College Enrolment Procedures:

1. Applications are made by completion of the College's Application for Enrolment Form. A separate form is required for each child, accompanied by an enrolment application fee.
2. All applications are subject to an \$80 application fee.
3. Enrolment priorities are siblings, followed by children of staff, then children of the clergy, followed by applications in order of receipt.
4. Applicants are interviewed for admission to the School by the Principal or Head of Senior School or Head of Junior School (as appropriate). This interview outlines the School's ethos, programs and seeks to elicit whether these are similar to the aspirations of families seeking enrolment. It is important to us that all families clearly understand about the Christian ethics of the School and the compulsory involvement in Chapel and Christian Studies.
5. The Head of the Junior School or Head of Senior School (as appropriate) will consider the education needs of the student. This may involve examination of reports, work samples, etc. It may also include formal testing, if this is deemed appropriate.
6. Any particular emotional or educational needs are discussed with parents/guardians. Appropriate strategies are examined with the family prior to an enrolment being offered. If necessary, advice will be sought from the Association of Independent Schools (NSW) to ensure the School meets all obligations under State and Commonwealth legislation.
7. If an enrolment is offered, a formal letter of offer is sent to the applicant. If an offer is not to be made, a phone call from the Principal or his representative will be made, followed up with a formal letter detailing the content of the phone conversation.





## REPORTING AREA 10:

### School Policies

#### School Policies Summary Statement

Nowra Anglican College seeks to be a safe and secure learning community that:

- minimises risk of harm and ensures students feel secure;
- supports the physical, social, academic, spiritual and emotional development of students; and
- implements student welfare policies and programs that develop a sense of self-worth and foster personal development.

To ensure all aspects of the College's mission provide for a student's welfare, the following policies are presently being implemented:

Policy	Changes in 2012	Access to full text
Child Protection Policy encompasses <ul style="list-style-type: none"> <li>• Definitions &amp; concepts</li> <li>• Legislative requirements</li> <li>• Preventative strategies</li> <li>• Reporting &amp; Investigating 'reportable conduct'</li> <li>• Investigating processes</li> <li>• documentation</li> </ul>	Nil	Summary to staff, & members of the College Council; regular staff training is provided  Full text in <i>Procedures and Guidelines Manual</i>  Parents issued a copy on request from the School Office  Copy on College's Intranet
Security Policy encompasses	Nil	Summary to staff, & members of the





Policy	Changes in 2012	Access to full text
<ul style="list-style-type: none"> <li>Procedures for security or grounds &amp; buildings</li> <li>Procedures for emergencies, including evacuation and lockdown</li> <li>Critical Incident management</li> <li>Risk Management policy</li> </ul>		<p>College Council. Regular training, drills and evaluations are a key part of these policies</p> <p>Full text in <i>Procedures and Guidelines Manual</i></p> <p>Parents issued a copy on request</p> <p>Copy on College's Intranet</p>
<p>Codes of Conduct encompass</p> <ul style="list-style-type: none"> <li>Codes of conduct for staff and students</li> <li>Behaviour management</li> <li>The role of the student leadership team</li> </ul>	Nil	<p>Summary to staff, &amp; members of the College Council</p> <p>Full text in <i>Procedures and Guidelines Manual</i></p> <p>Parents issued a copy on request</p> <p>Copy on College's Intranet</p>
<p>Pastoral Care Policy encompassing the College's pastoral care system and including:</p> <ul style="list-style-type: none"> <li>Student Management Guidelines and Awards Scheme Procedures</li> <li>Procedural fairness and natural justice</li> <li>Availability of and access to</li> </ul>	Nil	<p>Summary to staff, &amp; members of the College Council</p> <p>Full text in <i>Procedures and Guidelines Manual</i></p> <p>Parents issued a copy on request</p>





Policy	Changes in 2012	Access to full text
special services such as counselling <ul style="list-style-type: none"> <li>• Health care procedures</li> <li>• Critical Incident policy</li> <li>• Homework policy</li> </ul>		Copy on College's Intranet

**Student Welfare**

A carefully integrated pastoral care program exists within the College to foster the growth of individual students in the context of a Christian, caring community. This is implemented through regular pastoral care sessions that address the ongoing needs of students in the areas of life skills, communication skills, study skills, risk management and social concern. Students also receive specialised talks from community groups and the school counsellor about relevant pastoral issues.

The pastoral care structure, consisting of Classroom and Care Group Teachers, Executive Teachers, Care Group Leaders, the School Psychologist, the Pastoral Leaders/Stage Coordinators, Head of Junior/Senior School and Principal provide individual support for students with special needs in academic, social and personal areas.





## Discipline

The Nowra Anglican College Student Management Guidelines seek to help students grow in their understanding of, and experience in, important social skills. Ultimately, the College aims to develop self-disciplined young adults who are knowledgeable and have the capacity to make responsible and wise choices, as well as to take responsibility for the consequences of those actions. For example, wearing of the uniform is a discipline that enables students to become self-monitoring in their presentation in the work environment, expectations as to the completion of all learning activities develop habits that empower students to become self-disciplined in completing tasks; courteous and polite language towards one another enables students to develop and enjoy positive, health and mutually respectful adult relationships.

Thus, the chief goal of the Nowra Anglican College Student Management Policy is that the students will grow to discipline themselves. Of course, this process needs consistent application and even then may not have positive short-term outcomes in every instance. This is why Nowra Anglican College staff aim to help students develop respect for others and an understanding of the relationship between actions and consequences. All humanity is fallible and makes mistakes, and while grace and forgiveness are key values, it is important that our students learn to accept the consequences and correction, learn from the situation and become self-disciplined (see *Parent Information Manual*, p. 5) so that we can in turn show grace and good judgement to others.

Students are required to abide by the School Rules, Procedures and other lawful instructions given by authorised representatives of the School as a condition of enrolment. Where disciplinary action is required for breaches of expectations, the College's responses vary according to the nature of the offence as well as any mitigating circumstances and the student's prior behaviour record. Corporal punishment is prohibited as a disciplinary measure.





**Complaints and Grievances**

The College takes seriously its responsibility to be responsive to concerns raised by students, parents and the wider community. The policy provides mechanisms for raising and dealing with matters of concern. These mechanisms include, as appropriate, principles of procedural fairness:

Policy	Changes made in 2012	Access to full text
<p><b>Grievance Policy encompasses</b></p> <p>Procedures for:</p> <ul style="list-style-type: none"> <li>grievances between staff &amp; students</li> <li>grievances between staff &amp; parents</li> <li>grievances between staff members</li> <li>grievances between students</li> </ul> <p>The policy discusses how to:</p> <ul style="list-style-type: none"> <li>reach resolution</li> <li>natural justice</li> </ul>	<p>Nil</p>	<p>Full text in Procedures in Parent Information Booklet</p> <p>Full text in Procedures in Students Diary</p> <p>Parents issued additional copy on request</p> <p>Copy on College's Intranet</p>

The full text of the policy is contained within the Staff Policy and Procedures Manual (web based document). A summary table is included in the Parent Information Manual.





**REPORTING AREA 11:**

***School Determined Improvement Targets for 2011***

In the 2011 Annual Report, the following priorities areas for improvement were identified. The last column of the table indicates the results on the achievements of the performance targets.

Area Identified for 2011	Priority Areas	Achievement to Date
Staff professional development	<p>All teaching staff to receive professional development in eLearning:</p> <ul style="list-style-type: none"> <li>• Moodle training, OneNote, Web Tools</li> <li>• Develop learning resources using Moodle</li> <li>• Investigate Mahara and Edumate for reporting and curriculum mapping</li> </ul> <p>Professional development on the principles and application of Assessment for Learning</p> <p>Heads of Faculty/Stages to review College results in public examinations and develop suitable action plans for ensuring value adding for all students</p>	<p>All staff have received training in Moodle, OneNote and Web Tools.</p> <p>Mahara has been set aside pending further investigation.</p> <p>Edumate reporting and curriculum mapping has been rolled over into 2013.</p> <p>RAP package was used to review results in public examinations in order to develop suitable action plans.</p>





<p>Student Welfare</p>	<p>Implementation and evaluation of Long Care group pastoral care program</p>	<p>The process was refined in 2012 and further work will continue into 2013.</p>
<p>Facilities &amp; Resources</p>	<p>Redevelop old Senior School Library to create a Multi-Purpose Chapel for meetings including chapel services and assemblies, public speaking, drama, dance and music rehearsals, performances and examinations                      Improve safety of Recital Room: adding tiered seating                      Improve the utility and safety of playground areas identified in need of improvement                      Improvements to College network: Wireless rollout, server virtualisation and upgrade of switches.</p>	<p>Work was completed in 2012 and the Multi-Purpose Chapel was opened. Throughout the year it has been used for many purposes including drama and dance classes, music recitals, external hiring for dance classes and fund raising events such as the Biggest Morning Tea.                      The tiered seating was added to the Recital Room.                      As an ongoing improvement process changes have been made to the playground areas to ensure continued safety for our students.                      The improvements to the College network were commenced in 2012 and will continue throughout the 2013 academic year.</p>





### ***School Determined Improvement Targets for 2012***

The following priorities areas were identified for the 2012 academic year:

<b>Area Identified for 2012</b>	<b>Priority Areas</b>
Staff professional development	Curriculum Mapping National Curriculum Mapping Literacy Framework In-Time Reporting
Student Welfare	'You can do it' program
Facilities & Resources	Improvements to the speed of the internet connection and College network upgrade to enable faster internet uploads and downloads.

## **REPORTING AREA 12:**

### ***Initiatives Promoting Respect and Responsibility***

Respect and responsibility are reciprocal values: the College endeavours to reassure all students that they are valued and an integral part of the College community. Parents and staff work together to provide the care and support that engenders self-esteem, mutual respect and responsibility.





Emphasis is placed on:

- The consistent use of good manners;
- Students taking responsibility for maintaining an orderly classroom, personal belongings and a clean and orderly learning environment;
- High standards in both student uniform and staff dress;
- Students using an appropriate manner of speech when talking to parent helpers and teachers;
- Implementation of the principles of restorative justice;
- Participation in community service projects and activities locally and internationally; and
- Celebratory days of cultural and historical significance including ANZAC Day and NAIDOC Activities.

Embedded in our College welfare program is the principle that we show a genuine interest in others. To support this attitude, our Year 11 students participate in an annual service/mission expedition to Cambodia. Participation allows these students to assist other families in need by mixing with the local community and building and repairing resources such as houses. Other activities include: the Duke of Edinburgh Program, sponsorship of World Vision children, charity days and other fund raising activities.

All these opportunities are designed to allow the students to develop respect for, and understanding of, other people and their cultures, and to exercise their responsibility as citizens in our local, national and global communities. This work is ongoing.





## REPORTING AREA 13:

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### *Parent, Student and Teacher Satisfaction*

The College is proud of its relationship with its parent body. Parent involvement is encouraged and welcomed. The College has an “open door” approach to parental input that welcomes and responds to comments and suggestions.

Parents are surveyed via parent-teacher interviews, one-on-one interviews, the Parents & Friends Association meetings and responses to Semester Reports. These surveys consistently indicate a suitable level of overall satisfaction. Areas of “dissatisfaction” have declined. There is a lessening of formal complaints, suggesting that the College is more effective in addressing concerns as and when they arise.

A number of informal student feedback mechanisms exist across the College including student leadership forums. Student leaders meet regularly with senior staff to provide feedback on matters of significance to students. These forums indicate that students are generally satisfied. Formal Year 12 Exit survey results reveal a high level of graduate satisfaction, with the close relationship developed between staff and students at the College receiving particular mention. Greater access to careers advice was given back in 2011 and this change is still being seen as a positive, as reflected in the 2012 Year 12 exit surveys.

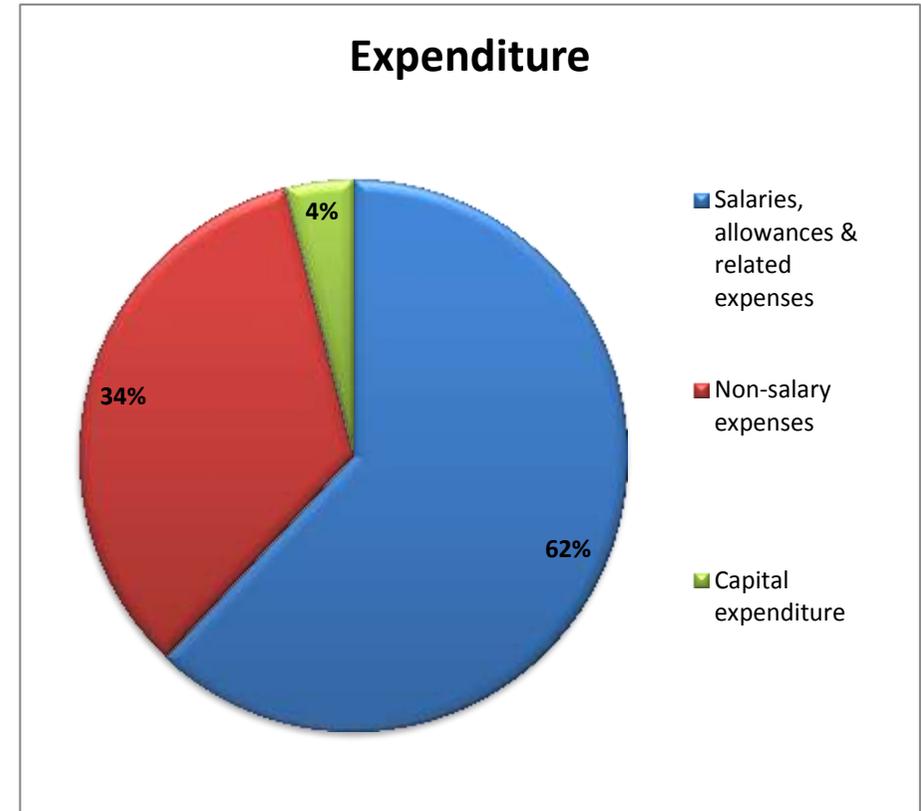
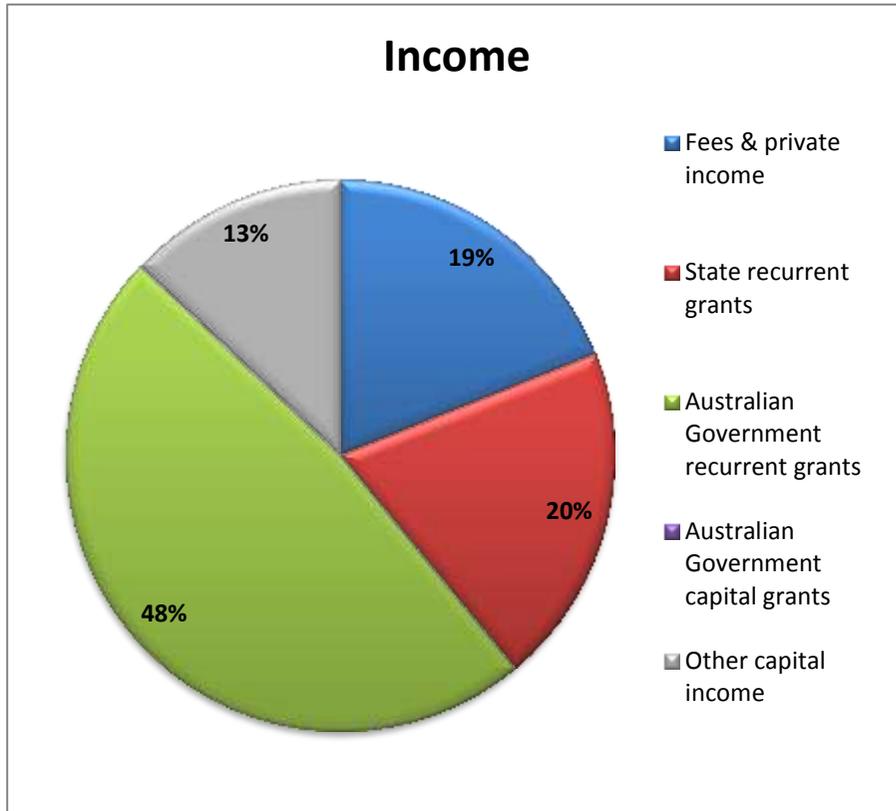
The Parents and Friends Association meets monthly and discusses various issues pertaining to the schools' activities and interactions with the community. The Parents and Friends Association also play an important role in fundraising for the College and assisting in the purchase of resources.





REPORTING AREA 14:

Summary Financial Information



COURAGE TO EXCEL



COMPASSION TO GIVE



# READY FOR LIFE

