



Education and Finance Report 2013



Nowra
Anglican College



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REPORTING AREA 1: A Message from Key School Bodies

Statement from the Executive Principal – Lorrae Sampson B.Ed. (Hons), M.Ed. (Hons)

Nowra Anglican College is a Christian school with an Anglican foundation and provides a comprehensive educational experience from Preschool to Year 12. In 2013 we have continued our drive to make our teaching and learning the very best on offer in our region. We have an excellent teaching staff, who is not content to rest on their laurels but continue to thrive to make their teaching effective, engaging and based on 21st Century teaching practices.

Nowra Anglican College follows the curriculum as set down by the NSW Board of Studies and participates in all external examinations up to the Higher School Certificate. Everyday students participate in exciting and engaging learning experiences such as the Medieval History Day, Film Festivals, Recycling campaigns

and the Great Biscuit Bake-off to name a few. The College has also achieved success in external competitions like the Mock Trial, ICAS English and Mathematics competitions and Language Perfect competition. Our aim is that students will leave us as fulfilled young adults with their skills and talents recognised and developed.

2013 has been a year of planning in the way we offer our curriculum for the HSC. In our endeavour to provide flexible HSC subject offerings, four subjects will be made available in an e-learning format as well as in the traditional face to face methods in 2014.

The College also planned to introduce three new VET courses into the curriculum. Already our Senior students have enjoyed studying Entertainment



Industry in 2013. Plans have been made to add to this by introducing Primary Industries – Horticulture, Information and Digital Technologies and Hospitality to the NAC offering.

While excellent academic results are something that we aim for and achieve, there is much more to a NAC education than meets the eye. We continue to provide opportunities for our students to participate in co-curricular activities in the performing arts and sporting arenas. Students regularly perform in a variety of musical and drama ensembles including our Jazz Band, String Ensemble, Concert Band, Theatre Sports group and rock and pop style bands. 2013 saw the continuation of our famous musical tradition with the presentation of Oklahoma! the musical.

Our sporting prowess continues to impress and grow. Staff and students show a diligence in commitment and performance, achieving highly in a wide array of sports including Cross Country, Athletics, Basketball and Rugby. From the regular running training sessions to the

Rugby trips to compete in state-wide competitions, the College continues to develop each student in the sporting arena.

The College continues to develop our students as they participate in service related activities. Our Junior students regularly sing at the local nursing homes and our Year 11 students travel to Cambodia/Vietnam for the annual mission and service trip.

Part of the College's Vision and Values statement is that Nowra Anglican College provides a high quality education that fosters gospel-shaped, confident, life-long learners who improve the world. We unashamedly aim high in order for our students to achieve their best and become people of which we are proud. The balance between the program of curricular and co-curricular activities encourages our students to discover their talents and develop in order to achieve this goal.

Lorrae Sampson
Executive Principal
B.Ed. (Hons), M.Ed. (Hons)



Statement from the Chairman of Nowra Anglican College

'Courage to Excel, Compassion to Give'

These words express the vision and mission of Nowra Anglican College, which is one of the largest independent schools in the Shoalhaven whose goal is to provide high quality education outcomes for students from Kindergarten to Year 12. The College also uses these words to make clear the approach it takes in educating the students in its care.

The past year has provided significant challenges for the College. The unexpected resignation of the former principal due to ill health understandably led to uncertainty, particularly as he had only been at the College for a short while, and focused the School Council on ensuring a smooth transition to a new principal. This was achieved with the appointment in September 2013 of Mrs Lorae Sampson as Executive Principal of the Shoalhaven Region Anglican Schools (encompassing Nowra Anglican College and the Shoalhaven Anglican School at Milton). That transition benefited from the support of all staff; and often a willingness to take on additional responsibilities.

At the same time, there are other challenges which the College itself can only partly influence, but to which it nevertheless needs to respond. These include the desire to achieve broader and more sustained economic development in the Shoalhaven, which ultimately brings greater employment opportunities and financial security for families. The College adopted a new strategic plan in 2013 that seeks to address these challenges through a number of key

As a school in the Anglican tradition, we know that under God's grace all things are possible.

initiatives including, greater use of online learning to broaden the range of subjects that can be efficiently offered to students in the senior school, expanded vocational training through the Shoalhaven Trade Skills Centre (which has received a substantial grant from the Commonwealth), and an expanded enrichment program in the junior school. The Council is also currently finalising a new Master Plan, which will enable the College to maintain and expand its facilities in future years.

These initiatives will be developed more fully over the next few years and are expected to lead to improved learning outcomes, as each student is encouraged and supported to strive for the best use of his or her talents and abilities, as well as contribute necessary skills to support the future development of the Shoalhaven region.

As a school in the Anglican tradition, we know that under God's grace all things are possible. The Council is confident therefore that we can successfully plan for the continued development of College, and thanks all those stakeholders, both parents and others in the community, for their continuing support in this regard.

Bill Shields
Chair
Shoalhaven Region Anglican Schools
Council



Statement from the Student Leadership Committee

Students at Nowra Anglican College participate in leadership positions at the following levels and capacities:

| Junior School | Senior School |
|----------------|----------------|
| Captains | Captains |
| Vice Captains | Vice Captains |
| House Captains | House Captains |
| | Prefects |
| | Year Captains |

Leadership in the Senior School comprises the Student Leadership Committee (SLC) and Year Representatives. The SLC is composed of the Captains, Vice Captains, House Leaders, Prefects and Year Captains from Years 7 - 10.

As part of the School's commitment to training student leaders, a number of different activities have been undertaken to provide opportunities for students to

observe, develop and model appropriate leadership skills. Leadership training is provided on a continuing basis throughout the year. The types of skills that are important for people to lead well include:

Effective communication, problem solving skills, decision making skills, team working skills, the ability to deal with stress and stressful situations, goal setting, evaluation, supervising others, motivation, time management and public speaking.

All students at the Nowra Anglican College have the opportunity to develop their leadership capabilities through the numerous activities that are available as part of the day to day activities of the College.

All Year 11 students participate in a Leadership camp during Term 1. As part of their roles as Student Leaders, the Senior students are inducted in a three day Prefect leadership training retreat in Term 3 where they have the opportunity to discuss what leadership is and plan their contribution to the College community for their particular year of involvement.

The SLC meet weekly to discuss student issues and to organise projects such as the very popular

X-Nactor – a talent quest for students from Kindergarten to Year 12. Students are also involved in running student lunch activities such as soccer competitions and environmental club.

In addition, students from Years 7 – 12 are eligible to join the Rotary sponsored group Interact, which meets fortnightly. Interact members are active in fundraising, public speaking and representatives attend camps and conferences such as the Model United Nations Assembly (MUNA).





Statement from the Parents and Friends Association

2013 has been another busy year for the P&F, and this year we were even more motivated than usual as we had a significant goal in mind.

The Victory bus that had previously been used to transport students was no longer available as it had been "retired", so the decision was made to acquire a bus ourselves. The price tag was in excess of \$100,000 so let the fundraising begin!

The P&F have a number of events that we help organise annually including

- Mother's and Father's Day gift stalls
- Morning Tea for Grandparents Day
- Junior School Disco
- Foundation day
- Bunnings BBQ'S

- Hot Cross Bun sales
- Handing Out Ice blocks to Cross Country Runners
- Operation Christmas Child
- Relay for Life

At the beginning of the year the P&F also decided to target some events that would focus on building family and community, spirit within the school.

The Outdoor Movie night was a great success, even when the weather proved to be unhelpful and it was eventually decided to hold the event in the Gym.

Many families attended and the feedback was positive so the P&F would consider holding the event again.

NAC also entered a team in the Shoalhaven Relay for Life with a fundraising total of just over \$2000 achieved.

The College was approached by NSW Police to consider using the grounds as a venue for the Police Open Day. Approval was given and this also provided a great opportunity of fundraising for the bus.

The event was well received by the public and the Police estimated that approximately 700 people attended on the day. Activities included the Police helicopter landing and taking off from Apex Park, Mounted Police, the Dog Squad, static displays from both the Police and emergency services.

The P&F catered on the day, with a BBQ, cake stall and wonderful coffee. Many sausages were sizzled and just over \$1800 was raised.

Our biggest event for the year was the Bus Fundraiser Dinner held at the Bomaderry Bowling Club on 2nd November.

Approximately 120 tickets were sold for a 2 course dinner, disco and fun night. The event received incredible support from

The NAC P & F is a wonderful group of dedicated, hardworking, fun people who make it their mission to support the students and staff of the College.

local businesses which allowed us to have over 100 prizes/auctions on offer on the night. The evening raised just over \$12,000 and was also a great opportunity to relax and get to know each other better.

The NAC P&F is a wonderful group of dedicated, hardworking, fun people who make it their mission to support the students and staff of the College. We are only limited in what we can achieve by our members, and would really love to see some new faces. Meetings are held twice a term on the 3rd Monday of the month, and all are welcome.

Serena Copley
P&F Vice-President 2013



REPORTING AREA 2: *Contextual information about the school*

Nowra Anglican College was established in 2000 by the Sydney Anglican Schools Corporation and 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 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, Duke of Edinburgh, band tours, ski trips and our annual Year 11 outreach trip to Cambodia. 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 October 2013 of 842 broken down as:

| | |
|---------------|-----|
| Pre-school | 91 |
| Junior School | 323 |
| Senior School | 428 |

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 socio-economic backgrounds: for example, 10% 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: Student Performance in State-wide Tests & Examinations

Higher School Certificate

In 2013, Nowra Anglican College had a cohort of 45 students who sat the HSC examination in 23 courses. In total, more than 90% of candidates across all courses achieved marks of 50 or more (Band 2 or higher). Highlights included the following:

- Highest ATAR in the Shoalhaven – 95.75
- 5th in the State for Spanish beginners
- 4 students who achieved ATAR scores above 90
- 4 students who achieved ATAR scores between 80 and 90
- 1 student who received *DesignTech* Nomination
- 4 Subjects had 100% of students in bands 4 to 6
- The following subjects recorded Band 6 results:
 - Design and Technology
 - Mathematics
 - Modern History
 - Music 1
 - Physics
 - Society and Culture



| HIGHER SCHOOL CERTIFICATE | | | | |
|---------------------------------|--------|------------------|--------------------|-------------------|
| COURSE | | NO OF CANDIDATES | SCHOOL MEDIAN MARK | STATE MEDIAN MARK |
| Ancient History | 2 Unit | 10 | 74.14 | 71.98 |
| Biology | 2 Unit | 15 | 67.17 | 73.99 |
| Business Studies | 2 Unit | 8 | 64.58 | 73.63 |
| Chemistry | 2 Unit | 11 | 65.95 | 75.85 |
| Design and Technology | 2 Unit | 11 | 75.40 | 76.10 |
| Engineering Studies | 2 Unit | 3 | 78.33 | 73.76 |
| English (Standard) | 2 Unit | 7 | 60.94 | 65.48 |
| English (Advanced) | 2 Unit | 38 | 70.16 | 79.06 |
| English Extension 1 | 1 Unit | 5 | 40.44 | 40.28 |
| English Extension 2 | 1 Unit | 4 | 32.30 | 38.57 |
| Legal Studies | 2 Unit | 13 | 76.45 | 75.00 |
| General Mathematics | 2 Unit | 24 | 61.35 | 67.46 |
| Mathematics | 2 Unit | 11 | 76.45 | 77.39 |
| Mathematics Extension 1 | 2 Unit | 4 | 74.80 | 80.46 |
| Mathematics Extension 2 | 2 Unit | 2 | 68.70 | 82.07 |
| Modern History | 2 Unit | 14 | 78.59 | 76.10 |
| History Extension | 1 Unit | 6 | 38.85 | 38.40 |
| Music 1 | 2 Unit | 7 | 86.51 | 80.26 |
| PDHPE | 2 Unit | 5 | 71.44 | 70.98 |
| Physics | 2 Unit | 9 | 74.64 | 73.68 |
| Society and Culture | 2 Unit | 16 | 72.13 | 77.59 |
| Software Design and Development | 2 Unit | 6 | 66.00 | 73.62 |
| Visual Arts | 2 Unit | 8 | 76.20 | 79.29 |

| HIGHER SCHOOL CERTIFICATE - % BANDS 5 – 6 | | | | |
|---|--------|--------|--------|--------|
| COURSE | | 2011 | 2012 | 2013 |
| Ancient History | 2 Unit | 8.33 | 42.86 | 30.00 |
| Biology | 2 Unit | 28.57 | 20.00 | 6.66 |
| Business Studies | 2 Unit | 30.00 | 0.00 | 0.00 |
| Chemistry | 2 Unit | 25.00 | 30.00 | 18.18 |
| Design and Technology | 2 Unit | 57.14 | 54.55 | 27.27 |
| Engineering Studies | 2 Unit | 100.00 | 20.00 | 33.33 |
| English (Standard) | 2 Unit | 0.00 | 0.00 | 0.00 |
| English (Advanced) | 2 Unit | 32.50 | 39.02 | 15.78 |
| English Extension 1 | 1 Unit | 100.00 | 87.50 | 80.00 |
| English Extension 2 | 1 Unit | 100.00 | 100.00 | 50.00 |
| Legal Studies | 2 Unit | 47.37 | 50.00 | 46.15 |
| General Mathematics | 2 Unit | 3.70 | 16.67 | 0.00 |
| Mathematics | 2 Unit | 50.00 | 33.33 | 36.36 |
| Mathematics Extension 1 | 2 Unit | 100.00 | 60.00 | 75.00 |
| Mathematics Extension 2 | 2 Unit | 100.00 | 100.00 | 50.00 |
| Modern History | 2 Unit | 27.27 | 63.63 | 42.85 |
| History Extension | 1 Unit | 66.67 | 100.00 | 100.00 |
| Music 1 | 2 Unit | 100.00 | 100.00 | 85.70 |
| PDHPE | 2 Unit | 37.50 | 44.44 | 20.00 |
| Physics | 2 Unit | 50.00 | 33.33 | 22.22 |
| Society and Culture | 2 Unit | 38.89 | 40.00 | 31.25 |
| Software Design & Development | 2 Unit | 0.00 | 0.00 | 0.00 |
| Visual Arts | 2 Unit | 62.50 | 69.23 | 25.00 |

RoSA

Three students were eligible to receive their RoSA certificate upon finishing their education and commencing either full time work or an apprenticeship.

NAPLAN

In 2013 42 students in Year 3, 39 students in Year 5, 71 students in Year 7, and 82 students in Year 9 sat the NAPLAN test.

Highlights included:

- In Year 3, all of the students achieved results above the national minimum standards in all examination areas.
- Year 3 boys are 58 scale scores above the state average in the test aspect of Reading.
- In Year 3, 68% of students in the cohort were placed in the top two bands and 0% of students were below national minimum standard.
- Year 5 boys have improved by 54 scale scores from the 2012 data in the test aspect of Reading.
- In Year 5, 66% of students exhibited greater than or equal to expected growth in Numeracy.
- Year 7 numeracy, 89% of all students achieved results above the national minimum standards.
- Year 7 numeracy 36% of all students of the cohort were placed in the top two bands
- Year 9 numeracy 34% of all students of the cohort were placed in the top two bands and 0% were below national minimum standard.
- In Year 9, 62% of students exhibited greater than or equal to expected growth in Writing.

| NAPLAN | | | | | | | | | |
|-----------------------|--------------|--------|-----|--------|-----|--------|-----|--------|-----|
| CATEGORIES | LAST 2 YEARS | YEAR 3 | | YEAR 5 | | YEAR 7 | | YEAR 9 | |
| | | SCHOOL | SIM | SCHOOL | SIM | SCHOOL | SIM | SCHOOL | SIM |
| Reading | 2012 | 508 | 435 | 512 | 507 | 562 | 553 | 590 | 591 |
| | 2013 | 471 | 433 | 544 | 514 | 554 | 543 | 605 | 595 |
| Writing | 2012 | 448 | 424 | 499 | 484 | 532 | 529 | 570 | 571 |
| | 2013 | 437 | 426 | 504 | 489 | 518 | 531 | 563 | 571 |
| Spelling | 2012 | 445 | 423 | 507 | 500 | 543 | 550 | 573 | 589 |
| | 2013 | 450 | 420 | 502 | 503 | 555 | 558 | 598 | 594 |
| Grammar & Punctuation | 2012 | 490 | 438 | 498 | 504 | 560 | 559 | 579 | 589 |
| | 2013 | 468 | 442 | 525 | 513 | 552 | 540 | 594 | 593 |
| Overall Numeracy | 2012 | 461 | 408 | 501 | 499 | 558 | 550 | 589 | 599 |
| | 2013 | 433 | 410 | 510 | 498 | 560 | 554 | 606 | 599 |

Please refer to the ACARA MySchool website: <http://www.myschool.edu.au/>.

REPORTING AREA 4: Senior Secondary Outcomes

In 2013 two students completed Vocational Education and Training s in Retail Services.

All students completed the requirements of the course,

| Year 12 | Qualification/ Certificate | Percentage of Students |
|---------|-------------------------------|---------------------------|
| 2013 | HSC | 98% |
| 2013 | VET | 4% |

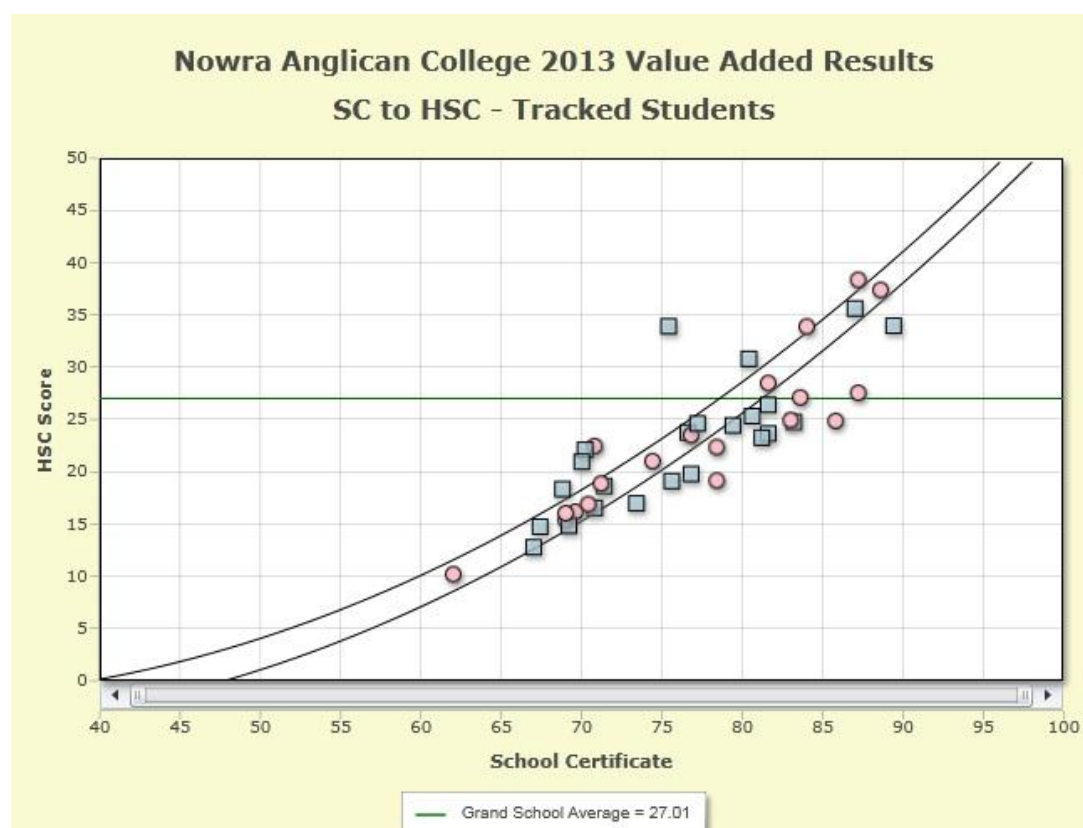
Value Added

Nowra Anglican College Year 12 results statistics are analysed by an independent consultant to ascertain the degree of 'value added' a Nowra Anglican College education makes. Each student's School Certificate results from Year 10 are compared with their Year 12 results to see

Year 12 attaining certificates:

- 99% of Year 12 students gained the HSC
- All student participating in TVET courses gained certification
- All students participating in distance education courses gained certification

if they have improved in the two years or exceeded expectations. A 'Value Added' benchmark is established using state-wide data. The 2012 results for MLC School indicate that 62% of students attained or exceeded the Value Added Benchmark,



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 | 59 |
| 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 | 1 |
| 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 st 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 |
|---|-----------------------------------|
| 21st Century Teaching & Learning – Programming for the National Curriculum <ul style="list-style-type: none"> Curriculum Mapping in 'Edumate' | All teaching staff |
| Mental Health of Young People | All SS teaching staff |
| Literacy Strategies <ul style="list-style-type: none"> Super 'six' strategies to improve reading comprehension | All JS and SS teaching staff |
| First Aid Training <ul style="list-style-type: none"> Updating Staff Training | All staff due for recertification |
| Project Based Learning Conference | 3 |
| Vocational Educational Training for Compliance <ul style="list-style-type: none"> Information and Digital Technologies Entertainment Hospitality Construction Primary Industries | 6 |
| Child Protection – Mandatory Staff Compliance Training | All 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 2013 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.

School staff profile 2013

| | |
|---|------|
| Teaching staff | 60 |
| Full-time equivalent teaching staff | 51.3 |
| Non-teaching staff | 23 |
| Full-time equivalent non-teaching staff | 17 |



REPORTING AREA 7: Student Attendance and Retention Rates

| FORM | Overall | Male | Female |
|----------------|---------------|---------------|---------------|
| Kindergarten | 95.60% | 96.00% | 95.30% |
| Year 1 | 95.90% | 96.80% | 95.50% |
| Year 2 | 94.80% | 94.90% | 94.70% |
| Year 3 | 96.30% | 96.70% | 95.80% |
| Year 4 | 96.10% | 96.60% | 95.70% |
| Year 5 | 94.90% | 97.20% | 93.20% |
| Year 6 | 95.40% | 95.70% | 95.20% |
| Year 7 | 95.90% | 96.10% | 95.50% |
| Year 8 | 95.10% | 95.10% | 95.10% |
| Year 9 | 93.90% | 93.50% | 94.40% |
| Year 10 | 94.10% | 94.20% | 94.00% |
| Year 11 | 92.20% | 93.20% | 91.40% |
| Year 12 | 92.30% | 92.30% | 92.30% |
| OVERALL | 94.80% | 95.25% | 94.46% |

Please refer to the ACARA MySchool website: <http://www.myschool.edu.au/>.

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 flows through to Student Services who checks the reasons and validates the reason for absence.

Ongoing Absences

- Students receive a formal letter identifying that they have 'at risk' attendance behaviour when their absentee rate exceeds 20%.

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

Retention Rates in the Secondary School

Seven-eight percent of the 2011 Year 10 cohort completed Year 12 in 2013. 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: *Post School Destinations*

Although the destinations of all of the Nowra Anglican College students who achieved the Higher School Certificate in 2013 are not known, data held indicates that many received offers of places in Australian Universities such as University of Sydney, University of New South Wales, University of Western Sydney, the University of Technology Sydney (UTS), University of Canberra, Australian National University, Macquarie University with the majority of offers being taken up at the University of Wollongong. These figures are not complete, with some students having gained late entries, and a number of students entered vocational training through the TAFE system or in private colleges (some as apprentices) and some also entered the workforce.

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: Enrolment Policies and Characteristics of the Student Body

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 Head of 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 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 provided to the applicant including an Acceptance of Offer form. This form is signed and returned to the College with the security bond of \$500 per child indicating they are taking a position. If an offer is not to be made, a phone call from the Executive Principal or representative will be made, followed up with a formal letter detailing the content of the phone conversation.

REPORTING AREA 10: School Policies

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 2013 | Access to full text |
|---|-----------------|---|
| Child Protection Policy encompasses <ul style="list-style-type: none"> • Definitions & concepts • Legislative requirements • Preventative strategies • Reporting & Investigating 'reportable conduct' • Investigating processes • documentation | Nil | Summary to staff, & members of the College Council; regular staff training is provided Parents issued a copy on request from the School Office Copy on College's Intranet |
| Security Policy encompasses <ul style="list-style-type: none"> • Procedures for security of grounds & buildings • Procedures for emergencies, including evacuation and lockdown • Critical Incident management • Risk Management policy • Work, Health & Safety policy | Under Review | Summary to staff, & members of the College Council. Regular training, drills and evaluations are a key part of these policies Parents issued a copy on request Copy on College's Intranet |
| Codes of Conduct encompass <ul style="list-style-type: none"> • Codes of conduct for staff and students • Behaviour management • The role of the student leadership team • Communication guidelines for staff | Nil | Summary to staff, & members of the College Council Parents issued a copy on request Copy on College's Intranet |

| Policy | Changes in 2013 | Access to full text |
|--|-----------------|---|
| <p>Pastoral Care Policy encompassing the College's pastoral care system and including:</p> <ul style="list-style-type: none"> • Student Management Guidelines and Awards Scheme Procedures • Procedural fairness and natural justice • Availability of and access to special services such as counselling • Health care procedures • Critical Incident policy • Homework policy • Bullying policy | Under review | <p>Summary to staff, & members of the College Council</p> <p>Parents issued a copy on request</p> <p>Copy on College's Intranet</p> |

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 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 but decisions are guided by the Student Behaviour Management policy. Corporal punishment is prohibited as a disciplinary measure.

Anti- Bullying

The College does not condone bullying or harassment in any form. School should be a safe and happy place. It is important that students and parent work with the College to solve any bullying problems. The College implements regular anti-bullying programs in Pastoral Care time.

The policy includes processes based on procedural fairness for responding to and managing allegations of bullying. The full text of the College's Bullying - Responding to and Preventing Guidelines for Senior School is available on the College's website, intranet and on request. Additional guidelines are also available in the Senior School Diary. Junior School guidelines are documented in the Junior School Diary and in the Junior School Handbook.

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 2013 | Access to full text |
|--|----------------------|--|
| <p>Grievance Procedures encompasses</p> <p>Procedures for:</p> <ul style="list-style-type: none"> grievances between staff & students grievances between staff & parents grievances between staff members grievances between students <p>The policy discusses how to:</p> <ul style="list-style-type: none"> reach resolution natural justice | Nil | <p>Parents issued additional copy on request</p> <p>Copy on College's Intranet and website</p> |



REPORTING AREA 11: School Determined Improvement Targets

In the 2012 Annual Report, the following priorities areas for improvement were identified in 2013. The last column of the

table indicates the results on the achievements of the performance targets.

Achievement of priorities identified in the College's 2012 Annual Report

| Area Identified for 2012 | Priority Areas | Achievement to Date |
|--------------------------------|---|--|
| Staff professional development | Curriculum Mapping National Curriculum Mapping Literacy Framework In-Time Reporting | Staff trained in curriculum mapping and reporting. In-Time Reporting introduced in 2013. Professional development was provided in literacy and reading comprehension strategies for all staff. |
| Student Welfare | 'You can do it' program | 'You can do it' program implemented through the Pastoral Care system. |
| Facilities & Resources | Improvements to the speed of the internet connection and College network upgrade to enable faster internet uploads and downloads. | Suitable infrastructure installed to achieve Improved internet speed and access. |

Priority areas for improvement

| Area Identified for 2013 | Priority Areas |
|--------------------------|--|
| Teaching and Learning | Improved academic standards in all state-wide testing, eg HSC and NAPLAN results Improve Reading comprehension for students K-8 through the Improving Literacy and Numeracy National Partnership Grant. Continuation of In-Time Reporting Development of Enrichment program for students in 3-10. |

| Area Identified for 2013 | Priority Areas |
|--------------------------------|---|
| Student Welfare | <i>Revision of Behaviour Management Guidelines for Years 7-12.</i> |
| Facilities & Resources | Improvement in IT resources in preparation for implementation of E-Learning and VET |
| Staff Professional Development | Development of Staff Code of Conduct and Anti-Bullying procedures |



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: *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. Complaints are dealt with in a timely and effective manner, addressing concerns as and when they arise.

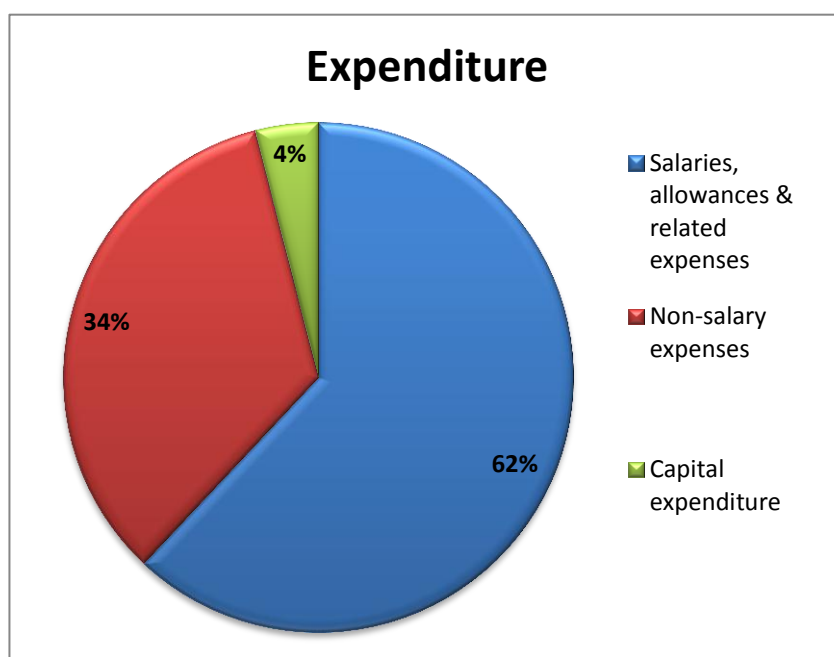
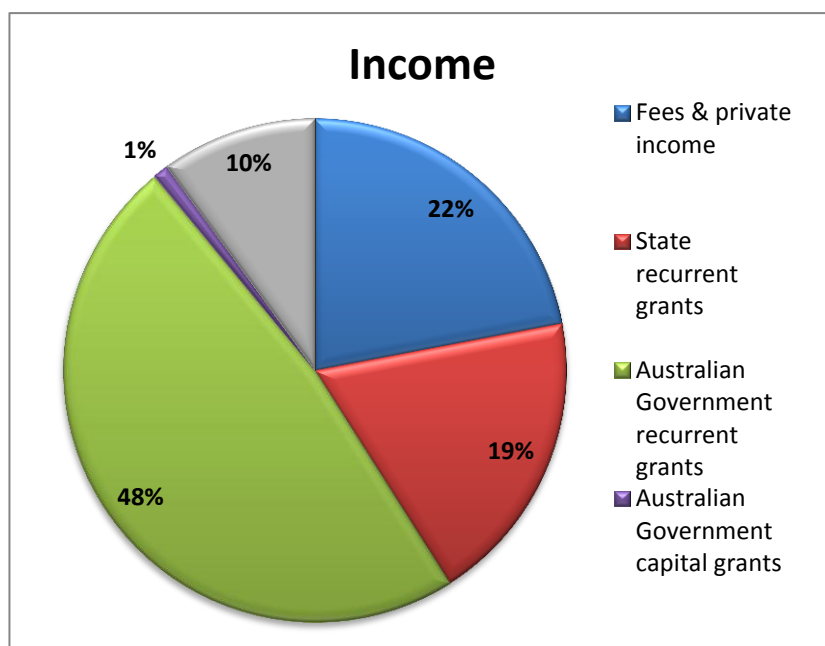
A number of informal student feedback mechanisms exist across the College including student leadership forums. Student leaders meet regularly with senior

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 has continued to be given in 2013 and this is still been seen as positive by our senior cohort years.

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*





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