



ANNUAL REPORT

2014

NOWRA ANGLICAN COLLEGE



From the Executive Principal

Nowra Anglican College provides a challenging and supportive learning environment.

Differentiated instruction, explicit instruction of literacy and numeracy, innovative programs, quality staff and a focus on technology, equip our students well to meet modern challenges.

The focus in the College 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.

Our children's journeys commence at our preschool, which is a place where children learn in an environment that is dynamic and alive. Here is the commencement of a learning journey which respects and values each child and family and our learning space create a desire to investigate and wonder.



The focus in the College is upon the unique abilities of each individual child. Our integrated programs facilitate inquiry-based and research-centred learning within a collaborative environment.

From here the same philosophy flows into our Junior School. The warmth of each classroom space embraces you the moment you walk through the front door and all families are welcomed. French and Music are taught by specialist teachers in the Junior School. Extracurricular lessons are offered in Speech and Drama and musical tuition. Children are identified for our Junior School enrichment program where they engage in programs above and beyond the parameters of the mainstream classroom.

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. 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, Debating and Public Speaking, Duke of Edinburgh, band programs, ski trips, sporting tours and our annual Year 11 outreach trip to Cambodia.

In the sporting arena, the College is also highly regarded. Every year many students are selected in a wide range of sports including Rugby, Athletics, Basketball, Netball, Hockey and Tennis and our students regularly gain National selection.

Our staff are highly trained, passionate and energetic. We aim to be a place that staff, students and parents are proud of – where students feel engaged, valued and confident and use their learning experiences to make a difference in the world. In all that it does, we aim to be a living expression of the Gospel of Jesus Christ.

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



From the Chair of Council

As a member of the Sydney Anglican Schools Corporation, a key strategic goal of Nowra Anglican College is to provide high quality education within a Christian worldview. The College has an open enrolment policy and is committed to achieving such outcomes, within a safe and caring environment, for all its students from Kindergarten to Year 12.

In the past year, the College, under the leadership of the Executive Principal, Mrs Lorrae Sampson, has taken a number of educational initiatives to support this goal, including an expanded enrichment program in the junior school, the expansion of project-based learning and the introduction of a One to One Learning program (utilising a BYOT approach) in the secondary years.

These programs will not only enhance the subject choices available to students, but also lead over coming years to improved learning outcomes as each student is better able to make the best use of his or her individual talents and abilities.

To support these initiatives, the School Council has focused on enhancing the environment and facilities at the College, as well as supporting the teaching staff.

***As each has received
a gift, use it to serve
one another, as good
stewards of God's varied
grace. [1 Peter 4:10]***



During the past year, a new Master Plan for the College was substantially completed and a number of improvements in facilities begun; these will benefit both teaching and co-curricula activities. And the greater emphasis on eLearning throughout the College has required a substantially upgraded IT infrastructure and systems, which is expected to significantly enhance teaching and learning outcomes over coming years. It should also lead to improved communication with parents as well as efficiencies in the day-to-day management of the College.

The successful translation of these initiatives to the learning environment at the College, and student outcomes, depends fundamentally on the commitment and quality of the teaching staff. An important way in which this commitment is supported by the College is through their continuing professional development, which is a key priority framed within the strategic goals of the College and implemented under a new Professional Development Policy adopted across the schools of the Corporation.

The Council is confident of the continuing development of the College to the benefit of students and other stakeholders, including parents and the Shoalhaven community.

Mr Bill Shields
Chair Shoalhaven Region Anglican Schools Council

“All students have the opportunity to develop their leadership capabilities.”



Student Leadership

Students at Nowra Anglican College participate in leadership positions at the following levels and capacities; in Junior School - Captains, Vice-Captains, House Captains; Senior School - Captains, Vice 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.

In 2014 the Student Leadership Committee (SLC) represented the College at a number of events including the ANZAC Ceremony and Leadership forums held by the local member for Kiama and the Sydney Anglican Schools Corporation. The SLC organised a number of events for students which raised funds for the annual Cambodia service trip, the X-Nactor talent quest and Foundation Day activities and they participated in the inaugural Shoalhaven Winter Sleep Out.

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.



Parents & Friends

The P & F began 2014 with a sense of achievement, as our goal for 2013 of acquiring a new bus for the College had been realised! The P & F contributed over \$40,000 towards the purchase of the bus, which has now been sign written and is now a significant asset to the school community.

In consultation with the College Executive the focus is now on sun shade solutions for the Kindergarten play area and also to improve weatherproofing for the existing sun shades at the front of the College where the students gather in the morning.

The College is also exploring the possibility of applying for grants to assist with these improvements. Our wonderful P & F team were busy again organising and helping out at many events held during the year, including but not limited to Mother's and Father's Day gift stalls, Morning Tea for Grandparents Day, Junior School Disco, Operation Christmas Child, Relay for Life, Christmas Dinner at Bomaderry Bowling Club. The Christmas Dinner held at Bomaderry Bowling Club on November 21st was an enjoyable evening and a lovely way to end the year.

The NAC P & F are a wonderful group of dedicated, hardworking fun people who make it their mission to support the students and staff of the College. Meetings are held twice per term.

Serena Copley
P & F President



Nowra Anglican College was established in 2000 by the Sydney Anglican Schools Corporation and is a faith based Christian, co-educational school catering for children in Preschool to Year 12. Nowra Anglican College 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 with a total enrolment in August 2014 of 807 broken down as:

Pre-school	89
Junior School	298
Senior School	420

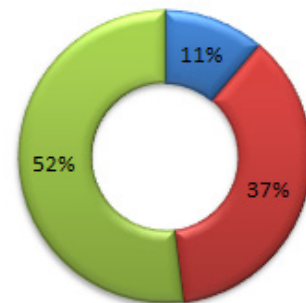
As it is a comprehensive school that places priority on keeping fees at an affordable level, Nowra Anglican College students come from a wide range of socio-economic backgrounds: for example, 10% of our students are from Defence families and almost 5% are indigenous.



Enrolments by School - 2014

2014 Enrolments by School

■ Pre School ■ Junior School ■ Senior School



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'.

“Differentiated instruction, innovative programs, quality staff and a focus on technology equip our students well to meet modern challenges.”



Student Performance

HIGHER SCHOOL CERTIFICATE

The class of 2014, our 10th Higher School Certificate candidature, have reinforced the proud academic tradition of the School, building on the meritorious achievements of those who came before them.

In 2014, Nowra Anglican College had a cohort of 63 students who sat the HSC examination in 25 courses. In total, more than 76% of candidates across all courses achieved marks of 60 or more (Band 3 or higher).

The HSC results have shown improvement. However, more work is needed in this area. This year, five students achieved ATARs over 90 and we received 13 Band 6 or notional Band 6 results.

The area of improvement that is particularly pleasing is the increase in the number of Band 5s obtained. Last year NAC received 24 Band 5s with 45 students. This year NAC obtained 97 Band 5s with 63 students.

Also our percentage of students achieving an ATAR of 65 or above has increased from 29% in 2013 to 48% in 2014.

We have made a significant improvement in our median ATAR result with an improvement of 6 ATAR points. This follows on from the 2013 cohort achieving the most value add in comparison to the previous five years.

We have made a significant improvement in our median ATAR result at NAC by 6 ATAR points

Other highlights:

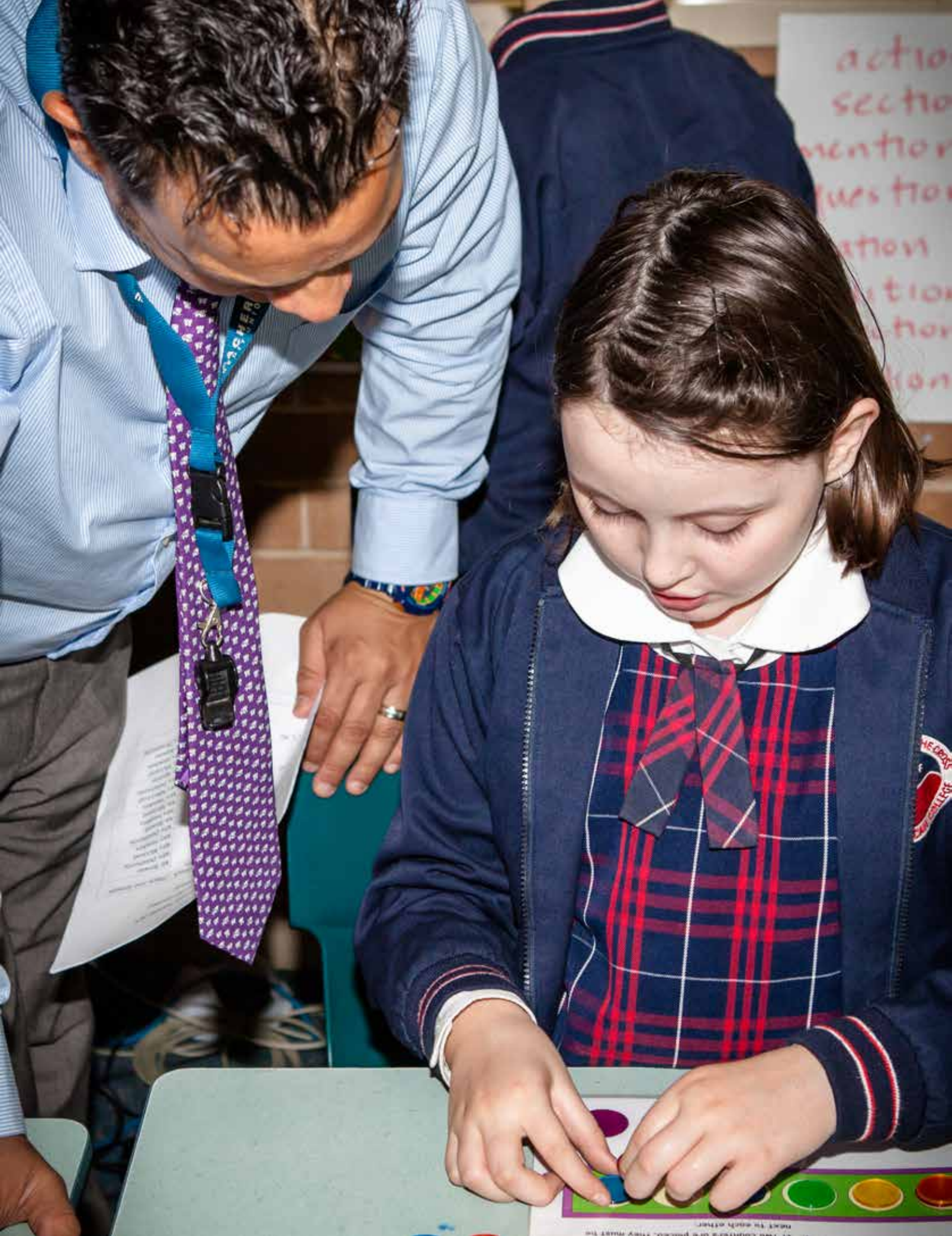
- Highest ATAR 95.10
- 1 student nominated for DesignTech
- Band 6 results in Biology, Chemistry, English Extension 1, English Extension 2, Legal Studies, Mathematics General, Mathematics, Mathematics Extension 1, Mathematics Extension 2, Modern History, Music
- 8 subjects had 100% of students in bands 4-6

The improvement in the 2014 results has come from improvements in the lower and middle ability students. I am pleased with this result and with continued emphasis on raising the results of our higher achieving students, we will continue to see an improvement in our HSC results. Our aim is to continue to achieve the best possible results for all students.

HIGHER SCHOOL CERTIFICATE				
COURSE		No of Candidates	School Median Mark	State Median Mark
Ancient History	2 Unit	10	73.40	71.68
Biology	2 Unit	15	74.39	71.65
Business Studies	2 Unit	16	71.78	74.00
Chemistry	2 Unit	9	73.20	76.13
Design & Technology	2 Unit	9	77.60	75.86
Drama	2 Unit	7	77.86	77.90
Earth & Environmental Studies	2 Unit	8	71.20	74.80
Economics	2 Unit	5	66.52	75.73
English Standard	2 Unit	13	64.46	67.46
English Advanced	2 Unit	50	74.51	80.53
English Extension 1	2 Unit	10	40.69	41.19
English Extension 2	2 Unit	8	37.30	38.49
Geography	2 Unit	20	69.84	73.64
Legal Studies	2 Unit	17	72.99	73.36
Mathematics General	2 Unit	34	66.21	68.89
Mathematics	2 Unit	11	77.67	78.37
Mathematics Extension 1	2 Unit	4	84.25	80.58
Mathematics Extension 2	2 Unit	2	86.10	81.58
Modern History	2 Unit	21	76.10	74.95
History Extension 1	2 Unit	3	38.70	38.71
Music I	2 Unit	3	88.73	80.29
Personal Development, Health & Physical Education	2 Unit	12	77.45	72.86
Physics	2 Unit	5	74.88	73.49
Society & Culture	2 Unit	13	75.60	76.65
Visual Arts	2 Unit	8	80.10	78.30

RoSA

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



NAPLAN

In 2014, students in Year 3, Year 5, Year 7 and Year 9 sat the NAPLAN tests and our results are testament that the literacy and numeracy strategies that were implemented across the College from Kindergarten to Year 8 were effective.

NAPLAN									
CATEGORIES		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
	2014	479	443	565	523	569	564	602	602
Writing	2012	448	424	499	484	532	529	570	571
	2013	437	426	504	489	518	531	563	571
	2014	445	418	499	483	533	530	563	576
Spelling	2012	445	423	507	500	543	550	573	589
	2013	450	420	502	503	555	558	598	594
	2014	434	428	531	510	559	558	586	599
Grammar & Punctuation	2012	490	438	498	504	560	559	579	589
	2013	468	442	525	513	552	540	594	593
	2014	499	450	552	524	562	564	569	565
Overall Numeracy	2012	461	408	501	499	558	550	589	599
	2013	433	410	510	498	560	554	606	599
	2014	462	422	531	505	569	565	622	608

An example is in Year 3. 54% of students achieved results in the top band in reading as compared to 29.7% of the whole state. In Year 5 our results have shown an improvement over the last three years with more students moving into the higher bands with 32.7% achieving in the top band as compared to the state average of 16.9%

The results for Numeracy are also impressive. All years have achieved above state average. One example of the excellent results is in Year 7 with 22.4% of all students achieving in the top band compared to 14.8% of the whole state.

At Nowra Anglican College, we don't teach just to do well in national tests, our excellent results in the national tests are an indicator that we are constantly moving to improve our students' achievements and we are striving for them to achieve their best.

The excellent NAPLAN results may also be viewed in the MySchool website, <http://www.myschool.edu.au>

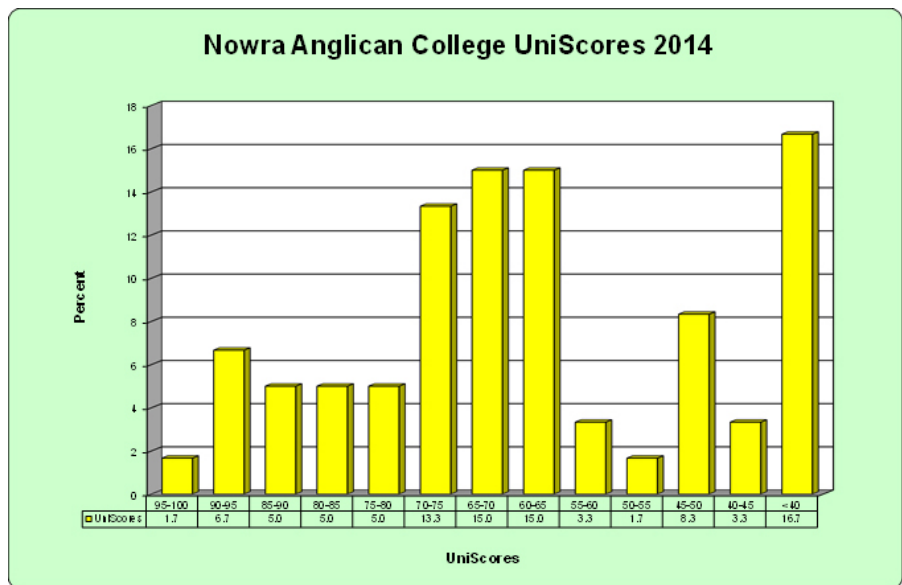
Senior Secondary Outcomes

The 2014 UniScores analysis revealed 60 students eligible for an ATAR {44}, 28 boys {24} and 32 girls {20}.

The mean, 63.35 {60.45} increased by 2.90 UniScore points and the median, 65.95 {59.70} increased by 6.25 UniScore points.

The mean for boys, 59.62 {59.31} increased slightly by 0.30 and their median, 63.43 {60.03} increased by 3.40 while the girls' mean, 66.61 {61.81} increased by 4.80 and their median, 67.43 {58.68} increased by 8.75.

- 1.7% of students achieved UniScores at or above 95 {2.3%} - stable
- 8.3% were at or above 90 {9.1%} - stable
- 18.3% were at or above 80 {18.2%} - stable
- 36.7% were at or above 70 {27.3%} - an upward shift
- 66.7% were at or above 60 {50.0%} - an upward shift
- 28.3% of students {31.8%} were in the tail of the distribution (ie below 50) - a decrease
- More than two-thirds of the cohort students received university placement offers through UAC to a number of institutions including University of Wollongong, University of Technology, University of New England, Charles Sturt University, Australian National University, University of Sydney and the University of Canberra.



In 2014 one student completed a School Based Traineeship in Early Childhood Education and Care, receiving a Certificate III qualification. six students enrolled in external VET subjects; Construction, Electrotechnology, Aviation and Aeroskills. One student commenced a School Based Traineeship in Business Services.

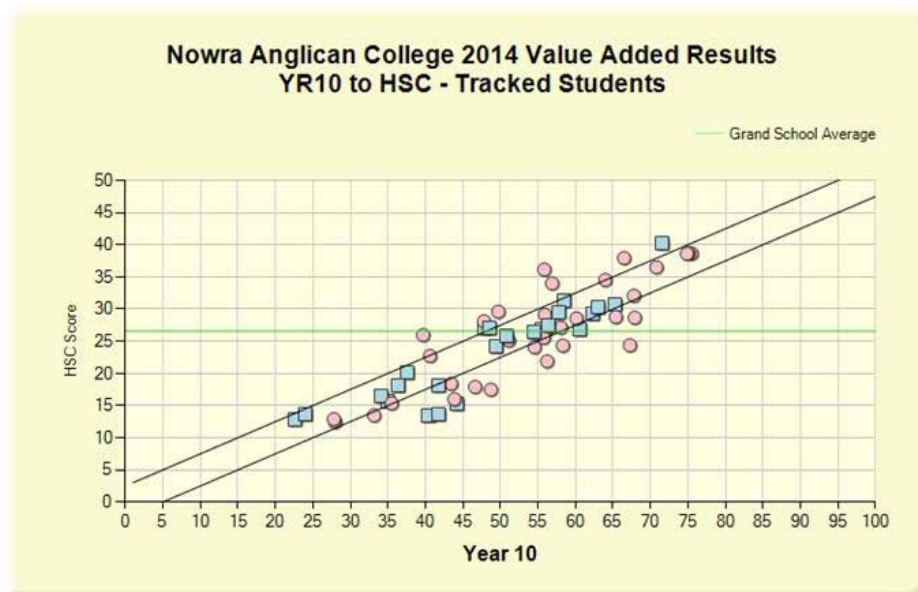
In Year 12 attaining certificates”:

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

Year 12	
2014 Qualification/ Certificate	Percentage of students
HSC	100%
VET	28%

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 if they have improved in the two years or exceeded expectations. A ‘Value Added’ benchmark is established using state-wide data. The 2014 results for Nowra Anglican College indicate that 72% of students attained or exceeded the Value Added Benchmark.



“Allow students time and space to choose what they want to do - their choices will illuminate their individual strengths.”



Professional Learning and Teacher Standards

Professional Development

All Nowra Anglican College staff (teaching and non-teaching) undertook professional learning opportunities throughout 2014, which included:

- Staff Development Days
- School-based Workshops
- Online Training and
- External Conferences and Workshops.

The professional learning component at Nowra Anglican College is developed through consultation and is linked to College priorities.

The priorities for 2014 focused on NAC's Bring Your Own Device program, or our One-to-One Learning Strategy as we prefer to call it. Furthermore, how does the advent of One-to-One in the classroom impact pedagogy and the physical layout of learning spaces? These are issues that staff have begun to discuss and will continue into 2015 as we seek to provide a strong education for our students.

Our other focuses for 2014 included training for our middle managers to assist them as they seek to lead change within their faculty and stage groups. Part of this change also centred on the continuing implementation of the new National Curriculum, which in 2015 will roll out into Years 8 and 10 in the Senior School.

TEACHER 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	64
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 1st October 2004 and worked as a 'teacher' during the last five years in a permanent, casual or temporary capacity	0



The staff at Nowra Anglican College are dedicated practitioners who are committed to working in partnership with parents.



Workplace Composition

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 2014 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 2014	
Category	Teachers
Teaching staff	64
Full-time equivalent teaching staff	56.4
Non Teaching staff	23
Full time equivalent non-teaching staff	15.7



Student Attendance and Retention Rates

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

Parents/Carers receive a formal letter identifying that their child has '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

Eighty-two percent of the 2012 Year 10 cohort completed Year 12 in 2014. 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.

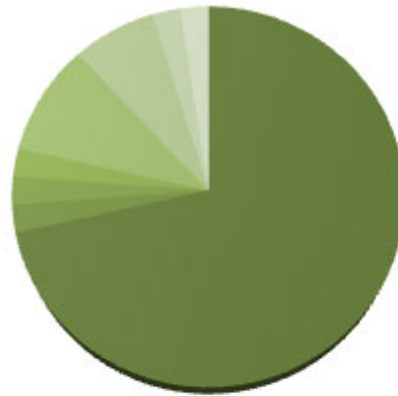
HIGHER SCHOOL CERTIFICATE			
YEAR LEVEL	OVERALL	MALE	FEMALE
Kindergarten	96.20%	96.70%	95.90%
Year 1	95.30%	96.10%	94.60%
Year 2	96.20%	97.40%	95.60%
Year 3	94.50%	93.50%	95.80%
Year 4	94.90%	94.80%	95.00%
Year 5	96.10%	96.10%	96.20%
Year 6	94.40%	96.90%	92.80%
Year 7	96.80%	96.80%	96.70%
Year 8	95.70%	96.20%	94.90%
Year 9	94.50%	94.50%	94.50%
Year 10	94.90%	94.00%	95.70%
Year 11	94.10%	93.70%	94.50%
Year 12	90.70%	92.10%	89.50%
Overall	94.90%	95.30%	94.75%

Post School Destinations

Although the destinations of all of the Nowra Anglican College students who achieved the Higher School Certificate in 2014 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 New England, the University of Technology Sydney (UTS), University of Canberra, Australian National University, Charles Sturt 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.

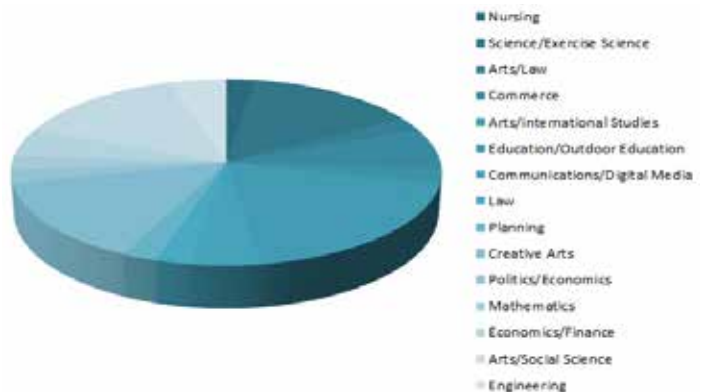
Several students applied for the University of Canberra's Principal Recommendation Scheme and University of Wollongong's Early Entry scheme and were successful and offered a place at University. A small percentage of graduating students deferred their tertiary studies to undertake gap year activities 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.

UAC OFFERS BY INSTITUTION



University of Wollongong	University of Technology
University of New England	University of New South Wales
Charles Sturt University	Australian National University
University of Sydney	University of Canberra

UAC OFFERS BY INTEREST AREA



Enrolment Profile, Policy and Procedure

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.

YEAR GROUP DISTRIBUTION AT CENSUS 2014			
SECONDARY		PRIMARY	
YEAR GROUP	NO OF STUDENTS	YEAR GROUP	NUMBER OF STUDENTS
12	63	6	41
11	80	5	57
10	74	4	46
9	61	3	40
8	75	2	37
7	67	1	39
		K	38
Overall	420		298

School Policies

Student Welfare Policies

The College seeks to provide a safe and supportive environment which:

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

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 Head of Pastoral Care administers this program for students Years 7-12. Each year group in the secondary area has allocated Year Patrons who are each supported by four Pastoral Leaders. This team of professionals deliver a tailored pastoral care program and strategies to support our students. In the Junior School the classroom teacher has the primary responsibility for the pastoral care of their students. The teacher is supported by Stage Co-ordinators and the Head of Junior School.

Discipline Policies

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.

Policies for Complaints And Grievances Resolution

The College's policy for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by parents and/or students. These processes incorporate, as appropriate, principles of procedural fairness. The full text of the College policy and processes for employee complaints and grievances resolution as well as the processes in relation to student and parent complaints are outlined in the Concerns and Complaints Policy. The location of the full text of this policy can be found on the College website or in print form upon request from the Executive Principal's Office.

School determined improvement targets

ACHIEVEMENT OF PRIORITIES SET FOR 2014		
Category	Priority Areas	Achievement to Date
Teaching and learning	<p>Improved academic standards in all state-wide testing, eg HSC and NAPLAN results</p> <p>Improve Reading comprehension for students K-8 through the Improving Literacy and Numeracy National Partnership Grant.</p> <p>Continuation of In-Time Reporting</p> <p>Development of Enrichment program for students in 3-10.</p>	<p>Improvement of 6 points in the median ATAR in the HSC was achieved.</p> <p>Improvement in the number of Band 5 and 6 results achieved compared to previous years.</p> <p>Achievement of the targets set from the Improving Literacy and Numeracy National Partnership Grant including improvements in NAPLAN and PAT tests. Including reducing the number of students in Year 8 at the stanine level 3 or lower from 23% to 12% in 2014.</p> <p>Increasing professional development in the explicit teaching of reading in staff, stage and faculty meetings by 30%</p> <p>In-Time Reporting has been extended to Year 10 and now incorporates Years 7 – 10.</p> <p>The enrichment program is continuing and being further developed.</p>
Student Welfare	Revision of Behaviour Management Guidelines Years 7 - 12	Behaviour Management Guidelines for Years 7 – 12 have been revised.
Facilities and Resources	Improvement in IT resources in preparation for implementation of E-Learning and VET	IT resources have been improved in readiness for the introduction of the BYOT strategy in 2015.
Staff Professional Development	Development of Staff Code of Conduct and Anti-Bullying procedures	Staff Code of Conduct and Policy of Treating others with Dignity and Respect have been developed and distributed to all staff.

School determined improvement targets

ACHIEVEMENT OF PRIORITIES SET FOR 2015	
Category	Priority Areas
Teaching and Learning	<p>Improved academic standards in all state-wide testing, HSC and NAPLAN, with particular emphasis on improving the students in the upper bands. this will address the National trend of lowering of academic results of the more able students.</p> <p>Continuation of improved academic standards for all students, including those with learning difficulties, through the explicit instruction of literacy skills</p> <p>Development of a Gifted and talented policy and extension of the enrichment program in Stage 4.</p>
Student Welfare	<p>Collect data regarding student well being and pastoral care.</p>
Facilities and Resources	<p>Improve sporting facilities</p> <p>Upgrade IT equipment in classrooms</p> <p>Upgrade classroom furniture to adapt to the needs of student learning as a result of the introduction of the BYOT strategy in Senior School.</p>
Staff Professional Development	<p>Continue to develop staff to provide quality teaching experiences through the implementation of a peer appraisal and goal setting system.</p> <p>Provide faculty specific PD to improve HSC results.</p> <p>Provide staff PD on improving writing.</p>

Initiatives Promoting Respect & 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.



Parents, Student & 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.

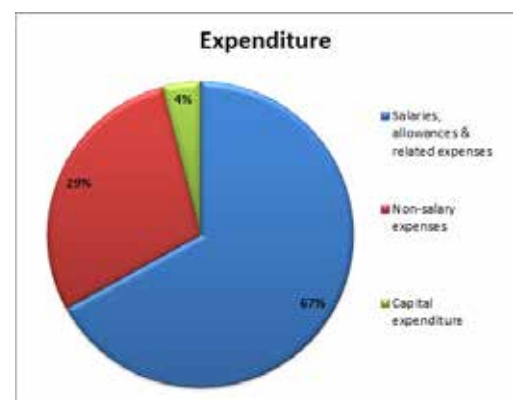
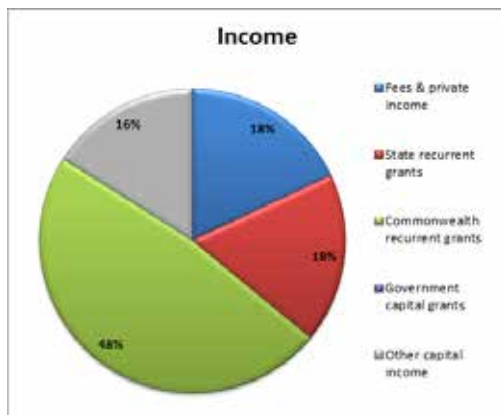
Comments from our parents:

“We count it an absolute blessing from God to have had Nick attend NAC. The goldy concern and love that the teachers have for the students was so evident.”

“We would like to express out gratitude in the pat tht you have played in getting out girl over the finishing line. The last two years have been very difficult and if it was for you and her other teachers combined efforts, she would have. Thank you so much.”

“Thank you for the fantastic job you are doing.”

Summary Financial Information





**Courage to Excel,
Compassion to Give**

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