

Annual Report



2015



From the Chair of Council

As a member of the Anglican Schools Corporation, Nowra Anglican College strives to achieve the two key strategic objectives of the Corporation: to provide a high quality education within a Christian worldview shaped by the Bible; and, to communicate in word and deed the Gospel of Jesus Christ to students, staff, parents, and the wider community. Within that context, the role of the Council is to provide the necessary encouragement and support to enhance teaching and learning outcomes for all students so that they can develop and make full use of their individual gifts and talents.

The Council has taken two significant steps in the past year towards realising these goals. In conjunction with the Executive Principal, Mrs Lorrae Sampson, it began preparation of a new strategic plan for the College. The new plan will focus on refreshing the teaching and learning framework at the College including the College's approach to

Christian education. We are aware, however, that new innovations in teaching and learning can not simply wait for a new strategic plan to be finalised. The College needs to constantly seek to improve the teaching and learning environment for all its students. In the past year this was achieved through initiatives such as the EDGE Centre in the Junior School and the Connect HSC program, which offers an alternative vocational pathway in the Senior School.

The Council is also aware that improvements in the facilities of the College are important in supporting educational outcomes. It has actively pursued its Master Plan for the College, which saw construction of a new Senior Studies Centre for Year 11 and 12 students commenced and planning for new classrooms for the Junior School initiated.

The Council believes that both these initiatives will add to the already high standing of the College and the respect for its students in the local community, as is evident in the continuing growth in enrolments. But it also believes that this could not have been possible without the caring leadership and commitment of the Executive Principal and staff at the College.

With God's grace we are confident that the College will continue to achieve the best outcomes for its students over the coming year.

Mr Bill Shields
Chair of Council
Shoalhave Region Anglican Schools

From the Executive Principal

Nowra Anglican College provides a challenging and supportive learning environment for all students. 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.

The school is driven by a deep belief that every student is capable of successful learning. As such a wide variety of learning experiences is provided to allow students to foster and develop their interests and abilities.

A high priority is given to building and maintaining positive and caring relationships between staff, students and parents. There is a strong collegial culture of mutual trust and support among teachers and school leaders and parents are treated as partners in the promotion of student learning and wellbeing. The school works to maintain a learning

environment that is safe, respectful, tolerant, inclusive and that promotes intellectual rigor.

Teaching and learning is of such a standard that members of our community are encouraged to reach a level of attainment consistent with the gifts and abilities that God has given them. Staff acknowledge the “uniqueness” of each child and endeavour to extend each child in their learning experiences. A capacity to provide differentiated learning exists and is required to achieve the teaching and learning standards relevant to each child. Teachers also recognise the need for “lifelong learning” and are engaged in education and training to enable ongoing professional development. This includes opportunities to engage with the latest educational research and direction.

Teachers at Nowra Anglican College construct a learning environment designed to develop confident,

socially and emotionally well-adjusted young people. We aim for our students to develop personal integrity built on a foundation of moral and ethical behaviour and a commitment to service. Students and staff work together to cultivate resilience and a positive approach to learning. Students embrace a growth mindset, learning to articulate their learning strengths and areas of concern so that they can attain their best.

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 creates a desire to investigate and wonder. Our motto “Play, Explore, Learn” in the preschool highlights the emphasis upon the environment in the learning process.



2015

From here the same philosophy flows into our Kindergarten and then throughout the entire 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. An extensive co-curricular program is in place and students are encouraged to participate in a wide variety of activities including, drama, choir, music ensembles and sporting teams. Peripatetic music, sport and drama lessons are offered to all students.

Nowra Anglican College motivates each student to develop a keen and discerning mind through thoughtfully structured and dynamic teaching programs and learning environments. In 2015 enrichment and extension opportunities and programs have been consolidated and are organised through the EDGE Centre (Enrichment, Differentiation and Gifted Education Centre). Our teachers are passionate about

generating learning experiences for all students that are challenge-oriented, promote critical thinking, creativity, deep understanding, problem solving and evaluative judgement. Equally, we aim to cultivate students who are passionate about learning and who recognise the relevance of their knowledge, understanding and skills.

The College has well-developed Technology and Applied Studies programs across the Junior and Senior Schools with students being given opportunities to participate in STEAM (Science, Technology, Engineering, Arts and Mathematics) activities involving the use of robotics, 3D printing and laser cutters. Cutting edge technology enables children to be confident and competent digital learners in all areas of the curriculum. All students in Senior School are required to bring a digital device to facilitate our One-to-One Learning platform.

We aim to be a place that staff, students and parents are proud – where students feel engaged, valued and confident and use their learning experiences to make a difference in the world. In all that the College stands for, we aim to be a living expression of the Gospel of Jesus Christ.

Mrs Lorrae Sampson
Executive Principal

Student Leadership



This year we had the honour of assuming the role of College Captains. We relished every opportunity and responsibility that we were presented with and thoroughly enjoyed seeing results for the hard work of the College's leadership team.

From the beginning the Prefect team sought to work with one of the College's strengths - its strong sense of community - and improve on it further. This was achieved with another successful X-NACTOR talent competition and the strong push to elevate House spirit.



We also set out to increase organisation, efficiency and student representation in all facets of school life, and did so with the establishment of six unique portfolios of which a male and a female Prefect assumed an overseeing role. The portfolios of Public Relations, Pastoral Care, Sport, Christian Leadership, CAPA and Academic were extremely effective in creating a pathway of communication and organisation for all students through the leadership team, and saw great progress being made in each portfolio. Some examples of this are the incoming House crests and the pastoral leadership and mediation programs in which Year 10 students were trained.



As Captains we have also loved representing the College at various leadership forums and events, with our trip to NSW Parliament and Government House where we met NSW Governor David Hurley being a real highlight. Overall, we are very grateful for the year we've had and are proud of the hard work of the College's leadership team.

Daniel Hockey & Imogen Riordan
College Captains

Parents & Friends



2015 was another hectic College year and the P&F have been busy supporting teaching staff, students and carers and working towards raising funds for various projects around the campus.

This year we have been looking into improving shade and shelter areas with the possibility of new or upgraded shade sails. This is still up for discussion, and the P&F have also asked for the teachers "wish list".

The other project that has been launched this year is to produce a NAC family cookbook in 2016. This project



was proposed by one of our wonderful parents and 2015 has seen the collection of recipes and the planning of advertising and marketing ready for next year. The production of a cookbook is a really exciting project that the whole school community can be involved in.

The P&F has also been involved in the following activities

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



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

Joining the P&F is a wonderful way to be involved in your children's school activities, to make friends and assist with raising money for worthwhile school improvements.

Ms Serena Copley
P & F President



About our College

Nowra Anglican College was established in 2000 by the Sydney Anglican Schools Corporation and is a Pre Kinder to Year 12 school that provides a challenging and supportive learning environment. Our aim is to ignite each child's passion for life and learning.

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.

Our focus is on the unique abilities of each child and the College has high standards of achievement in all areas. Differentiated instruction, innovative programs, quality staff and a focus on technology equip our students well to meet modern challenges. Our integrated programs facilitate inquiry-based and research-centred learning within a collaborative setting. Integrating technology into our learning programs enables our students to be confident and competent learners in all areas of the curriculum.

At Nowra Anglican College we believe the education of each child is a partnership between the school and the family and it is vital that there is a breadth of opportunities offered to each child in order for them to develop and grow. Education in our school is all about each child being given the opportunity to achieve their best.

- We challenge all students academically.
- We provide students with excellent sporting and cultural opportunities through an extensive co-curricular program.
- We look at spiritual and service components that will help each child develop into the type of young person which will improve their world.
- We provide students opportunities to develop their leadership capabilities throughout their schooling.

Real world opportunities to deepen learning is fostered within and outside the classroom with extensive opportunities for students to develop their skills and knowledge through such events as Language and History tours, field studies in Geography and Science and visits to theatrical events. Students are also provided opportunities to display their work including displays of artworks in the local galleries and participation in eisteddfods.

The College is renowned in the Shoalhaven as a centre of excellence in the performing and creative arts. The biennial musical, music and arts showcase evenings, choral concerts, recitals and drama events draw large audiences throughout the year.

In the sporting arena, the College is also highly regarded. All students are provided a broad variety of experiences to develop their physical abilities. International sporting tours are a highlight in the school

calendar, including Rugby and Netball tours to New Zealand and Singapore. Every year many students are selected for representative teams in a wide array of sports through to State and National representation.

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 service trip to Cambodia.

Pre-school	87
Junior School	309
Senior School	440
TOTAL	836

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.

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'.

Student Performance

HIGHER SCHOOL CERTIFICATE

The Class of 2015, our 11th Higher School Certificate candidature, have reinforced the proud academic tradition of the College, building on the meritorious achievements of those who came before them.

Seventy-one students sat the HSC examination in 34 courses. In total, more than 81% of candidates across all courses achieved marks of 60 or more (Band 3 or higher); 31% achieved Band 5 and 6 results.

This year, eleven students achieved ATARs over 85 and we received 20 Band 6 or notional Band 6 results. The highest ATAR received by a student was 94.55.

The percentage of students achieving an ATAR of 65 has increased slightly to 49% in 2015.

Band 6 results have been received in a wide range of

subjects including:

- English Advanced
- English Extension 1
- Modern History
- Mathematics Extension 1
- Music
- Drama
- Visual Arts
- Design and Technology
- Legal Studies
- Society and Culture

This year of particular note are the achievements of students in the subjects of Modern History, Music, Visual Arts and English Extension 1. In the Modern History class three students achieved Band 6 results and 8 students achieved a Band 5 result. In Music three students achieved Band 6 results, in Visual Arts three students achieved Band 6 results and in English

Extension 1 two students achieved the equivalent of a Band 6 result with marks of 47/50 and 46/50 in this subject.

Several of our students achieved extraordinary results in their practical examinations. Three students were nominated for their exemplary work in the different HSC showcases in the areas of Design and Technology, Music and Visual Arts. Two students were later accepted for their respective exhibitions, that being DesignTECH and ARTEXPRESS.

In 2015 there were six Year 11 students and one Year 10 student eligible to receive their RoSA certificate upon finishing their education and commencing either full time work or an apprenticeship.



NOWRA ANGLICAN COLLEGE RESULTS VS STATE MEAN									
Course	Units	No of Candidates	School Median Mark	State Median Mark	Course	Units	No of Candidates	School Median Mark	State Median Mark
Ancient History	2 units	9	73.87	71.34	Geography	2 units	14	73.00	73.85
Biology	2 units	13	72.51	71.13	Legal Studies	2 units	15	74.84	74.60
Business Studies	2 units	16	70.45	73.65	Mathematics General	2 units	39	67.73	68.64
Chemistry	2 units	12	72.85	75.81	Mathematics	2 units	20	71.17	77.89
Design & Technology	2 units	10	76.76	76.25	Mathematics Extension 1	1 unit	7	67.06	81.20
Drama	2 units	6	85.53	77.81	Mathematics Extension 2	1 unit	3	86.87	82.28
Earth and Environmental Science	2 units	9	68.91	75.10	Modern History	2 units	25	76.93	75.29
Economics	2 units	6	63.60	76.12	History Extension 1	1 unit	3	34.73	38.64
Engineering Studies	2 units	7	76.31	75.00	Music	2 units	4	91.00	80.60
English Standard	2 units	13	65.71	67.10	PDHPE	2 units	15	78.51	73.10
English Advanced	2 units	59	74.27	80.43	Physics	2 units	8	74.00	72.66
English Extension 1	1 unit	6	41.95	41.80	Society & Culture	2 units	22	76.05	77.21
English Extension 2	1 unit	6	38.62	39.54	Visual Arts	2 units	15	79.87	79.21

Student Performance

HIGHER SCHOOL CERTIFICATE - % BANDS 5 & 6											
Course	2011	2012	2013	2014	2015	Course	2011	2012	2013	2014	2015
Ancient History	8.33	42.86	30.00	8.33	33.33	Geography	27.27	7.69	0.00	25.00	28.57
Biology	28.57	20.00	6.66	26.66	38.46	Legal Studies	47.37	50.00	46.15	29.40	46.66
Business Studies	30.00	0.00	0.00	25.00	12.50	Mathematics General	3.70	16.67	0.00	20.58	7.69
Chemistry	25.00	30.00	18.18	44.44	25.00	Mathematics	50.00	33.33	36.36	45.45	25.00
Design & Technology	57.14	54.55	27.27	22.22	20.00	Mathematics Extension 1	100.00	60.00	75.00	100.00	57.13
Drama	27.27	20.00	0.00	50.00	83.32	Mathematics Extension 2	100.00	100.00	50.00	100.00	100.00
Earth and Environmental Science	42.86	33.33	NA	25.00	0.00	Modern History	27.27	63.63	42.85	30.42	44.00
Economics	0.00	0.00	0.00	0.00	0.00	History Extension 1	66.67	100.00	100.00	75.00	66.66
Engineering Studies	100.00	20.00	33.33	NA	28.57	Music 1	100.00	100.00	85.70	100.00	100.00
English Standard	0.00	0.00	0.00	0.00	0.00	PDHPE	37.50	44.44	20.00	50.00	46.66
English Advanced	32.50	39.02	15.78	23.52	20.33	Physics	50.00	33.33	22.22	40.00	37.50
English Extension 1	100.00	87.50	80.00	100.00	83.33	Society & Culture	38.89	40.00	31.25	38.46	40.90
English Extension 2	100.00	100.00	50.00	62.50	83.33	Visual Arts	62.50	69.23	25.00	55.55	40.00



In 2015 28 students in Year 3, 50 students in Year 5, 68 students in Year 7 and 83 students in Year 9 were eligible to sit the NAPLAN test.

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
	2015	489	449	557	522	571	566	594	605
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
	2015	444	436	496	496	517	536	522	578
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
	2015	440	434	532	520	550	563	578	601
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
	2015	497	456	560	528	560	566	569	591
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
	2015	432	418	530	516	553	564	609	616

Over 15 months ago the College received a grant to improve literacy and we focused on the area of reading comprehension. The reasons for choosing this area of literacy was the expected follow on effect that improvements in reading comprehension would have on such things as spelling, grammar, punctuation and most importantly writing. We also chose reading comprehension as improvements in this area would have a positive effect in all subject areas.

Our NAPLAN results are testament that the strategies that we implemented across the school from Kindergarten to Year 8 have worked. 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.

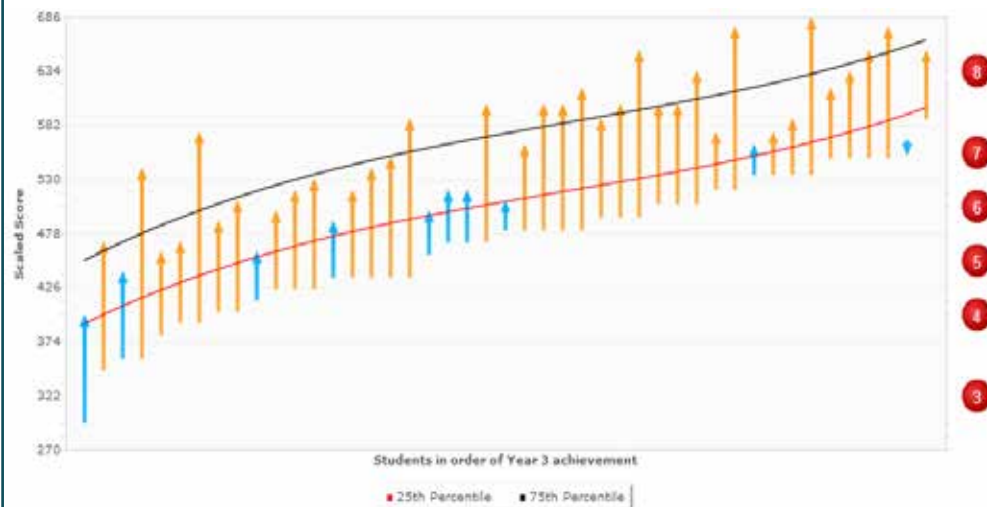
In Year 5 our results have shown an improvement over the last three years with more students moving into the higher bands with 32.7% achieving in the top band as compared to the state average of 16.9%.

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.

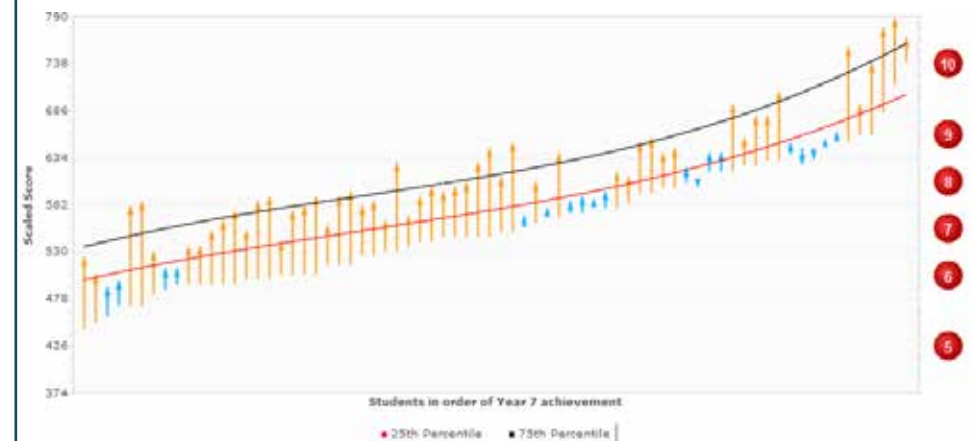
MySchool website, <http://www.myschool.edu.au>

Student Performance

Year 5 Reading Student Growth



Year 9 Numeracy Student Growth



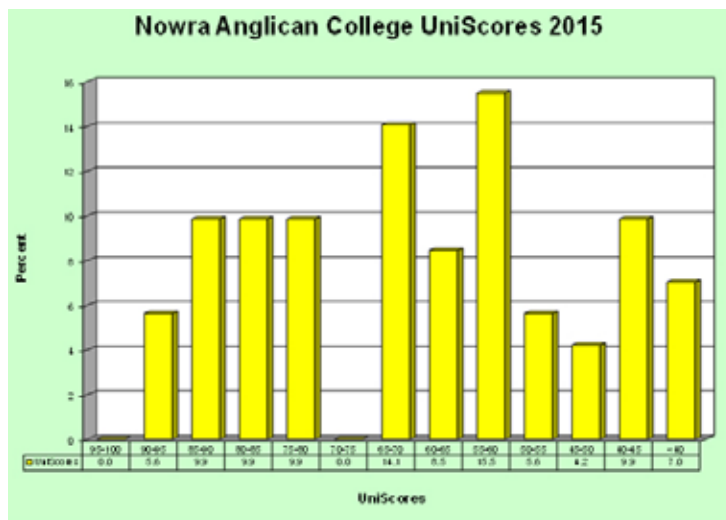
☒ Show Bands
☐ Show Unmatched Students

Average Scaled Score Growth		Percentile Ranges		Expected Growth	
Growth in	Scaled score	Percentile	% of students	Growth	% of students
State (All Students)	47.6	Less than 25th	18.1%	Less than expected growth	26.4%
NSW AIS (All Students)	48.6	25th to 75th	50%	Greater than or equal to expected growth	73.6%
School	52.4	75th and above	31.9%		

Senior Secondary Outcomes

The cohort of 2015 comprised of 74 students of which the 2015 UniScores analysis revealed 71 students eligible for an ATAR: 29 boys and 42 girls. Highlights:

- The mean, 64.94 increased by 1.59 UniScore points.
- The mean for boys, 60.48 increased slightly by 0.86 while the girls' mean, 68.02 increased by 1.41.
- 5.6% were at or above 90
- 25.4% were at or above 80
- 35.2% were at or above 70
- 57.7% were at or above 60 {66.7%}
- 21.1% of students were in the tail of the distribution (ie below 50)



Value Added

Nowra Anglican College Year 12 results statistics are analysed by an independent consultant to ascertain the degree of 'value add' a Nowra Anglican College education makes. Each student's 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.

In 2015,

- 55% of the students reached or exceeded the value added benchmark.

47% of the boys and 62% of the girls demonstrated positive academic growth from Year 10 to Year 12.

In 2015, 11 students enrolled in VET external courses. Four students completed their Electrotechnology or Aeroskills course, whilst two students commence studies in Animal Studies and Early Childhood and three students in Human Services.

Students from Nowra Anglican College also participated in School Based Apprenticeship and traineeships. One student completed Certificate II in Business Services and two students commenced Certificate II Business Services; one student Certificate II in Civil Construction; one student Certificate III in Engineering- Mechanical Trade and one student Certificate II Retail Community Pharmacy.

One student was successful with her ADF Gap Year Application – Air Force – Flight Attendant- commences in 2016.

Year 12	
2015 Qualification/ Certificate	Percentage of students
HSC	96%
VET	32%

Professional Learning & Teacher Standards

PROFESSIONAL DEVELOPMENT

All Nowra Anglican College Staff (teaching and non-teaching) undertook professional learning opportunities throughout 2015, which include:

- 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 most significant focus of professional development in 2015 has been the participation in training to maximise the efficiency of our One-to-One learning strategy to introduce technology across the school. It was realised in 2014 that staff readiness and preparedness to engage

with this significant change in pedagogy was critical and so a training program was implemented in mid-2014 and is still ongoing. Staff training initially focused on how to use the technology in a meaningful way so that it didn't just substitute for paper and pen, but that it was also able to augment and modify the way teaching and learning happened in the classroom.

Additionally, staff had to be able to support students as they engaged with the new technology and new ways of working in the Google platform. Staff have also looked at what the advent of this pedagogical approach has meant to things many of us take for granted as immutable in teaching, such as the layout of the classroom. Desks arranged in the old traditional fashion are not suitable to the use of technology and the collaborative approach to work that makes 21st Century learning.

Staff have participated in a number of compliance activities such as first aid, anaphylaxis, chemical

safety, copyright and child protection courses. Staff have also participated in professional development to improve teacher quality including the explicit instruction of reading and spelling and improving HSC results.

Technology has certainly placed itself at the heart of modern education and we are pleased that NAC is at the forefront of this innovation in education.



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 2015 the Nowra Anglican College staff included one full time Aboriginal staff member. The College also employed a part-time Aboriginal Education Mentor to support the College's indigenous students.

School staff profile 2015

Category	Teachers
Teaching staff	60
Full-time equivalent teaching staff	53
Non Teaching staff	24
Full time equivalent non-teaching staff	16.3

TEACHER STANDARDS

Category	Teachers
Teachers having teacher education qualifications for a higher education institute in Australia or recognised with a National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	60
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

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:

Our Pastoral Care system provides an opportunity to monitor excessive absenteeism with Home Room teachers and Year Patrons making contact with families if they are concerned.

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 and in the Student Handbook.

SCHOOL ATTENDANCE			
YEAR LEVEL	OVERALL	MALE	FEMALE
Kindergarten	96.70%	95.60%	97.40%
Year 1	95.90%	95.90%	96.00%
Year 2	94.70%	95.60%	93.90%
Year 3	95.50%	95.50%	95.50%
Year 4	94.90%	94.20%	95.70%
Year 5	95.10%	95.50%	94.80%
Year 6	94.10%	94.90%	93.40%
Year 7	94.80%	95.50%	94.20%
Year 8	95.90%	96.40%	95.40%
Year 9	94.30%	95.30%	92.80%
Year 10	93.60%	93.50%	93.80%
Year 11	94.20%	94.00%	94.30%
Year 12	93.70%	94.10%	93.50%
Overall	94.87%	95.07%	94.67%

Retention Rates in the Secondary School

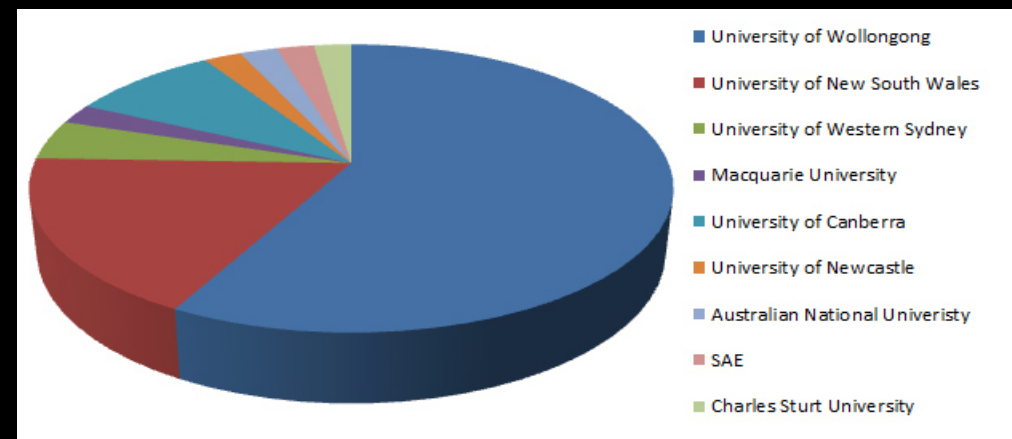
Seventy-six percent of the 2014 Year 10 cohort completed Year 12 in 2016. Students who left in Year 10 took up apprenticeships or joined the

workforce. Others attended TAFE, transferred to a geographically closer high school or left the area with parents. However, the cohort also attracted 14 new students.

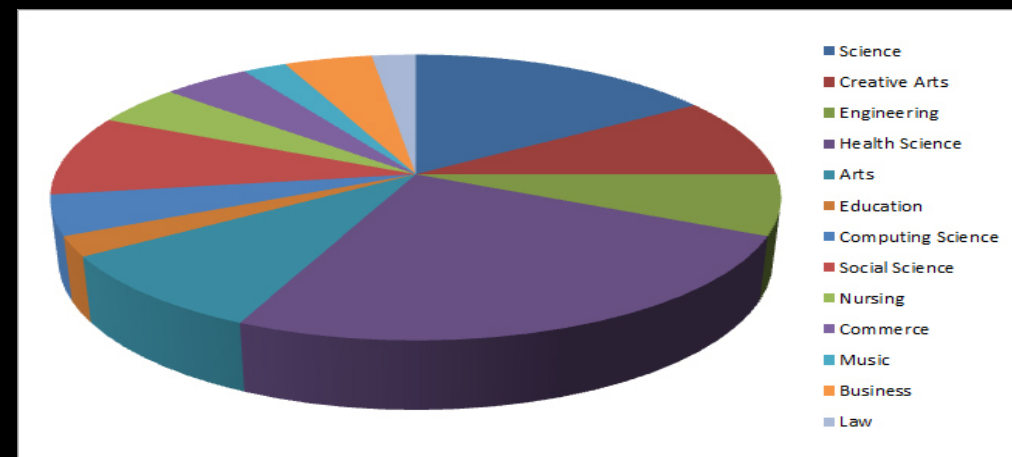
Post School Destinations

Although the destinations of all of the Nowra Anglican College students who achieved the Higher School Certificate in 2015 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.

Destination by University



Destination by Subject Area



Enrolment Profile, Policy & 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.

At August 2015 Census, Nowra Anglican College had 749 enrolled students. Of our student population, 5.5% (41 students identified themselves as indigenous and 12% (90 students) had parents working in the Australian Defence Force.

The greater proportion of our student population identify their nationality as Australian. A very small percentage of students come from other countries including but not limited to America, Britain, China, Fiji, India, Lebanon, Malaysia, Nepal, New Zealand, South Africa, Sri Lanka, Taiwan, Thailand and Zimbabwe.

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 an acceptance fee of \$400 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 2015			
SECONDARY		PRIMARY	
YEAR GROUP	NO OF STUDENTS	YEAR GROUP	NUMBER OF STUDENTS
12	74	6	58
11	76	5	50
10	65	4	45
9	83	3	38
8	74	2	45
7	68	1	42
		K	31
Overall	440		309

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 Co-ordinator 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 and during lessons such as PDHPE.

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 2015		
Category	Priority Areas	Achievement to Date
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.</p> <p>This will address the National trend of lowering of academic results of the more able students. Continuation of improved academic standards for all students, including those with learning difficulties, through the explicit instruction of literacy skills Development of a Gifted and talented policy and extension of the enrichment program</p>	<p>NAPLAN</p> <ul style="list-style-type: none"> • Pleasing results across Years 3 – 9 • Our Reading strategies are improving students reading comprehension. • Year 3 school average in reading is in the top band • Numeracy very good growth from Year 7 to Year 9 • The bottom students have particularly shown growth in many areas. <p>HSC</p> <ul style="list-style-type: none"> • Improvement in the number of students achieving in the top two bands, Band 5 and 6, was realised. • There were improvements particularly in specific subjects such as Drama and D and T and continued achievement of good results in subjects such as Modern History as a result of professional development of staff in raising results. • There was also significant value add for those students in the bottom third of the cohort when comparing Year 10 results to Year 12 achievement particularly in English. <p>GIFTED AND TALENTED POLICY AND EXTENSION</p> <ul style="list-style-type: none"> • The Enrichment, Differentiation, Gifted Education Centre (EDGE Centre) commenced in 2015. The centre has been instrumental in developing programs for enrichment and extension across the school. The G and T policy is still being written but is well underway.



ACHIEVEMENT OF PRIORITIES SET FOR 2015		
Category	Priority Areas	Achievement to Date
Student Welfare	Collect data regarding student well being and pastoral care.	<p>In 2015 Exit interviews for Year 12 and other students leavers were implemented and valuable data was recorded. Information was also collected from a school developed Pastoral Care Survey for years 7 to 12.</p> <p>This survey was analysed and strategies to address issues raised will be implemented in 2016.</p>
Facilities and Resources	<ul style="list-style-type: none"> Improve sporting facilities Upgrade IT equipment in classrooms Upgrade classroom furniture to adapt to the needs of student learning as a result of the introduction of the BYOT strategy in Senior School. 	<ul style="list-style-type: none"> Commencement of cricket nets – DA submitted to the local council Changeroom facilities on oval Building of a new Stage 1 playground Upgrade of classrooms in Stage 3 and Senior School with painting of surfaces, replacing worn carpet and new lighting. New furniture ordered IT equipment and interactive whiteboards and data projectors to many classrooms in the College
Staff Professional Development	<ul style="list-style-type: none"> Continue to develop staff to provide quality teaching experiences through the implementation of a peer appraisal and goal setting system. Provide faculty specific PD to improve HSC results. Provide staff PD on improving writing. 	<ul style="list-style-type: none"> Peer observation and goal system introduced for teaching staff. Faculty specific PD to improve HSC results was implemented and there was growth in student achievement across many subjects in the HSC examinations. Focus on improving literacy in the Junior school with specific PD to address writing, spelling and grammar was held.

School Determined Improvement Targets

ACHIEVEMENT OF PRIORITIES SET FOR 2016	
Category	Priority Areas
Teaching and learning	IMPROVE TEACHER CAPACITY FOR STUDENT GROWTH <ul style="list-style-type: none">• Continuation of improved academic standards for all students, including those with learning difficulties, through the explicit instruction of literacy skills.• Develop a writing strategy across K to 12• Extend the enrichment program into Stage 4 through the EDGE centre.• Finalise Gifted and talented policy.• Improve systems of academic support including surveys of learning and teaching in the Senior School regarding assessments.• Continue implementation and develop the SAMR model in the use of IT across the school.• Implement specific strategies to improve literacy -writing, spelling and grammar – this focus is particularly in Junior School.
Student Welfare	<ul style="list-style-type: none">• Continue collecting data regarding student well being and pastoral care• Introduce further programs to improve student well being with regards to the areas identified in the survey in 2015 including anxiety, drug use, use of technology and bullying- treating others with respect



ACHIEVEMENT OF PRIORITIES SET FOR 2016

Category	Priority Areas
Facilities and Resources	<ul style="list-style-type: none"> • Build the Senior Studies Centre • Complete the Cricket nets • Complete the bush chapel/outdoor learning space • Prepare for a new junior school classroom • Continue to upgrade classroom furniture to allow for better use of technology
Staff Professional Development	<ul style="list-style-type: none"> • Focus on improving peer observations and peer coaching – Teacher growth for Student Growth • Continuing focus on improving academic results for all students but in particular for the higher achieving students who are not reaching their potential by differentiating the curriculum well • Junior school focus on improving literacy with specific instruction on explicit teaching of writing, grammar, reading and spelling.

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, Students & 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.

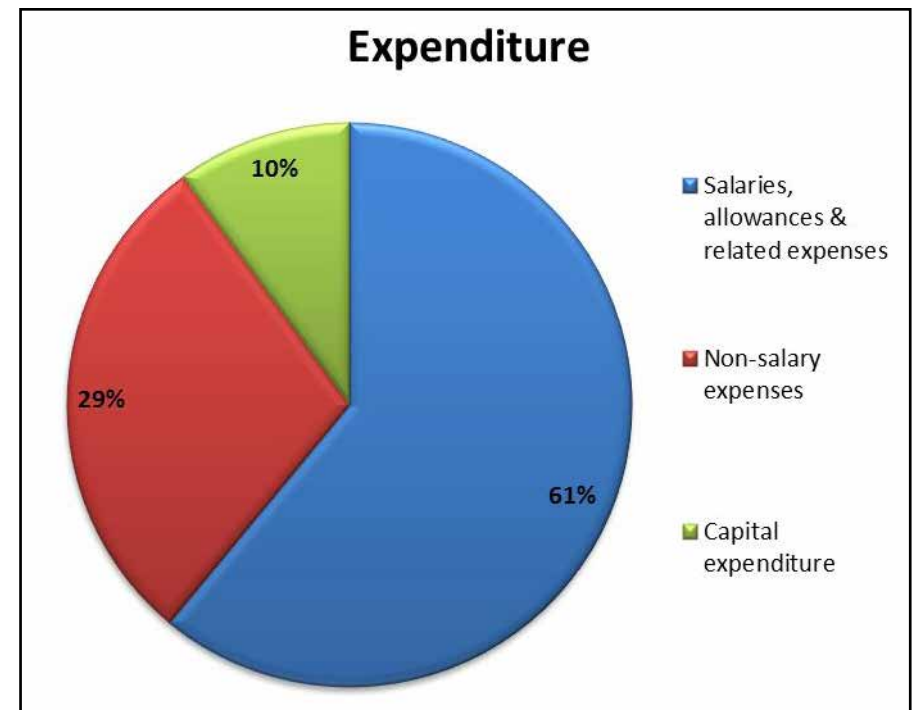
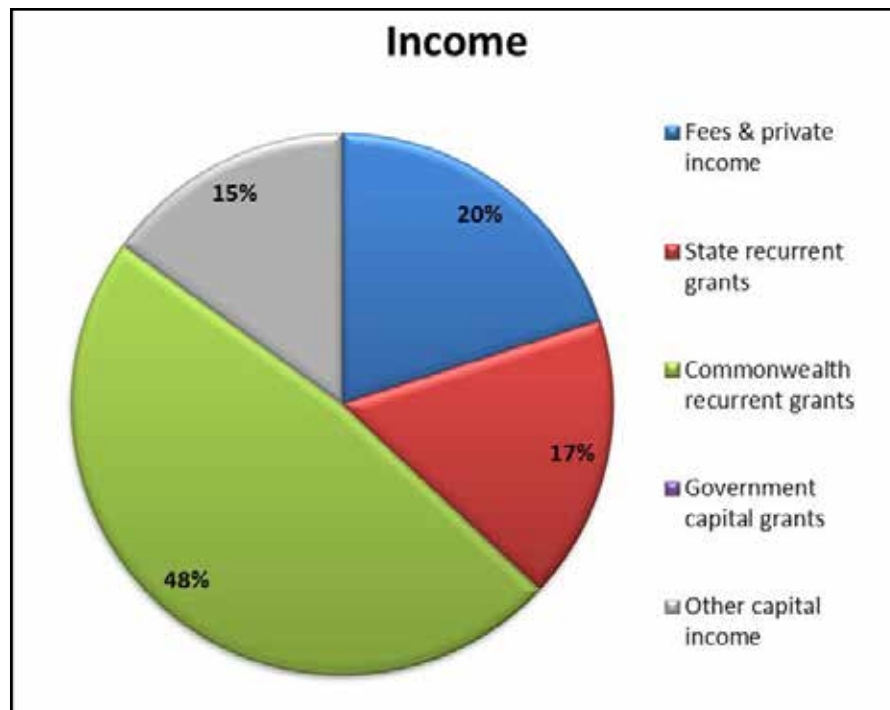


A number of informal student feedback mechanisms exist across the College including student leadership forums. Student leaders meet regularly with senior staff to provide feedback on matters of significance to students. These forums indicate that students are generally satisfied. Formal Year 12 Exit survey results reveal a high level of graduate satisfaction, with the close relationship developed between staff and students at the College receiving particular mention. Students also commented on the value of relationships.



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.

Summary Financial Information





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