



RESPECT COMPASSION WISDOM



ANNUAL REPORT 2016





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MESSAGE FROM THE CHAIR OF SCHOOL COUNCIL

2016 is likely to have been a significant watershed for Nowra Anglican College. The Council spent considerable time during the year together with the Principal and her Executive staff in developing a new strategic plan for the College. That plan sets out a framework for the development of the College over the next 5 years based on four key themes: Innovative Teaching & Learning; Christian Education; Healthy Relationships to build a sense of community; and, Sustainable Practices to ensure a long term future.

As its title implies, the strategic plan is designed to be a 'living document' that remains sufficiently flexible to respond to any significant changes in the local environment or circumstances facing the College. The Council is now focused on supporting the Principal as she and her staff develop and implement detailed strategies to realise the goals set out in that plan.

As with any strategic plan, several of those strategies are already being implemented, and I am confident that students and parents will see their benefits in the years ahead.

The Council has also spent considerable time in reviewing and updating the Master Plan for the College's facilities, so that they remain adequate to support a continuing improvement in teaching and learning outcomes for all students. The new Senior Studies Centre was completed and opened in 2016, and detailed planning commenced for additional classrooms for the Junior School and for a Pre-School class on the campus.

In her comments prefacing last year's Review, Mrs Sampson spoke about "Connectedness", and how amazing results can be achieved when students are connected in all aspects of their schooling. The Council believes that under the leadership of the Principal and her staff, together with the support of parents and carers, all students will be able not only to expand their knowledge, but also develop personally and as active members of the College community.

Mr Bill Shields

Chair

Nowra Anglican College School Council



MESSAGE FROM THE PRINCIPAL

In 2016 students, staff, parents and community members spent considerable time investigating and reforming the College's Vision, Mission and Values statements. These were announced to the school community at the end of the year.

Our Values

- Respect
- Compassion
- Wisdom

We are a respectful community grounded in Christ's compassion learning to live with wisdom

Our Vision

- To be a community of learners living and serving in Christ's world

Our Mission

- To provide a high quality Christian education within a welcoming community where all individuals are valued and belong. As a community of learners we strive for excellence, unlocking the potential of each individual, developing confident, active learners who improve their world.

These new statements drive all that we do and are a foundation for what is fundamentally important in the direction of the College. These statements require that we provide a challenging and supportive learning environment for all and our focus is upon the unique abilities of each individual child. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents.

Our integrated programs facilitate inquiry-based and research-centred learning coupled with direct instruction to provide explicit strategies for our students to be successful in their learning.

Students learn in many ways and we provide a wide variety of learning experiences both within the classroom and through the extensive co-curricular program in order for students to develop their interests and abilities.

We provide educational experiences for students from Preliminary to Year 12. A highlight of 2016 was the "Power of Place" Exhibition which was the culmination of our preschoolers' learning through their living and learning with nature program. This exhibition has received many accolades from the greater community and is testament to the outstanding work of our preschool staff.

In 2016 enrichment and extension opportunities and programs have been expanded 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 secondary schooling journey finishes with our Year 12 Collegians and our aim is for each young person to achieve highly in their HSC. A second highlight in 2016 was the introduction of "The Majors" which was an interactive and vibrant showcase of HSC major works for Music, Visual Arts, Drama, Extension 2 English and Society and Culture.

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.

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



School Captains

This has been an amazing year for both of us; assuming the servant role of College Captains has been a great honour. The opportunities and responsibility of this role is something that was met with great enthusiasm and a keen desire to serve, and will be cherished for the rest of our lives. However, we cannot wait for the new captains and prefects to begin their work, expanding on our ideas and developing their own.

From the beginning it was clear that our leadership team sought to bring students together in the hope of connecting year groups and resolving the divides. Within this, the differing prefects worked on the areas of their portfolios, always with the full support of other prefects. As a team, we hoped to develop areas of the school and expand upon the areas that are less known, while beginning new and awesome ideas and groups.

The prefects have gone beyond expectations, forming ideas for each of our portfolios of creative, sporting, inter-school relations, social justice and spiritual. Some examples of these include the newly founded 'International Food Fair', the 'Fair Trade Store', the further development of school chapels and Christian group; 'Crossroads', a school mural, and the new science club. The addition of the colour run at the cross country carnival, encouraged a strong sense of school spirit, which we hope will continue to grow throughout the new years.

As Captains, we have loved working with our wonderful prefect group, but even more so in representing the College and the students in many different events and leadership forums.

Overall, the year has been an outstanding experience and we are proud to say that we have been able to serve the College in this way and are thankful for the constant support from the teachers.

Callum MacKay and Eva McLellan

School Captains



The P & F Association

The Parents' and Friends' Association meet twice a term at the College.

The Mission Statement of the Parents' and Friends' Association is: "To facilitate relationship building in the College community and to raise funds to support the aims of the College".

The two main purposes, in other words, are to provide opportunities to build a sense of 'community' within the College, and to raise funds for the improvement of facilities.

In 2016 the P & F provided extensive support to our new Junior School instrumental program with the purchase of a significant number and range of musical instruments. Weekly, Stage 3 students enjoy a practical lesson which provide these students with introductory instrumental lessons.

Additionally, with the introduction of the NAC cricket academy the P & F supported this initiative with the purchase of a ball machine.

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

- Mother's and Father's Day gift stall
- Morning Tea for Grandparents Day
- Support for the International Food Fair on 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 in raising money for worthwhile school improvements.

Mrs Jodie Armstrong
President





Nowra Anglican College is located in the northern Shoalhaven, a community of approximately 97,000 people, and provides our local community with opportunities from Pre-school through to Year 12.

In 2016, the College had 749 enrolments. There was nearly equal number of boys and girls enrolled at the College and 41% were in year K-6 and 59% in years 7-12. Indigenous students represented 4% of the College population and 7% stemmed from a language background other than English. Defence students represented 15% of the College population.

The wellbeing of all students is central to the mission of Nowra Anglican College. Students who are happy and well connected at school are more successful in life and find schooling more purposeful. We provide students with opportunities which proactively promote relationships, community connection and personal development. The focus in all areas of the college is the development of the whole child. This involves the nurturing of their physical, social, emotional, intellectual and spiritual development.

We provide a supportive learning environment which extends and engages each student. Our integrated programs are designed to provide challenge and facilitate inquiry-based and research-centred learning within a collaborative setting. Differentiated instruction, innovative programs, quality staff and a focus on technology equip our students well to meet modern challenges.

Our children's journeys commence at our pre-school, which is a place where children learn in an environment that is dynamic and vibrant. It is a place that respects and values each child and family and where our learning space creates a desire to investigate and wonder.

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. In Senior School a large choice of subjects is offered, particularly in our Year 11 and 12 Collegian years. Our students achieve highly in their Higher School Certificate and are well prepared for life beyond school.

All students are provided with opportunities to participate in sports, outdoor education and creative arts which facilitate their learning. Our Pastoral Program provides students with the skills, knowledge and abilities to engage successfully with their peers and the wider community and include the Duke of Edinburgh International Award, band programs, ski trips, sporting tours and our annual Year 11 outreach to Cambodia.

The College is renowned in the Shoalhaven as a centre of excellence in the performing arts. Each year, a number of performance opportunities are available to students at school, through competitions and in local aged facilities.

In the sporting arena, our weekly program emphasises the importance of each child participating in physical activity and students are provided with a wide choice of recreational sports, encouraging them to be healthy and active. In addition, we promote participation in team sports and encourage students to represent the College. Many students are selected at regional and state levels in a wide range of sports.

Our staff are highly trained, passionate and energetic. In all that we do, we aim to be a living expression of the gospel of Jesus Christ.

In 2016 students in Year 3, students in Year 5, students in Year 7 and students in Year 9 were eligible to sit the NAPLAN test.

Over three years ago the College received a grant to improve literacy and we focused on the area of reading comprehension. The reason 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 in 2013 across the school from Kindergarten to Year 8 have worked. Our 2016 NAPLAN results indicate that our results for reading comprehension in Years 5 and 7 continue to be above both similar schools and substantially above the national average.

The Year 9 cohort are also above the national average in this category. The flow on effect has also been realised with improved results for writing, spelling and grammar, particularly for the Year 5 cohort.

Of further note is the student gain in particular areas. The student gain in the Year 7 to Year 9 cohort, for example, is substantially above schools which commenced at the same starting score in reading comprehension.

A further example of student gain is displayed in the graph for writing from Years 5 to 7 where the improvement is substantially above schools with similar students, and students with the same starting scores. These sorts of improvements are replicated in many areas across the Nowra Anglican College results.

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

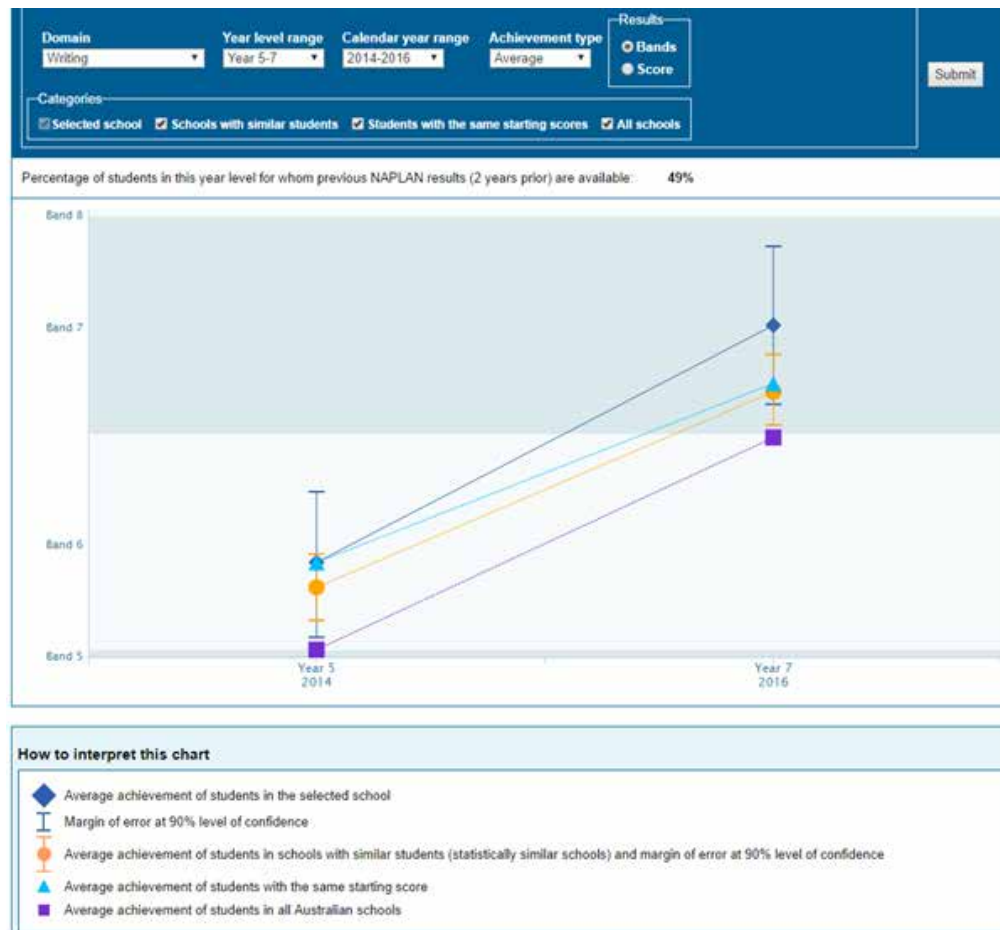
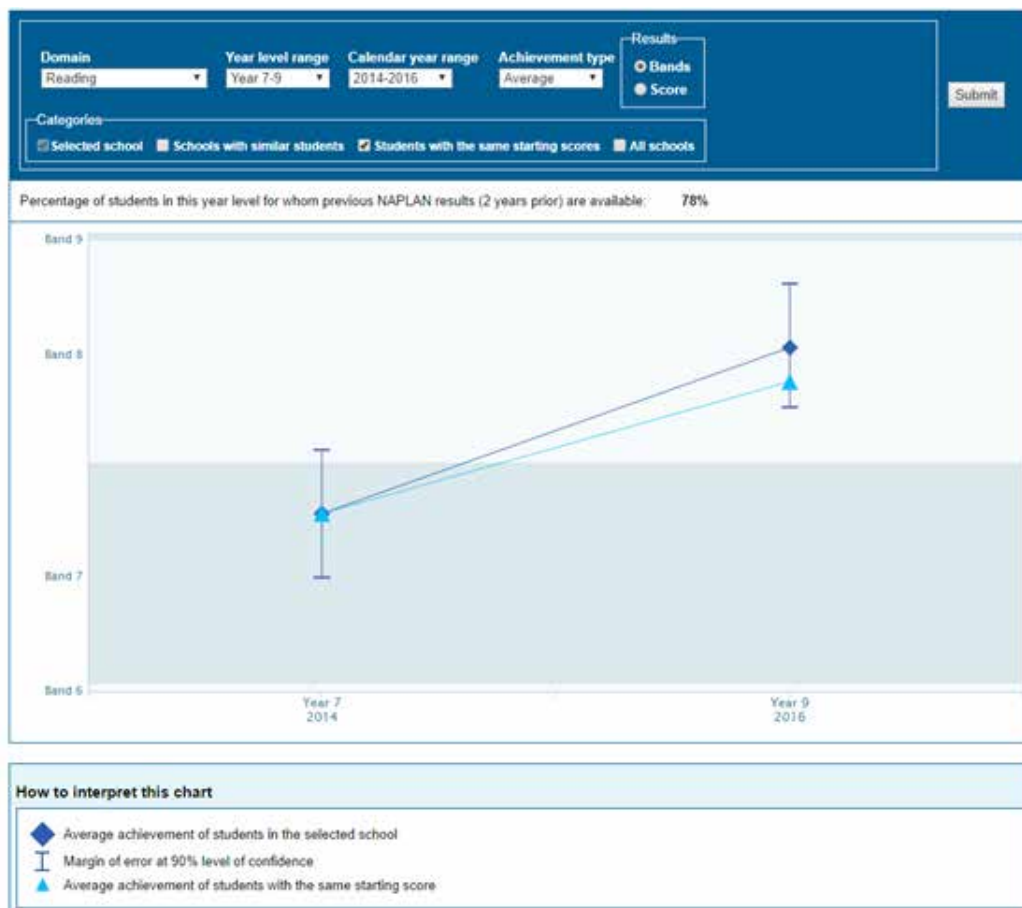
	Reading		Writing		Spelling		Grammar and Punctuation		Numeracy	
Year 3	473 454 - 492		448 432 - 464		435 418 - 453		470 449 - 490		432 416 - 448	
	SIM 457 448 - 467	ALL 426	SIM 444 435 - 452	ALL 421	SIM 445 437 - 454	ALL 420	SIM 469 460 - 479	ALL 436	SIM 434 426 - 443	ALL 402
Year 5	551 535 - 568		509 493 - 525		514 498 - 529		576 558 - 594		529 514 - 544	
	SIM 525 516 - 533	ALL 502	SIM 497 488 - 505	ALL 476	SIM 511 503 - 519	ALL 493	SIM 530 520 - 539	ALL 505	SIM 519 511 - 527	ALL 493
Year 7	590 578 - 601		548 535 - 561		555 543 - 568		564 550 - 577		578 566 - 590	
	SIM 569 562 - 577	ALL 541	SIM 542 534 - 551	ALL 515	SIM 566 559 - 574	ALL 543	SIM 568 559 - 577	ALL 540	SIM 585 578 - 593	ALL 550
Year 9	605 591 - 618		571 554 - 589		593 578 - 608		583 568 - 599		606 594 - 619	
	SIM 605 598 - 612	ALL 581	SIM 575 565 - 584	ALL 549	SIM 605 598 - 613	ALL 580	SIM 595 587 - 603	ALL 569	SIM 622 614 - 629	ALL 589

Selected school's average is

- substantially above
- above
- close to
- below
- substantially below

- average of schools serving students from statistically similar socio-educational backgrounds (SIM box)
- average of all Australian schools (ALL box)

NAPLAN



HIGHER SCHOOL CERTIFICATE

The NAC community can be delighted by the achievements of the Class of 2016. Our Year 12 cohort has achieved outstanding results in their examinations, gaining the greatest number of Band 5 and 6 results in the history of the College.

Band 6 results have been awarded in a wide range of subjects. Of particular note are the achievements of our students in Biology, Business Studies, Drama, English Extension 2, Legal Studies, Modern History, PDHPE, Society and Culture and Visual Arts. These subjects warrant special mention in terms of their results being at least 20 percentage points higher than the State average for the achievement of Bands 5 and 6.

Of the 9 000 or so students who submitted Bodies of Work for the HSC Visual Arts Examination, Students were nominated and selected for ARTEXPRESS for his intuitive and creative artwork.

Looking at the broad picture, we find the results are strong. 2016 has again seen a significant increase in ATAR points with 36% of our cohort achieving a mark over 80. For Extension subjects 92% of our students' results were in the top two bands.

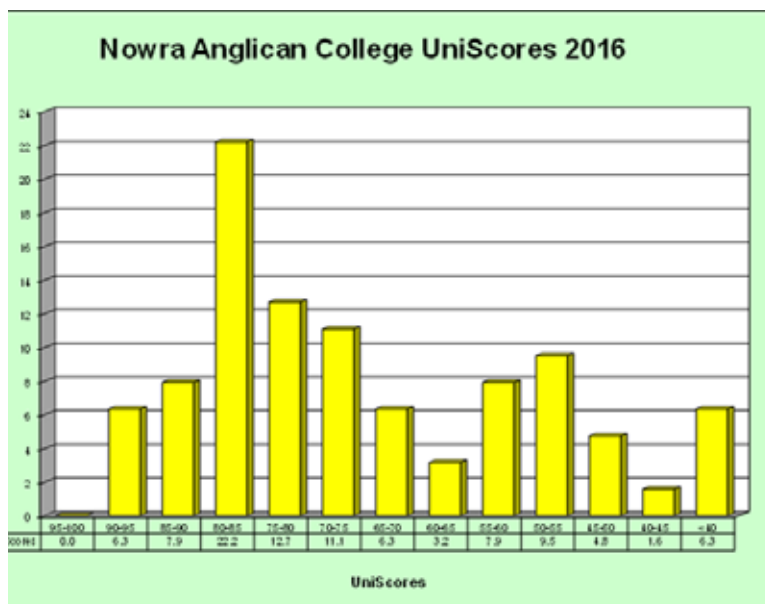
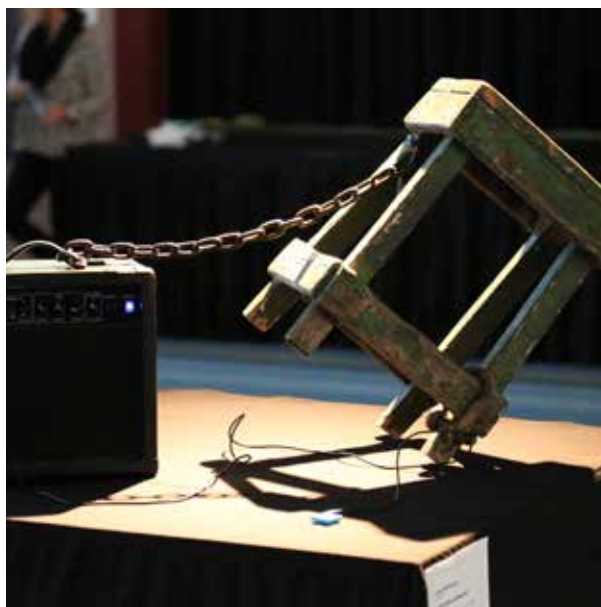
The 2016 UniScores analysis revealed 63 students were eligible for an ATAR. The mean, ATAR increased by 5.02. UniScore points and the median ATAR, 74.85 increased by 10.65 UniScore points. This is a significant improvement in the achievement of our students.

Further mention must be made of our outstanding Visual Arts and Extension 1 History results. Every student in these classes gained a Band 6 or 5, a result well above the state average and this reflects positively on the efforts of these students and their teachers.

We continue to focus on all students achieving their absolute best and raising academic standards for the entire cohort. The programs and changes that have been implemented in both the pastoral and academic streams of the College have proven to be successful in bringing about this improvement.

In summary, the HSC class of 2016 saw a large increase in the number of Band 5 -6 results and a corresponding decline in lower band results. A significant increase in the average scaled HSC mark per unit was also observed. History and PDHPE continue to be areas of consistent good performance. Our Collegians consistently talk about connectedness with their teachers in the College, the sense of community that is created and how this relationship has helped them to succeed in their schooling.

The HSC Class of 2016 has done itself, and the College, proud. The results are well-deserved and are a testament of the students' hard work and focus, the quality of the staff who guided them and the families who have supported and encouraged. We send our students out into the next chapter of their lives knowing they have great foundations for success in life. These results are encouraging and show that our results are constantly improving.



SECONDARY SCHOOL OUTCOMES

NOWRA ANGLICAN COLLEGE RESULTS VS STATE MEAN				
Course	Units	No of Candidates	% NAC top two Bands	% State top two Bands
Ancient History	2 units	9	33%	30%
Biology	2 units	18	39%	735%
Business Studies	2 units	11	55%	34%
Drama	2 units	9	83%	42%
English Extension 1	1 unit	12	100%	94%
English Extension 2	1 unit	3	100%	79%
Legal Studies	2 units	12	67%	42%
Modern History	2 units	28	79%	41%
History Extension 1	2 units	15	100%	81%
PDHPE	2 units	11	73%	34%
Society & Culture	2 units	24	71%	48%
Visual Arts	2 units	11	100%	54%
Primary Industries	2 units	4	100%	20%



VOCATIONAL EDUCATION & TRAINING

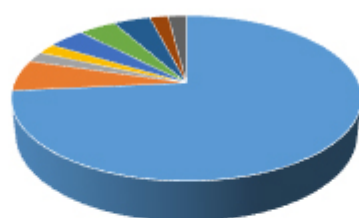
- 43% of the Year 12 cohort chose a VET subject
- 2 students graduated with a Certificate II in Electrotechnology(Career Start)
- 2 students graduated with a Certificate II in Construction Pathways – one with a Statement of Attainment towards a Certificate II in Construction Pathways
- 1 students graduated with a Certificate II in Horticulture and one with a Statement of Attainment towards a Certificate II in Horticulture
- 1 student graduated with a Certificate II in Kitchen Operations
- 10 students graduated with a Statement of Attainment towards a Certificate III in Information and Digital Technology
- 12 students graduated with a Certificate III in Live Production and Services
- 1 student graduated with a Statement of Attainment towards a Certificate III In Early Childhood Education and Care
- 1 student graduated with a Certificate III in Community Services
- 2 students completed their School Based Traineeships in Certificate II Business Services and Certificate II in Retail Community Pharmacy
- Five students were successful in gaining apprenticeships and full-time work as a result of their involvement in the ConnectHSC program at the end of 2016.

Year 12	
2016 Qualification/ Certificate	Percentage of students
HSC	100%
VET	43%

UNIVERSITY PLACEMENTS

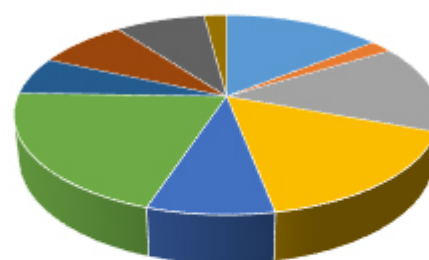
- 81% (49 of 60 students received University Offers from UAC. Due to geographical location, University of Wollongong is the preferred tertiary institution by many of the graduating students from the College. A small number of students were accepted to a wide variety of tertiary institutions.
- The graduating class applied for tertiary study is a wide range of fields including, Arts, Sciences and Humanities.

UAC Offers by Institution



- University of Wollongong
- Australian National University
- University of Canberra
- University of New England
- University of Technology Sydney
- Western Sydney University
- University of Sydney
- Macquarie University
- UNSW

UAC Offers by Area of Interest



- Social Science
- Education
- Science/Engineering
- Law/International Studies
- Arts
- Health/Medicine
- Business/Commerce
- Economics/Finance
- Design/Creative Arts
- Development Studies

PROFESSIONAL DEVELOPMENT

All Nowra Anglican College Staff (teaching and Non-teaching undertook professional learning opportunities throughout 2016, 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.

More than 100 external conferences and workshops were attended by staff covering areas of interest, including but not limited to curriculum development, pastoral care, leadership development and student wellbeing.

In 2016, teachers in Junior School completed the ten days of professional development focused on the Spalding Method, an educational philosophy that is child centred. Spalding instruction is explicit, interactive, diagnostic, and multisensory. Teachers model, coach, and provide support as needed; students articulate, reflect, and explore new concepts. Careful daily observation of student progress has enabled teachers to differentiate instruction to meet student needs.

As part of our Inclusive Schools Grant, professional development has also been focussed on Peer Coaching. Specifically aiming at improving line manager's (eg Heads of Department, Stage Coordinators) ability to peer coach their faculty members to improve their teaching standards.

Staff have continued to participate in a number of compliance activities. With the introduction of Complispace as of the 2017 academic year it was opportune to provide introductory professional development to all staff in its ability to make sure that required policies, procedures and work practices are in place so they continuously meet their legal obligations for their jurisdiction. The College continues to ensure staff are compliant with current first aid, anaphylaxis, and child protection qualifications.

Stress can affect teacher capacity to fulfill duties effectively. It incorporates considerable cost in absenteeism, reduced quality of teaching, and has the propensity to negatively impact student learning. In an effort combat these impacts and to provide a healthy working environment for staff and the knowledge that teacher stress has increased both nationally and internationally a stress management session was included in the mid year professional development days.

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. The College also employed a part-time Aboriginal Education Mentor to support the College's indigenous students.

SCHOOL STAFF PROFILE 2016	
Category	
Teaching staff	68
Full-time equivalent teaching staff	58.8
Non Teaching staff	16.8
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	68
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

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.

The College's Attendance Guidelines are available on the College Wiki and in the Student Handbook.

SCHOOL ATTENDANCE			
Year Level	Overall	Male	Female
Kinder	93.80%	93.90%	93.70%
Year 1	94.10%	94.50%	93.70%
Year 2	95.50%	94.90%	96.00%
Year 3	95.50%	96.40%	94.70%
Year 4	95.00%	95.60%	94.50%
Year 5	95.00%	94.70%	95.30%
Year 6	95.60%	95.90%	95.40%
Year 7	96.40%	96.10%	96.70%
Year 8	94.80%	95.80%	94.00%
Year 9	94.50%	95.50%	93.30%
Year 10	94.20%	94.90%	93.10%
Year 11	93.90%	93.40%	94.40%
Year 12	94.60%	94.60%	94.60%
Overall	94.84%	95.09%	94.57%

STUDENT ATTENDANCE AND RETENTION RATES

STUDENT RETENTION

Retention Rates in the Secondary School

Seventy-seven 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 15 new students.



ENROLMENT

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.

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

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

College Enrolment Procedures:

- 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.
- All applications are subject to an \$80 application fee.
- Enrolment priorities are siblings, followed by children of staff, then children of the clergy, followed by applications in order of receipt.
- Applicants are interviewed for admission to the School by the Principal, Deputy Principal 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.
- The interviewer 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.
- 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.
- 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 2016

SECONDARY		PRIMARY	
Year Group	No. of Students	Year Group	No. 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

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 and the Co-ordinator of Pastoral Care Junior School oversees the K-6 program. 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.

Complaints And Grievances Resolution Policies

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.

ACHIEVEMENTS IN 2016

ACHIEVEMENT OF PRIORITIES SET FOR 2016		
Category	Priority Areas	Achievement to date
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. 	PROFESSIONAL DEVELOPMENT HAS FOCUSED ON IMPROVING TEACHER CAPACITY. <ul style="list-style-type: none"> Junior School staff trained in literacy strategies such as SPALDING and implemented this strategy in the classroom Improving achievement from analysis of student HSC results Providing opportunities for peer coaching and lesson observations to improve teaching capacity The whole school writing strategy has not been finalised and is moved for completion in 2017 EDGE Centre programs have been extended into Stage 4, including Year 7 and Year 8 English and Numeracy programs Gifted and talented policy is in draft form ready to be implemented Inclusive Schooling grant has led to changes in Senior School assessments including reducing the anxiety associated with these. PD on the SAMR model has led to increased staff knowledge and skill in IT Continued focus on the Super 6 Reading Comprehension strategies
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 	<ul style="list-style-type: none"> Data has been collected through the School Review by the Anglican Schools Corporation and the AIS grant for Inclusive Schooling. Pastoral Care program has continued to be developed and a new Coordinator of Pastoral Care in Junior School was introduced to coordinate the Pastoral Program in Junior School Holistic Approach to Christian Education document was finalised which included an oversight of what we do in our pastoral care system
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 	<ul style="list-style-type: none"> Senior Studies Centre was opened for student use in July 2016 Cricket nets were completed Bush Chapel/ Outdoor learning space was completed New Junior School classroom was completed ready for use in 2017 Furniture upgrades is being continued across the school where necessary.

ACHIEVEMENT OF PRIORITIES SET FOR 2016		
Category	Priority Areas	Achievement to date
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. 	<ul style="list-style-type: none"> These staff professional activities have been implemented in 2016 and by their very nature will be ongoing.
PRIORITIES SET FOR 2017		
Teaching and learning	<ul style="list-style-type: none"> Improve teacher capacity for student growth Continuation of improved academic standards for all students, including those with learning difficulties, through the explicit instruction of literacy skills, particularly writing, spelling and grammar. Develop a writing strategy across K to 12 Extend the enrichment program through the EDGE centre more widely across the College. Distribute Gifted and Talented policy and assist staff in differentiation of lessons under the umbrella of diverse learning for those requiring learning support and extension Align kindergarten pedagogy more closely with the preschool Improve systems of academic support including surveys of learning and teaching in the Senior School regarding assessments. Continue implementation and develop the use of IT across the school including use of CANVAS and ATLAS in Senior School, class DOJO and Edumate in Junior School. Focus on improving the assessment strategies of our students with Assessment of, Assessment as and Assessment for learning focus Introduce unstreamed Year 7 classes 	
Student Welfare	<ul style="list-style-type: none"> Focus on improving anxiety of students particularly in the Senior School Improve student connection and belonging at school by continuing to focus on making our school a welcoming place where all students feel valued. Embed and practise new vision mission and values statements. Highlight student achievement by displaying student work around the College Improve the House system 	
Facilities and Resources	<ul style="list-style-type: none"> Build the new Junior School classroom block Build the third class of the Bomaderry Community Preschool on site at NAC Investigate moving the Trades Skills Centre VET courses from the Milton Campus to Nowra Focus on environmental sustainability initiatives in the College Continue the process of master planning Continue to upgrade existing classrooms with furniture and painting 	
Staff Professional Development	<ul style="list-style-type: none"> Continue Peer Coaching and peer lesson observations for staff Provide PD for staff regarding youth mental health Provide PD for staff regarding differentiation of programs and lessons Provide PD for staff for the implementation of new HSC syllabuses and courses Provide PD for staff on improving programs Provide opportunities for staff to improve literacy, in particular writing, spelling and grammar. 	

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 schools. 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, STAFF & STUDENT SATISFACTION

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

In 2016, the College underwent its five-yearly review conducted by the Anglican Schools Corporation. It is a strategy of the Corporation to conduct comprehensive five-yearly reviews of each educational establishment to ensure that they provide high quality Christian education. Prior to review stakeholder groups were extensively surveyed and the final report gave valuable information in areas for improvement.

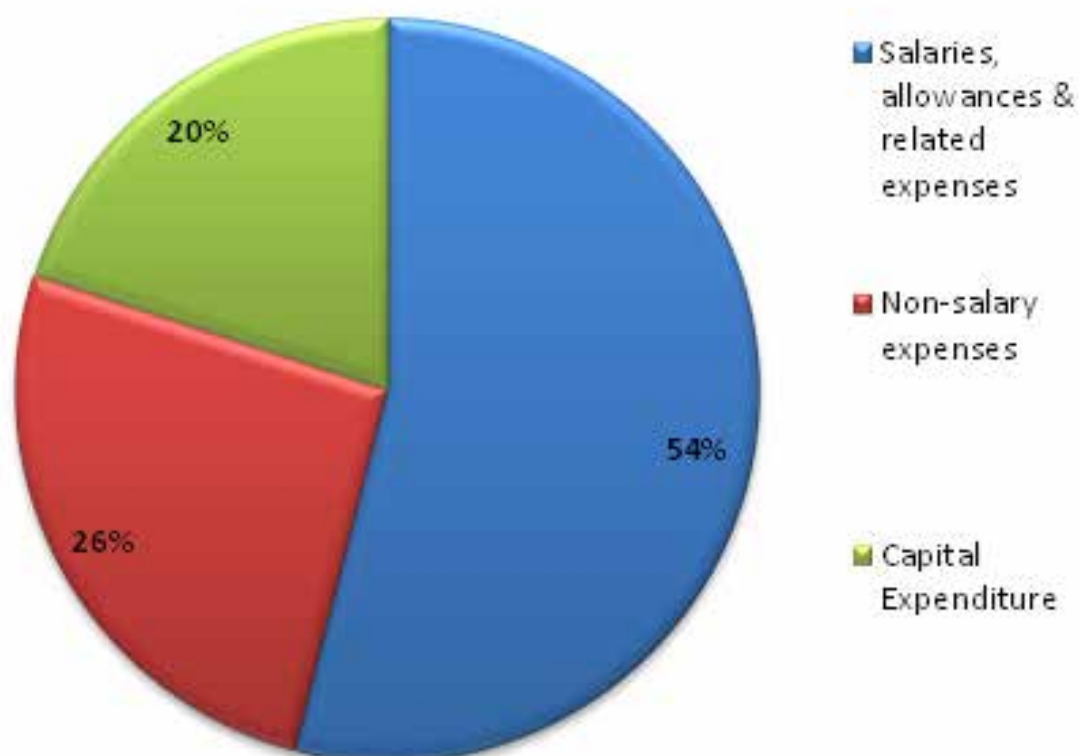
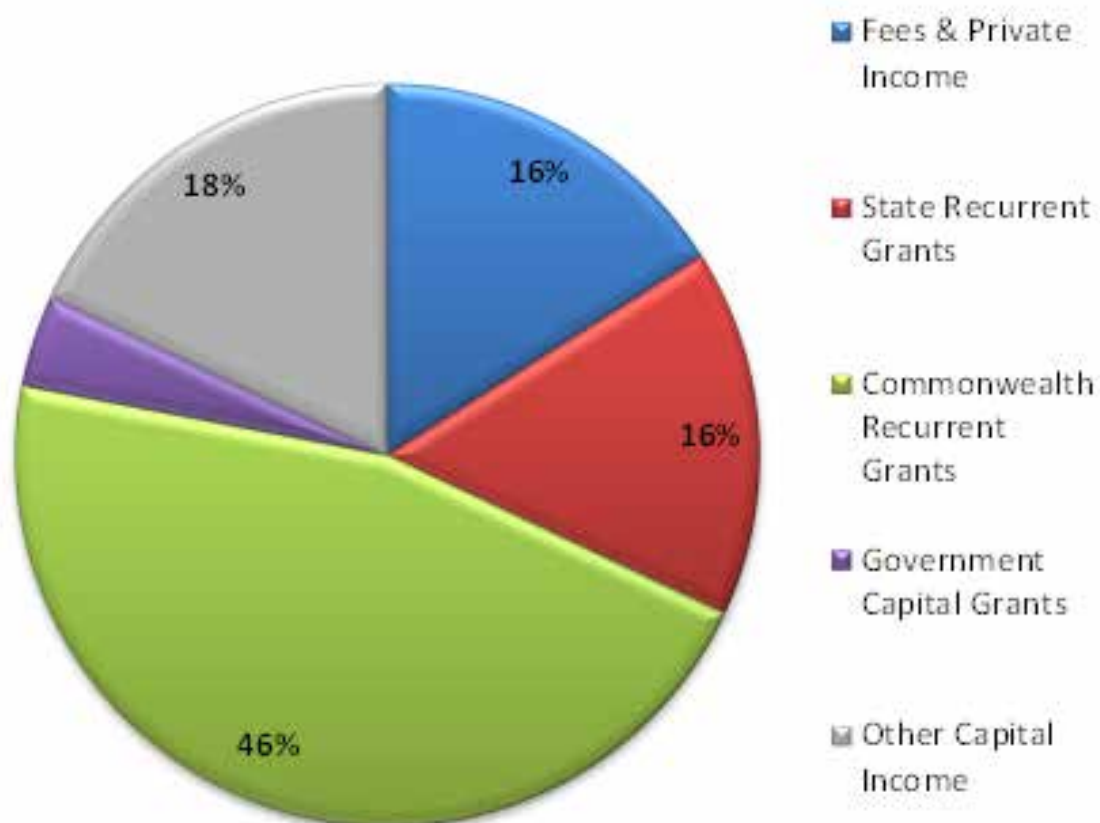
A number of informal student feedback mechanisms exist across the College including student leadership forums. Student leaders meet regularly with senior staff to provide feedback on matters of significance to students. These forums indicate that students are generally satisfied.

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.

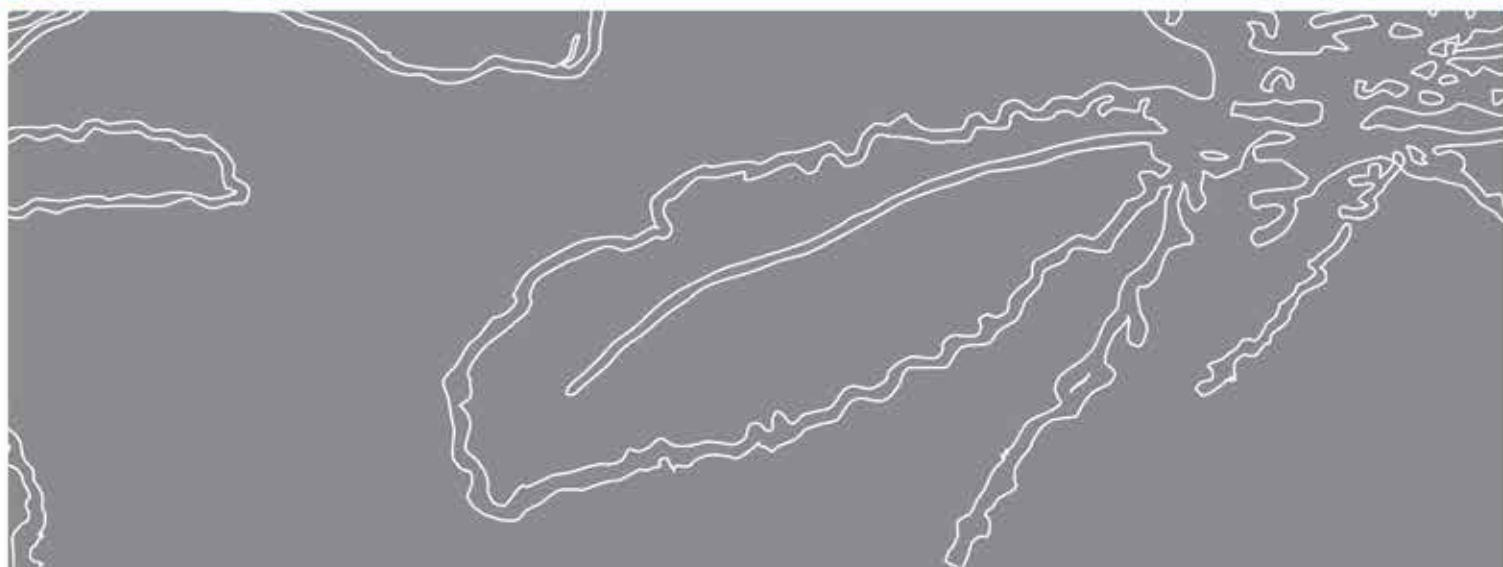
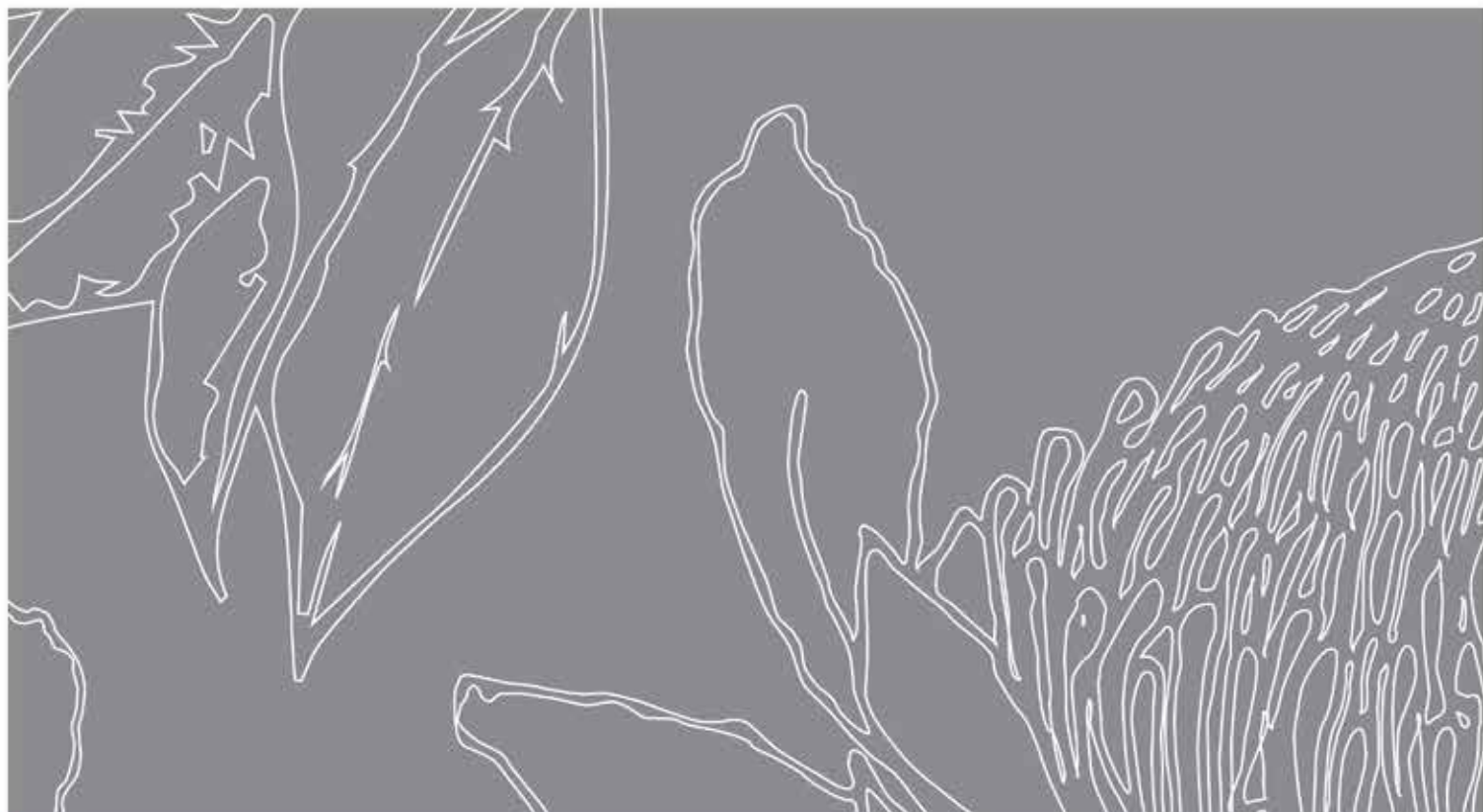
The Parents and Friends Association meets monthly and discusses various issues pertaining to the schools’ activities and interactions with the community. The Parents and Friends Association also play an important role in fundraising for the College and assisting in the purchase of resources.



FINANCIAL REPORTS







Nowra Anglican College is an
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