



Annual Report 2018



ANNUAL REPORT 2018

Theme 1 : Message from Key School Bodies	3
Theme 2 : About our College	7
Theme 3 : Student Outcomes in NAPLAN	10
Theme 4: Senior Secondary Outcomes	13
Theme 5: Teacher Qualifications and Professional Learning	20
Theme 6: Workforce Composition	21
Theme 7: Student Attendance, Retention and Post School Rates	22
Theme 8: Enrolment Policies	24
Theme 9: Other Policies	29
Theme 10: School Determined Priority Areas for Improvement	32
Theme 11: Initiatives Promoting Respect and Responsibility	34
Theme 13: Summary of Financial Information	36
Theme 14: Publication/Informational Requirements	37

Theme 1 : Message from Key School Bodies

MESSAGE FROM THE CHAIR OF SCHOOL COUNCIL

2018 was an exciting year of growth for Nowra Anglican College and as such it became a year of preparation for new facilities and for the development of the whole school Teaching and Learning Framework, in alignment with our strategic plan “Growing Together - whole child, whole school, whole community”. This plan sets out a framework for the development of the College over the next five years based on five key themes: innovative teaching & learning; Christian education; healthy relationships; sustainable practices and a focus on co-curricular opportunities.

As the title implies, the strategic plan is designed to be a ‘living document’ that remains sufficiently flexible to respond to any changes in the local environment or circumstances facing the College or new opportunities that might arise. The Council is focused on supporting the Principal as she and her staff develop and implement detailed actions to realise these goals.

The Council has spent considerable time in reviewing and updating the Master Plan for the College’s facilities, so that they remain adequate to support growth and a continuing improvement in teaching and learning outcomes for all students. New Junior School classrooms were completed, ready for commencement at the start of 2018. Work continued on the renovation of one of our buildings for the third classroom - The Banksia Room - of the Bomaderry Community Preschool. This classroom opened at the beginning of Term 2.

Our mission remains 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. 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 as active members of the College community.

Mr Bill Shields

Chair

Nowra Anglican College School Council

MESSAGE FROM THE PRINCIPAL

2018 has been a year of significant growth focused on the learning of our students and staff. Following on from the development of Nowra Anglican College's strategic plan, 2018 was a year where we began many of the major strategies articulated in this plan. This plan is our road map and undergirds our decision making and transformational strategies to ensure that we are meeting our vision and mission. Not only was there a growth in our student population, there was also the implementation of key strategic initiatives such as the introduction of the whole school teaching and learning framework.

The wellbeing of all students is central to the mission of Nowra Anglican College. We recognise and value each child as competent, capable individuals who are active participants in the learning process. We provide students with opportunities which proactively promote relationships, community connection and personal development. The focus in all areas of Nowra Anglican College is the development of the whole child. This involves the nurturing of their physical, social, emotional, intellectual and spiritual development.

Our approach is based around five key focus areas to ensure every student in the College flourishes in all aspects of their development.

1. Inspire confident, creative and active learners.
2. Strengthen our holistic approach to Christian Education.
3. Grow healthy relationships to engage our community.
4. Cultivate sustainable practices to secure long-term futures.
5. Tailor co-curricular opportunities to develop the whole child.

After completing the Kindergarten and Junior School classrooms in 2017, it was wonderful to see these buildings filled with students for the commencement of the 2018 year. The new six classroom block includes five general classrooms to accommodate our growing Junior School with the introduction of a third Kindergarten class and a further Year 3 and 4 class. The new building also includes a purpose built Junior School Music room, allowing our Junior School students to further develop their knowledge, skills and abilities in the Creative and Performing Arts.

2018 also saw the introduction of the third classroom of the Bomaderry Community Preschool in our new Banksia room. We view the transition from preschool to school as vital in children's success and there has been a deliberate and concerted effort to immerse our children in a beautiful, nurturing and stimulating environment where exploration, discovery, collaboration and play provide a platform for children to become successful learners in their Primary years of education.

With the growth in student population, the plans for a new Technology building were finalised allowing us to reimagine our technology and visual arts spaces. We are excited about the commencement of the building project which is earmarked for 2019.

Not only was there a growth in our student population, there was also the implementation of key strategic initiatives such as the introduction of the whole school teaching and learning framework. The College has adopted an approach based on increasing the learning capabilities of our students which we have called Building Learning Power. The focus in 2018 was on the upskilling of staff in this approach through professional development.

Nowra Anglican College ensures that our students are empowered through their academic attainments, their sense of identity and the knowledge and understanding that they are valuable individuals. Our Christian Faith is our sure foundation upon which we build and is reflected in our vision, mission and values. These will guide us as we realise the potential of every child in our College.

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

The P & F Association

The P&F association had a busy and productive time in 2018, making contributions to the College in a number of areas.

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 P&F commenced a new meeting structure where once per term they hosted an information session for all parents in the College. The topics included:

- How to write an essay
- Cultivating Sustainable Practices
- Partnerships in Pastoral Care

We were thrilled with the parent attendance and engagement.

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

- Wine and cheese night for parents and carers
- Mother's and Father's Day gift stalls
- Morning Tea for Grandparents Day
- Support for the International Food Fair on Foundation Day
- Supplying ice blocks to Junior School Cross Country Runners
- Second Hand Uniform Sales

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

Ms Stephanie Young

2018 President

Theme 2 : About our College

ABOUT OUR COLLEGE

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.

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

In 2018, the College had 880 enrolments. There were nearly equal number of boys (47%) and girls (53%) enrolled at the College and 47% were in year K-6 and 53% in years 7-12. Indigenous students represented 4% of the College population and 11% stemmed from a language background other than English. Defence students represented 15% of the College population.

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.

In 2018 we commenced the implementation of a new learning framework called Building Learning Power. Our aim is to teach students how to be great learners. We focus on five key learning dispositions - Resilience, Resourcefulness, Reflectiveness, Reciprocity and Restoration.

Our children's journeys commence at our preschool, where children learn in an environment that is dynamic and vibrant. It is a place where each child and family are respected and where our learning space creates a desire to investigate and wonder. We base our early education on the Reggio Emilia approach which has been contextualised in our setting.

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, cultural tour of Japan 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 concerts, eisteddfods, competitions and performance at local events.

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.

GOVERNANCE

Nowra Anglican College is governed by the Anglican Schools Corporation. The Board of Anglican Schools Corporation appoints a local Council to manage the College.

Members of Council

Mr Bill Shields (Chair)

Mr Tim Johnston

Mrs Katrina Eyland

Rev Ray Goldman

Rev Geoff Thompson

Rev Andrew Paterson

Ex Officio

Mrs Lorrae Sampson, Principal

Mrs Leisa Ebdon, Business Manager

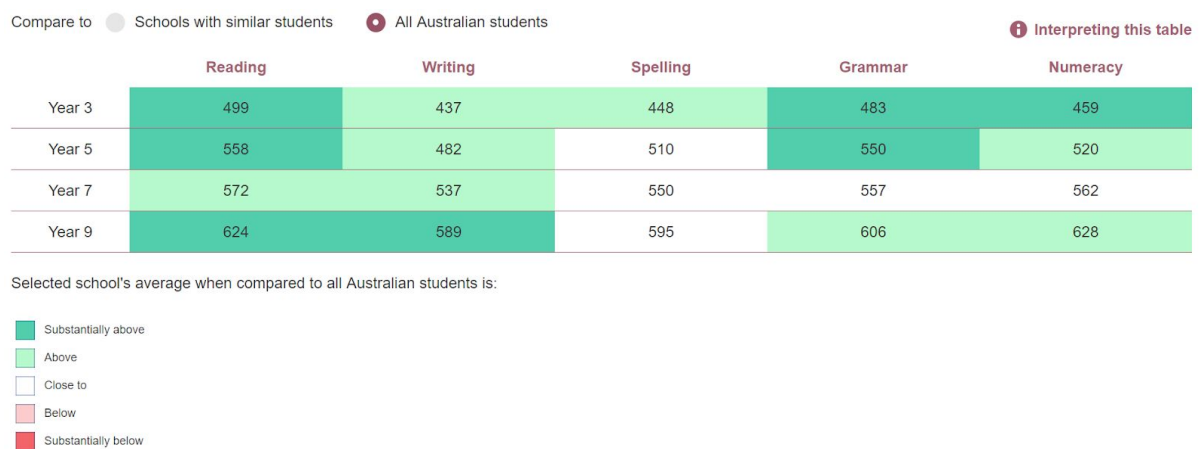
Mr Michael Newman, Anglican Schools Corporation

At each Council Meeting, Council Members are required to Declare any Conflict of Interest, or any change to their status as Responsible Persons. There are policies requiring this and the training of Board Members.

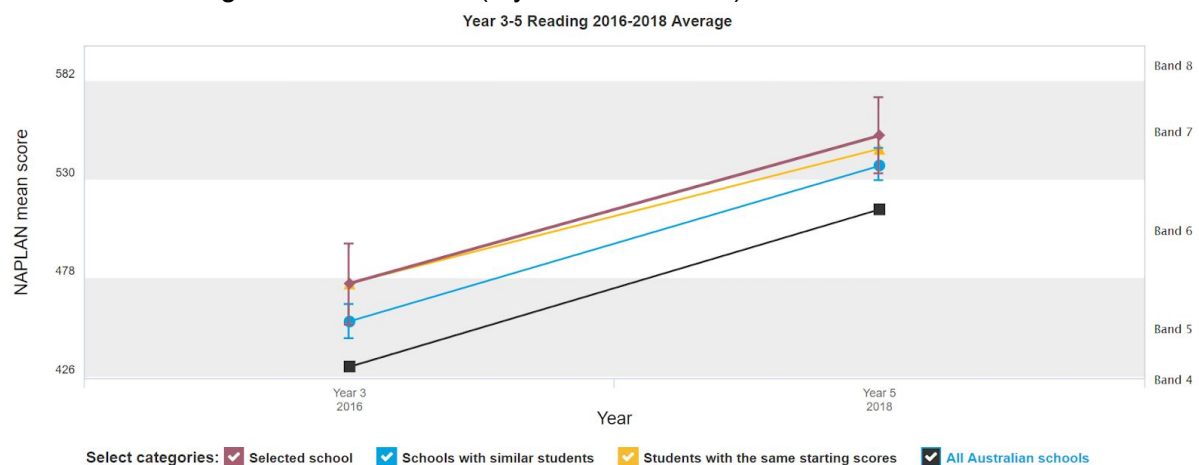
Theme 3 : Student Outcomes in NAPLAN

NAPLAN

In 2018 students in Year 3, students in Year 5, students in Year 7 and students in Year 9 were eligible to sit the NAPLAN test. The students have exhibited strong growth in a number of areas. Of particular note is the growth in students' scores in reading from Years 3 to 5 and writing in Years 7 to 9. In 2018 there was a concerted effort to improve writing in Years 7 - 9. The growth has outstripped both students in other schools starting from the same starting point and is above those schools classified as similar. These results are pleasing indications that the strategies implemented to improve literacy have been successful and the strategies for reading improvement are embedded in teaching practice.

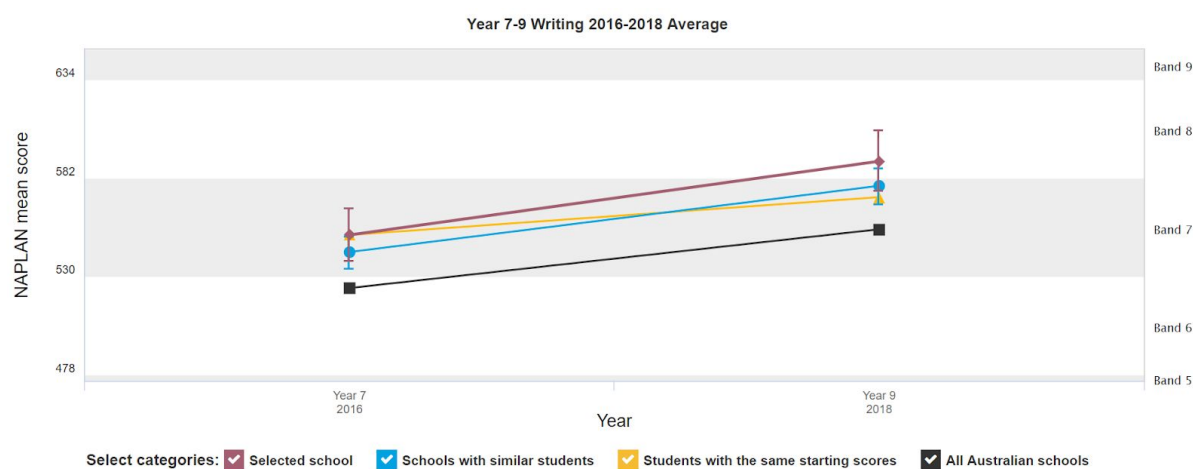


Growth in Reading from Years 3 to 5 (My School website)



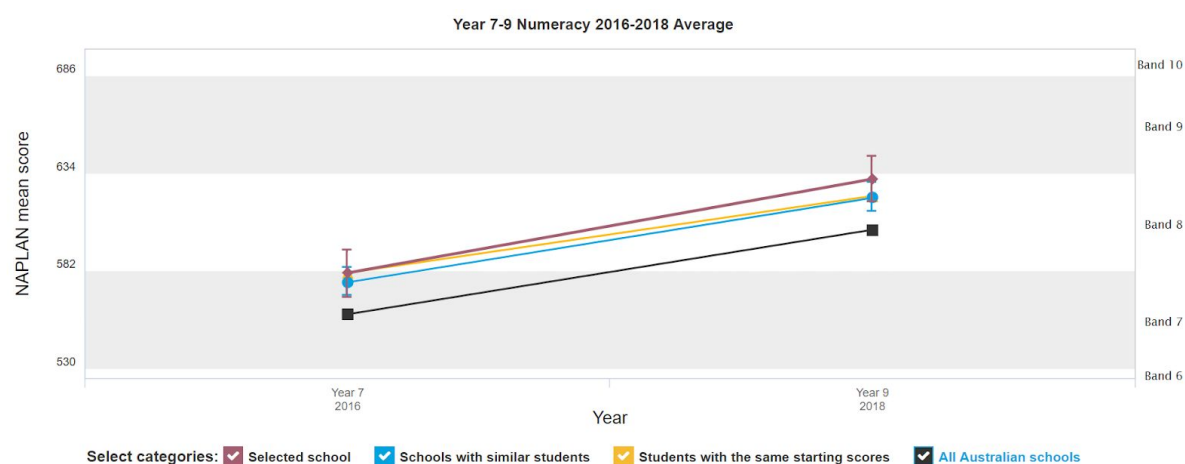
Percentage of students in this year level for whom previous NAPLAN results (2 years prior) are available: 58%

Growth in Writing from Years 7 to 9 (My School Website)



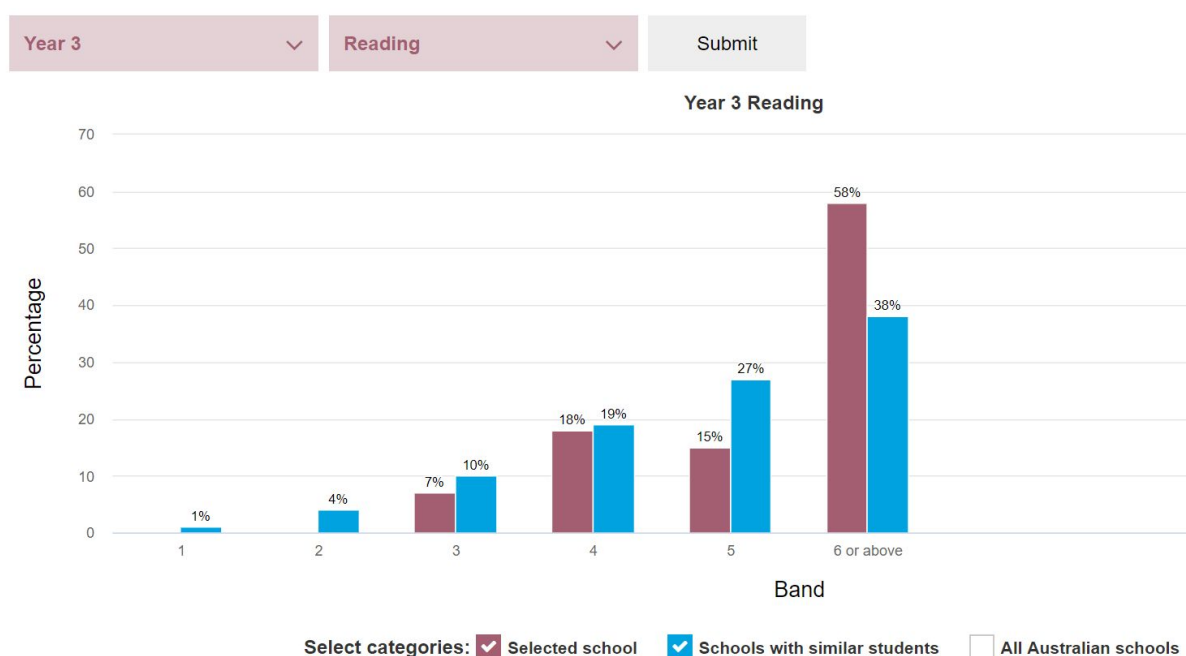
Percentage of students in this year level for whom previous NAPLAN results (2 years prior) are available: 88%

Year 7 - 9 Growth in Numeracy 2016 - 2018

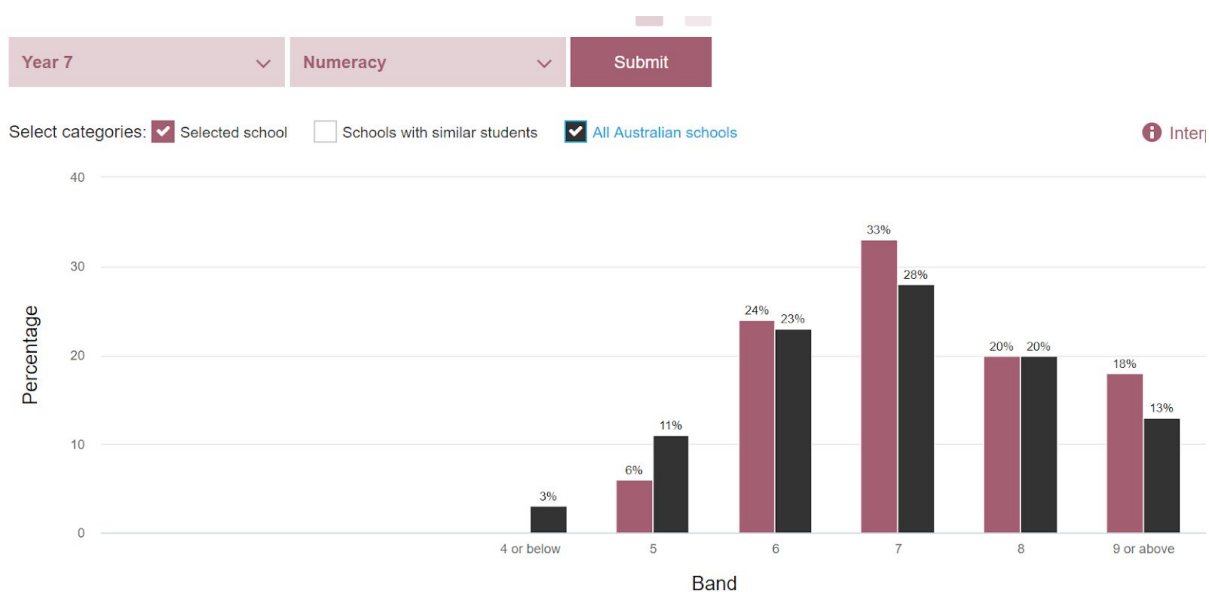


Percentage of students in this year level for whom previous NAPLAN results (2 years prior) are available: 86%

Year 3 Reading Results (My School Website)



Year 7 Numeracy Results (My School Website)



For further NAPLAN results, go to the myschool website for Nowra Anglican College.

Theme 4: Senior Secondary Outcomes

HIGHER SCHOOL CERTIFICATE

We proudly congratulate our year 12 students for their excellent performance and commitment in the 2018 Higher School Certificate. Nowra Anglican College has again been named the top performing school across the Shoalhaven and South Coast. Our school is also identified as one with outstanding academic “value add” allowing all students at all levels to achieve their best.

There has been much to celebrate with a considerable number of Band 6 results achieved by many students across a wide number of subjects. Our Year 12 students have worked hard to achieve these results and we commend them for their perseverance and positive outlook.

Of particular note this year are the results in 2 Unit Mathematics, Extension 1 and Extension 2 Mathematics with numerous Band 6 results received and 100% of the cohort achieving the equivalent of a Band 5 or 6 in Extension 1 and 2 Mathematics. Will Davies, Year 11 student was ranked 4th in the State in 2 Unit Mathematics achieving a result of 100% in his HSC examination.

In keeping with our tradition of a strong culture of achievement in the creative and performing arts, a number of students have received accolades for their major works in English Extension 2, Music, Visual Arts and Design and Technology.

Staff are incredibly proud of the achievements of all of our students who have demonstrated exceptional commitment, resilience and perseverance in their studies. We are confident that they will do well as they head into the next stage of their lives.

2018 HSC Success

We proudly congratulate our year 12 students for their excellent performance and commitment in the 2018 Higher School Certificate. Nowra Anglican College has again been named the top performing school across the Shoalhaven and South Coast. Our school is also identified as one with outstanding academic "value add" allowing all students at all levels to achieve their best.

There has been much to celebrate with a considerable number of Band 6 results achieved by many students across a wide number of subjects. Our year 12 students have worked hard to achieve these results and we commend them for their perseverance and positive outlook.



Will Davies achieved 100% in 2 Unit Mathematics and was placed 4th in NSW for his achievement.

In keeping with our tradition of a strong culture of achievement in the creative and performing arts, a number of students have received accolades for their major works in English Extension 2, Music, Visual Arts and Design and Technology.



Luke Huard's major work for Design and Technology.

Mathematics Results

Of particular note are the results in 2 Unit, Extension 1 and Extension 2 Mathematics with numerous Band 6 results received and 100% of the cohort achieving the equivalent of a Band 5 or 6 in Extension 1 and 2 Mathematics. Will Davies, Year 11 student was ranked 4th in the State in 2 Unit Mathematics.

Our students have told us many wonderful stories of their results and plans for the future. Many students have been offered early entry to University courses across the State and we look forward to hearing of their future exploits.

Staff are incredibly proud of the achievements of all of our students and are confident that they will do well as they head into the next stage of their lives.

Special Congratulations

Dan Bardsley-Divina



Dan achieved the highest ATAR in the College with a result of 97.7. He achieved Band 6 results in Engineering Studies, Mathematics Extension 1 and Extension 2, Music 2 and was placed 2nd in the State for Entertainment Industry. Dan was also named on the HSC Honour Roll for his exceptional results.



Will Davies, a Year 11 student, achieved 100% in 2 Unit Mathematics and was placed 4th in the State on the Honour roll for this subject.



Bella Inthra, our College Dux has achieved Band 6 results in Biology, and Mathematics. Bella received an ATAR of 94.



School Captain, Bronte Heslehurst achieved an ATAR over 90 and a Band 6 result in 2 Unit Mathematics.



Jeremy Lindsay received excellent results across all subjects and particularly excelled in Music Extension 1 receiving a mark of 49/50. Jeremy was nominated for the highly acclaimed Encore concert for his exemplary music performance. Jeremy achieved an ATAR over 95.



Ethan Munn was nominated for Artexpress for his exceptional Visual Art Major Work titled "Beautiful Mistakes".



Luke Huard, nominated for the Shape exhibition for his exemplary work in Design and Technology, also received a Band 6 in this subject.

Margaux D'Ament was also nominated for the Shape exhibition for her exceptional Design and Technology Major Work.



Oscar Wong achieved highly in all subject areas including Band 6 results in Design and Technology and 2 Unit Mathematics.



James Ralph achieved highly across all subject areas, particularly in the subject of Society and Culture achieving a Band 6 result and Extension 2 English with 45/50.



Emily Nield achieved an E4 in English Extension 1 with a result of 45/50.



Cassie Chen studied Chinese in Context through Distance Education with a result of 95/100



Nicholas Pascoe achieved a Band 6 result in 2 Unit Mathematics.



Congratulations to two Year 9 students Jack Sweet and Troy Sweet who are following an accelerated pattern of study in Mathematics – both achieved Band 6 results in 2 Unit Mathematics.

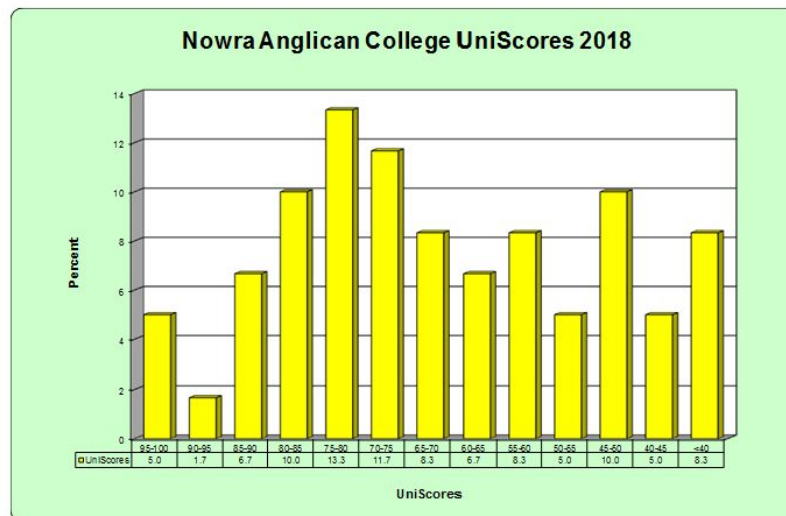


Looking at the broad picture, we find the results are strong across every subject. In particular, a number of subjects have achieved significantly above the state average for the attainment of Band 5 and 6 results as compared to the state.

Subject	% NAC Top Two Bands	%NSW Top Two Bands
Ancient History	50%	36%
Chemistry	46%	42%
Design and Technology	100%	47%
Electrotechnology	50%	40%
Engineering Studies	100%	36%
Entertainment Industry	75%	33%
Mathematics	60%	42%
Mathematics Ext 1	100%	79%
Mathematics Ext 2	100%	85%
Music 1	100%	64.5%
Physics	36%	33%
Senior Science	54%	21%
Visual Arts	55%	53%

YEAR	TOP ATAR/UAI	ATAR/UAI %OVER 90	ATAR/UAI % OVER 80	ATAR/UAI % OVER 65
2012	99.25	12.5%	5%	
2013	95.7	9%	18%	13/45 = 29%
2014	95.1	8%	17%	31/65= 48%
2015	94.7	6%	25%	49%
2016	92.10	6%	36%	68%
2017	97.65	16%	30%	28/43 = 65%
2018	97.70	7%	23%	34/60 =57%

The 2018 UniScores analysis revealed 60 students were eligible for an ATAR, 32 boys and 28 girls. All students in Year 12 were awarded their Higher School Certificate.



VOCATIONAL EDUCATION & TRAINING

- 47% of the Year 12 cohort chose one or two VET subjects in their pattern of study for the HSC
- Ten students graduated with a Certificate II or Statement of Attainment towards a Certificate II in Electrotechnology(Career Start)
- Eight students graduated with a Certificate II or Statement of Attainment towards a Certificate II in Construction Pathways
- Two students graduated with a Statement of Attainment towards a Certificate III in Early Childhood Education and Care
- Sixteen students graduated with a Certificate III or Statement of Attainment towards a Certificate III in Live Productions and Services

RoSA

Nowra Anglican College is registered to award RoSA (Record of School Achievement) to students who conclude their studies prior to the HSC. In 2018, no students received this report.

POST SCHOOL DESTINATIONS

Students who complete Year 12 are encouraged to identify post-school options that will best suit their interests, talents and career goals. Students are supported with applications for scholarships, early entry schemes and the Educational Access Scheme as well as other pathways for non university options.

Due to geographical location, the University of Wollongong is the preferred tertiary institution by many of the graduating students from the College. A large number of our students were accepted to a wide variety of tertiary institutions. Many of our students received early offers of entry to a number of universities.

The graduating class applied for tertiary study in a wide range of fields including, Arts, Sciences and Humanities.

A small number of students who participated in the vocational path at the College moved into apprenticeships and other vocational pursuits and a small number of students moved straight into the workforce.

Theme 5: Teacher Qualifications and Professional Learning

PROFESSIONAL DEVELOPMENT

All Nowra Anglican College Staff (teaching and Non-teaching) undertook professional learning opportunities throughout 2018, which included:

- Staff Development Days
- School Based Workshops
- Online Training and
- External Conferences and Workshops

The professional learning component at Nowra Anglican College is developed through consultation and is linked to the College priorities and strategies. The number one priority in 2018 was the implementation of the whole school teaching and learning framework, Building Learning Power, and there were numerous school organised and run professional development activities focused on upskilling teacher pedagogy and practice.

In 2018 the College applied to NESA to become an endorsed provider for professional development. In July, 2018 we were notified that we had successfully received the ability to provide registered professional development for teachers in NSW. The College has developed six courses focusing on teacher pedagogy and technology.

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.

Staff have continued to participate in a number of compliance activities. Professional development for all staff in the areas of 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.

The Executive leadership team completed leadership training through the AIS Agile Executive program. This training has allowed the school leaders to develop as a team and work productively and effectively to lead the school realise its vision and mission.

Theme 6: Workforce Composition

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 2017

Teaching staff - 72

Full-time equivalent teaching staff - 63.6

Non Teaching staff - 23

Full time equivalent non-teaching staff - 18.1

TEACHER STANDARDS

Category

72 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.

0 Teachers

Teachers having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack from teacher education qualifications.

0 Teachers

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.

Theme 7: Student Attendance, Retention and Post School Rates

STUDENT ATTENDANCE

The College's Absence Policy includes the following steps:

Daily Absences:

- Rolls are marked on line every lesson by teachers in the Senior School and by class teachers in the Junior School.
- Absences are recorded on the College's attendance database.
- Parents receive an SMS mid-morning advising their child has been marked absent. Parents are also 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, which Student Services check and validate.

Ongoing Absences:

- Our Pastoral Care system monitors excessive absenteeism with Home Room teachers and Year Coordinators making contact with families in the Senior School and Class teacher in the Junior School if they are concerned. Families are contacted after their child has an absence of three consecutive days.
- Parents of students who have an absentee rate greater than 15% are contacted by the appropriate Year Coordinator in the Senior School or Coordinator of Pastoral Care in the Junior School.
- The College's Attendance Guidelines are available on the College Complispace and in the Student Handbook

2018 SCHOOL ATTENDANCE

FORM	MALE	FEMALE	OVERALL
Kindergarten	92.46	94.52	93.56
Year 1	93.89	93.42	93.63
Year 2	91.45	92.39	91.86
Year 3	92.4	93.86	93.22
Year 4	93.62	93.84	93.73
Year 5	95.52	91.97	93.73
Year 6	93.69	93.6	93.65
Year 7	93.75	93.42	93.58
Year 8	91.44	91.9	91.75
Year 9	93.27	91.84	92.43
Year 10	92.75	87.57	90.22
Year 11	87.4	90.32	88.66
Year 12	87.81	86.5	87.27
Overall	92.25	92.13	92.18

STUDENT RETENTION

Retention Rates in the Secondary School

91% of the 2016 Year 10 cohort completed Year 12 in 2018. Students who left in Year 10 or Year 11 took up apprenticeships or joined the workforce. Others attended TAFE, transferred to a geographically closer high school or left the area with parents.

In 2018 in order to assist students in preparing for their Higher School Certificate we implemented a thorough elective guidance system. This included psychologist supervised career assessment testing, and selection interviews attended by the student, their parent/carers and two executive staff members. We believe over time that this will assist in student retention and supporting more students to complete their HSC.

Theme 8: Enrolment Policies

College Enrolment Procedures

Enrolment Guidelines

Nowra Anglican College is a comprehensive co-educational K-12 school providing an education underpinned by Christian values and is a registered and accredited school operating under Parts 7 and 8 of the Education Act (1990) including courses leading to the award of the RoSA and the HSC.

All applications will be processed in order of receipt and consideration will be given to the applicant's support of the ethos of the College, staff or clergy status, siblings already attending the College and other criteria determined by the College from time to time. Order of priority for entry may be altered at the Principal's discretion. Once enrolled, students and their families are expected to support the ethos and values of the College and comply with College rules to maintain the enrolment.

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 of \$80.

Enrolment priorities are siblings, followed by children of staff, 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 Principal, or representative will be made, followed up with a formal letter detailing the content of the phone conversation.

Conditions of enrolment:

These Conditions form part of the enrolment contract between the Parents and the Anglican Schools Corporation.

Interpretation

“Corporation” means the Anglican Schools Corporation, ABN 63 544 529 806.

“Parents” means the Student's mother and father; or, where the Student has only one parent, that parent. “Parents” also includes the Student's guardian.

“Student” means the person who is enrolled as a student at the School.

“Principal” means the principal or acting principal of the School, by whatever title she or he is known, and/or his or her nominee.

“School” means the school or college of the Corporation at which the Student is enrolled.

Fees and Charges

1. The Parents are to pay to the School all fees and charges for school fees, extra subjects, excursions, camps and the supply of other goods and services to the Student, as determined by the Corporation or incurred on behalf of the Student from time to time (Fees and Charges).
2. The Parents are to pay all Fees and Charges in advance, at the end of the first week of each term, except Fees and Charges on amended accounts and accounts raised for mid-term enrolments, which the Parents are to pay within seven days from the date of the invoice. If the Parents fail to pay an account for Fees and Charges within 21 days of the due date they will be liable to pay an overdue charge which reflects the administrative and financial cost to the Corporation in collecting the outstanding Fees and Charges. The Parents may enquire as to the current amount of the overdue charge at the Group Office of the Corporation.
3. If an account for Fees and Charges is not paid in full within 60 days from its due date, the Student's enrolment may be suspended and the Principal may without further notice refuse entry to the Student and/or terminate the Student's enrolment.
4. The Parents are to give at least one full term's notice in writing to the Principal before terminating the Student's enrolment. If the Parents do not give sufficient notice of termination of the Student's enrolment, they are to pay to the School one term's school fees, plus GST as applicable. The Parents agree that this amount is a genuine estimate by the School of the loss that it would suffer as a consequence of insufficient notice of termination of the Student's enrolment.
5. No remission of Fees and Charges, either in whole or in part, will be made if the Student is absent due to illness, leave, suspension, or expulsion.

6. The School may incur from time to time such incidental expenditure on behalf of the Student as it may consider necessary, including for items such as books, excursions, educational programs, stationery and equipment.
7. The Parents are to pay all medical and ambulance expenses incurred by the School on behalf of the Student which the School is not able to otherwise recover.

Students' Obligations

Students are to demonstrate high standards of behaviour and:

- (a) abide by the School rules as they apply from time to time;
- (b) act courteously and considerately to each other and to staff at all times;
- (c) support the goals and values of the School;
- (d) attend and, as required, participate in:
 - (i) chapel services and assemblies;
 - (ii) the School sports programme;
 - (iii) important School events such as Speech Day / Night or other events determined by the Principal;
 - (iv) camps and excursions that are an integral part of the School curriculum;
- (e) wear the School uniform as prescribed and follow conventional standards of appearance in accordance with the School's guidelines and the expectation of the School community; and
- (f) attend the School during school hours, except in the case of sickness or where leave not to attend has been given.

Parents' Obligations

The Parents:

- (a) are to accept and abide by the requirements and directions of the School Council and the Principal relating to the Student or students generally and not interfere in any way with the conduct, management and administration of the School;
- (b) acknowledge the Corporation's Philosophy of Education published on the Corporation's website www.sasc.nsw.edu.au ;
- (c) are to support the goals, values and Christian foundation and activities of the School;
- (d) are to read the School newsletter;
- (e) are to advise the School in writing of any change of home, mailing, email address or contact details or other information on the Application for Enrolment/Placement on a Waiting List, within one month of such change. Applications for a Student place may be cancelled if the School loses contact with the Parent or has mail returned to it;
- (f) are to ensure the Student has each item of official required uniform, clean and in good repair, and all other requirements such as textbooks and stationery;
- (g) are to communicate with students, parents, visitors and staff members in a courteous manner, and follow the communication guidelines laid down by the School from time to time; and

- (h) are to use their reasonable endeavours to attend parent-teacher interviews and parent forums and participate in courses offered by the School which are relevant to the Student's education.

Exclusion of Students

The Principal may in his or her absolute discretion, but subject to affording the student procedural fairness, suspend or expel the Student for:

- (a) breaches of rules or discipline;
- (b) behaviour prejudicial to the welfare of the School, its staff or students; or
- (c) where parents have failed to comply with these Conditions of Enrolment

The Principal also may terminate the Student's enrolment if the Principal considers that a mutually beneficial relationship of trust and cooperation between the Parents and the School has broken down to the extent that it adversely impacts on that relationship.

Leave

Requests for leave from School activities, including academic and co-curricular programs, and for early departure at the end of a day or term and/or late return from breaks are, in general, considered only in exceptional cases, and only on receipt of written application from the Parents by the Principal. Parents are to explain in writing to the Principal any Student absence for a part or whole day during term time, including late arrival at the beginning of the day.

Content of Courses attended

The School determines which particular courses and activities are offered and/or provided at any time and which of these courses and activities are compulsory. These may be changed without notice.

Special needs, Health and Safety

- (a) The Parents are to disclose fully any special needs or changes in special needs of the Student (including but not limited to any medical, physical, learning or psychological needs) as soon as they become aware of those special needs or changes in special needs. The Parents are to complete the Student's medical form accurately and provide annual updates.
- (b) The Principal may search the Student's bag, locker or other possessions where reasonable grounds exist to do so in order to maintain an environment that is safe for all students.
- (c) If the Student is ill or injured, necessitating urgent hospital and/or medical treatment (for example injections, blood transfusions, surgery) and if the Parents are not readily available to authorise such treatment, the Parents authorise the Principal or, in the Principal's absence, a responsible member of the School staff to give the necessary authority for such treatment.
- (d) The Student's personal property is not insured by the School, and the School does not accept any responsibility for loss of or damage to the Student's personal property.
- (e) Parents are to observe School security procedures for the protections of students.

In accepting these conditions the Parents:

- (a) acknowledge that the School may from time to time collect personal information about parents and students for the School's function or activities;
- (b) authorise the School to use and disclose information in such a manner as the Principal may deem appropriate for the purposes of the Student's education, health, care, welfare and development; and
- (c) acknowledge that they have read the School's Privacy Policy and Standard Collection Notice, as displayed on the School's website, or as otherwise published.
- (d) The Parents give permission for photographs and videos of the Student to be placed in the School's records; displayed from time to time around the School; and published in School publications, on its website and in other marketing and promotional material, unless the Principal has been advised or is advised in writing that the Parents do not give this permission.

Court Orders and Provision of Reports

- (a) The Parents are to, where relevant, provide to the School all current Family Court or other court orders relating to the Student. Such information will be dealt with in accordance with the School's Privacy Policy.
- (b) The School will send academic reports to the address or addresses notified by the Parents. If the Parents are separated or divorced, reports will be sent to each of the Parents on request to the address notified by each Parent unless there is an order of a court or an agreement that reports are to be sent to only one of the Parents.

General

- (a) The Corporation may change these Conditions of Enrolment with effect from the beginning of a calendar year, provided the Corporation gives the Parents at least two terms' notice.
- (c) The Parents' obligations to the School and the Corporation, as set out in these Conditions of Enrolment, are joint and several.

Theme 9: Other Policies

POLICIES

STUDENT WELFARE POLICIES

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

- Minimises risk of harm and ensures students feel safe and secure
- Supports the physical, social, academic, spiritual and emotional development of students
- 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 Coordinator of Pastoral Care administers this program for students Years 7-12 and the Coordinators of Pastoral Care Junior School oversee the K-6 program.

Each Year group in the secondary area has an allocated Year Coordinator who is supported by four Homeroom teachers, overseeing each House group. This team of professionals delivers 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 classroom teacher is supported by the Coordinators of Pastoral Care - Junior School, the Leaders of Learning in each stage, the Diverse Learning team and the Head of Junior School.

BEHAVIOUR AND DISCIPLINE POLICIES

The Nowra Anglican College Student Management Guidelines seek to help students grow in their understanding of, and experience in, important social and behaviour 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; courteous and polite language towards one another enables students to develop and enjoy positive, healthy and mutually respectful adult relationships.

Thus, the chief goal of the Nowra Anglican College Student Welfare policies 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 consequences and correction, learn from the situation and become self-disciplined so that we can in turn show grace and good judgement to others. In 2018 the College implemented a Respectful Communication policy, in response to our work with the White Ribbon organisation.

Students are required to abide by the School Rules, Procedures and other reasonable instructions given by authorised representatives of the College as a condition of enrolment. Whilst the College promotes and reinforces behaviour that is founded on positive strategies, where disciplinary action is required for breaches of expectations, the responses vary according to the nature of the offence as well as any mitigating circumstances and the student's prior behaviour record. Decisions are guided by the Student Behaviour Management Guidelines. Corporal punishment is prohibited as a disciplinary measure.

CONCERNS AND COMPLAINTS POLICY

Nowra Anglican College recognises that involving parents in their child's education is critical to each child's development and learning. It emphasises fostering positive relationships with parents and families and developing strong school community partnerships. We also recognise that in all partnerships there will be times when there are disagreements and issues of concern that will need to be resolved. Some concerns raised by parents are complex; however, in all cases an open, consistent approach that is courteous, efficient and fair best addresses parent concerns. Such an approach provides opportunities to build partnerships between schools and families.

A 'concern' is an issue of interest (because of its importance and effect) which is raised informally in order to improve or change a situation whereas a 'complaint' is an expression of grievance or resentment where the complainant is seeking redress or justice.

Concerns and complaints must be addressed in line with the values of the College regarding treating each other with dignity and respect. We are committed to providing safe and supportive work environments where diversity is valued and everyone is treated with respect, fairness and dignity. Discrimination, sexual and other forms of harassment, bullying, violence and threatening behaviour are unacceptable. All employees, students, parents and visitors in schools are expected to act accordingly.

The School Executive and Council, will act to ensure that the safety, security, health and wellbeing of all employees, students, parents and visitors are protected. All staff must observe the College's Code of conduct.

Nowra Anglican College expects that all parties will, when addressing concerns and complaints:

- maintain the confidentiality of all parties, in line with the College's policies and legislative requirements
- acknowledge that their common goal is to achieve an outcome acceptable to all parties
- act in good faith and in a calm and courteous manner
- show respect and understanding of each other's point of view and value difference, rather than judge and blame
- recognise that all parties have rights and responsibilities which must be balanced.

A full copy of this policy is held on the College's internal intranet site and on the College's public website at <https://www.nac.nsw.edu.au/about/policies>. Printed copies are available on request.

BULLYING PREVENTION AND INTERVENTION POLICY

Bullying is the repeated and intentional behaviour of causing fear, distress or harm towards another person that involves an imbalance of power. It can involve humiliation, domination, intimidation, victimisation and harassment.

Bullying can take many forms including:

- Physical bullying
- Psychological bullying
- Indirect bullying such as acts of exclusion or spreading of untrue stories intended to hurt or intimidate.
- Cyber bullying

Nowra Anglican College recognises its duty to students, staff and families to provide a safe and positive learning environment where individual differences and diversity within the College is respected and accepted. Bullying is not tolerated at Nowra Anglican College.

Incidents of bullying are managed through a "whole of College community" approach involving students, staff and parents/carers. Bullying prevention strategies are implemented within the College on a continuous basis with a focus on teaching age appropriate skills and strategies to empower staff, students and parents/carers to recognise bullying and respond appropriately.

Staff are required to be positive role models emphasising our no-bullying culture and our bullying and prevention and intervention strategies are reviewed on an annual basis against best practice.

A full copy of our Bullying Prevention and Intervention Policy is available on the College's Complispace intranet site and on the College's public website at <https://www.nac.nsw.edu.au/about/policies>. Printed copies are available upon request.

Theme 10: School Determined Priority Areas for Improvement

2018 PRIORITIES

The areas for improvement are outlined in the College's Strategic Plan:
Growing Together - whole child | whole school | whole community

1. Inspire confident, creative and active learners.
2. Strengthen our holistic approach to Christian Education.
3. Grow healthy relationships to engage our community.
4. Cultivate sustainable practices to secure long-term futures.
5. Tailor co-curricular opportunities to develop the whole child.

The priorities set for 2018 included:

- Implement a whole school teaching and learning framework: based upon Guy Claxton's Building Learning Power.
- Expand the EDGE (Enrichment, Differentiation, Gifted Education) Centre to offer specialised learning programs to meet the needs of every student.
- Major Facilities Development - complete a new block of five Junior School Classrooms.
- Increase our preschool to three classrooms, each operating for five days.

2018 ACHIEVEMENTS

- Adoption of the Building Learning Power whole school teaching and learning framework which was introduced to staff and applied in day-to-day teaching practices within the classroom.
- The EDGE Centre continued to offer specialised learning programs and was expanded to include learning across all Year groups.
- Completion of Junior School Classroom facilities for the commencement of 2018 classes.
- Completion of plans for the new Technology and Applied Studies building.
- Completion of the third classroom of the Bomaderry Community Preschool - Banksia classroom which opened with a three day program in April 2018.
- Gained status as an approved NESA provider of professional development for teachers in NSW.
- Created student leadership structures to enhance student well-being and increase student voice including changes in the Prefect team and House leadership team.
- Opened the Koori Walk in our Bush Chapel area

2019 PRIORITIES

The priorities set for 2019 include:

- Continue to develop and roll-out our P – 12 Teaching and Learning framework, Building Learning Power, for implementation in 2019 with staff, students and our community.
- Continue to develop excellent pedagogical practices for our staff through professional development, professional learning teams and coaching and mentoring.
- Implement a new Middle School approach in Stage 3 to improve learning and better prepare students for the Senior School.
- Further implement Reggio Emilia teaching practices in the Junior School, particularly in Stage 1, in line with our Building Learning Power Teaching and Learning framework.
- Improve student leadership opportunities through the expansion of our student leadership program.
- Improve outcomes for students including levels of well-being commencing with a review of our Pastoral Care framework.
- Develop the College Master Plan to cater for the increase in student enrolments including Traffic Management plans.
- Commence building of new Technology building.
- Complete ICT strategic plan.

Theme 11: Initiatives Promoting Respect and Responsibility

RESPECT & RESPONSIBILITY

Respect and responsibility are reciprocal values: the College endeavours to assure all students that they are valued and an integral part of the College community in line with our mission statement. 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 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
- 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. Nowra Anglican College has continued to offer students the opportunity to participate in the Duke of Edinburgh's Award Scheme. This program continues to flourish with many students from Years 8 to 12 engaging in rich and rewarding experiences. This facilitates an opportunity for the students to develop a confident sense of self and build relationships with others. Other activities include: sponsorship of children through the Compassion organisation, 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.

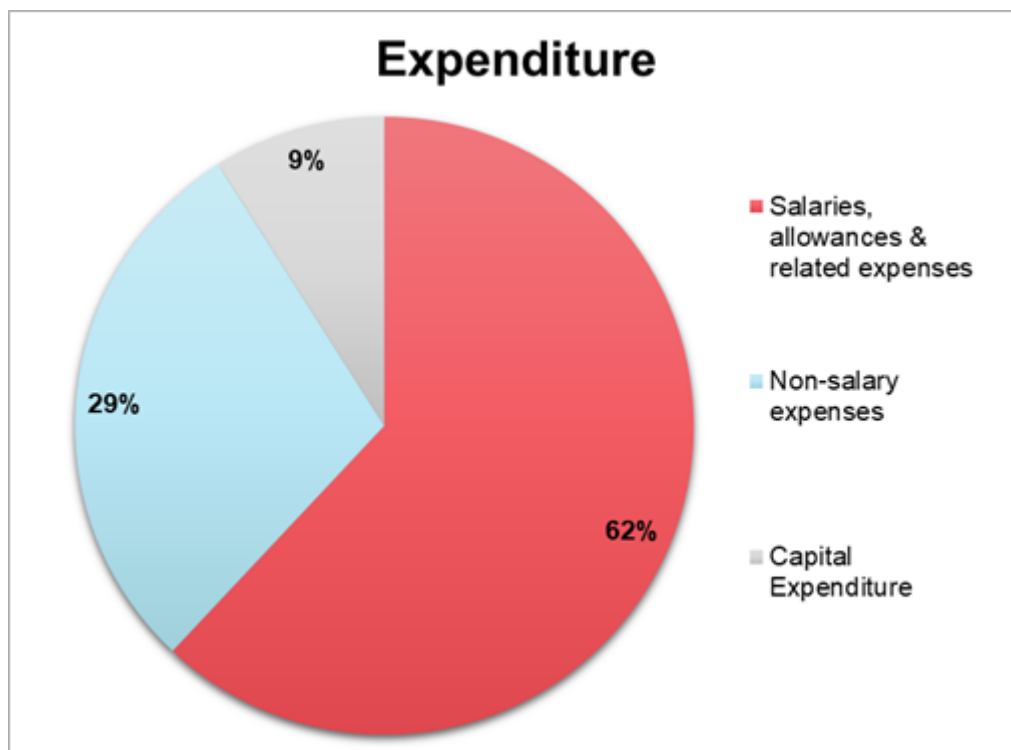
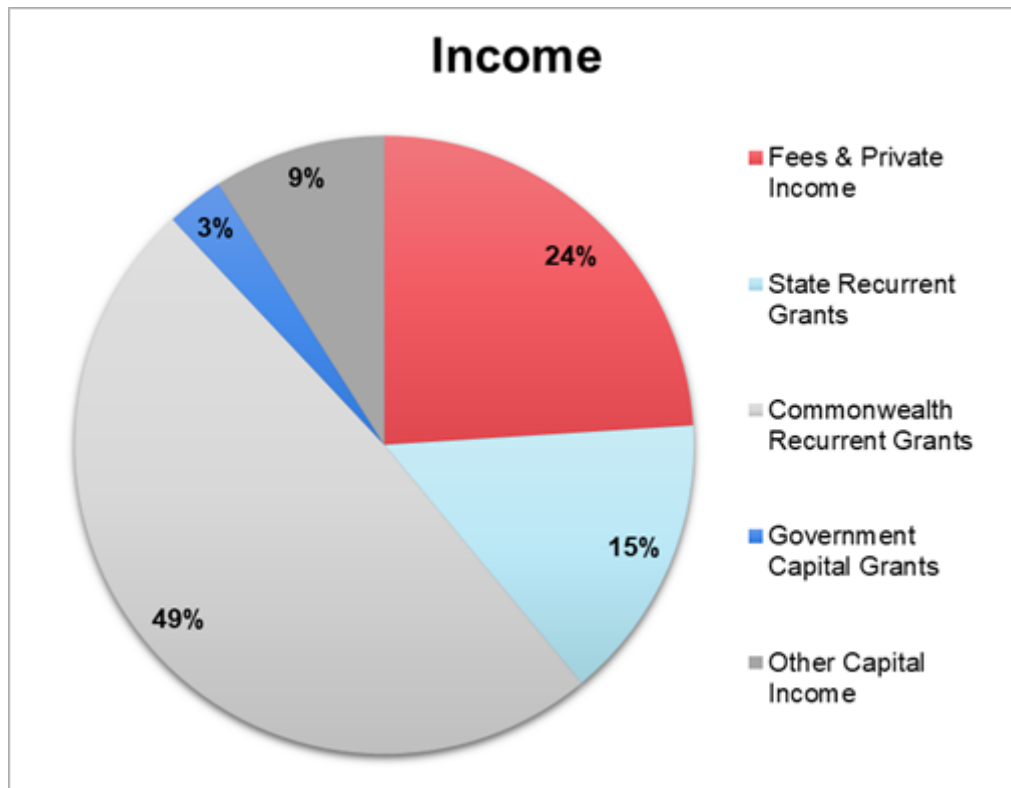
Our well-being initiatives are both explicit and implicit being both proactive and reactive. We aim to teach our students about the factors that contribute to a flourishing life and we also partner with students to support them in their areas of need. A number of formal and informal student feedback mechanisms exist across the College including student leadership forums and groups. Student leaders meet regularly with senior staff to provide feedback on matters of significance to students. These forums indicate that students are generally satisfied. In 2018 changes were made within the Student Leadership team and House system. The Year 12 Prefect team was expanded to provide further opportunities for students to develop their leadership skills in various portfolios such as curriculum based Science and Creative and Performing Arts Prefects. This has been viewed very positively by the students. Changes were also made to the House system, particularly in creating an environment where there is greater interaction between the students from different Year groups. In 2019 we are working to create more formal structures of student mentoring across the College.

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.

Theme 13: Summary of Financial Information

FINANCIAL REPORTS



Theme 14: Publication/Informational Requirements

PUBLICATION REQUIREMENTS

This Annual Report has been uploaded to NESA or RANGS Online by 30th June 2019 and is available online at the College's website at

<https://www.nac.nsw.edu.au/about/governance>.

The report is able to be provided to those unable to access the internet by contacting the College office on 02 4421 7711.

Additional information that is requested by the Minister will be provided to NESA in an online or appropriate electronic form unless otherwise agreed by NESA.

In preparing this Report, we have gathered information from evaluations conducted throughout 2018.