



STUDENT CODE OF BEHAVIOUR

Nowra Anglican College is a respectful community grounded in Christ's love, learning to live with wisdom and compassion.

We expect our students to align their behaviour with the school values of **Respect | Compassion | Wisdom**. This is expected in all aspects of their lives, when at school or out in public, in person or online.

RESPECT

Honouring and showing regard for others, yourself and God.

All students at the College have the right to receive respect and are expected to respect others:

STUDENT RIGHTS	STUDENT RESPONSIBILITIES
Feel secure, valued and a sense of belonging	Be truthful and thoughtful in all their dealings
Expect to be treated with respect, understanding, kindness and courtesy	Treat others politely, with respect, displaying understanding and not to tease or hurt others emotionally or physically
Expect that personal property will be safe	Respect the property of others
Benefit from the good reputation of the College	Wear the College uniform correctly
	Look after the College environment
	Display behaviours that reflect well on self and maintain the College's good reputation

COMPASSION

Showing love, concern and awareness for others and yourself, informed by Christ's example.

All students at the College have the right to receive compassion and are expected to show compassion to others:

STUDENT RIGHTS	STUDENT RESPONSIBILITIES
Receive empathy, understanding and seek restoration	Be reflective, showing empathy and understanding to others
Feel welcomed and included at the College	Actively ensure others feel welcome and included
Experience a safe and secure environment	Act in a safe and considerate manner

WISDOM

Using knowledge and experiences to inform your choices for the betterment of yourself and others, in line with God's word.

All students at the College are encouraged to make wise choices for themselves and others:

STUDENT RIGHTS	STUDENT RESPONSIBILITIES
To learn and not be deprived of this right and opportunity by the behaviour of others	Be organised, prepared and willing to learn
	Complete all home learning activities as directed by teachers
	Be in the right place at the right time
Enjoy a safe and healthy environment	Create a safe and healthy environment for others
	Not be in the possession of, or use, illegal or dangerous items such as vapes, drugs, alcohol or weapons



BREACHING STUDENT CODE OF BEHAVIOUR

Breaching the Student Code of Behaviour may result in consequences or remedial actions at the discretion of College staff, such as the loss of privileges or exclusion from activities. Serious breaches and/or repeated breaches may lead to further action as required.

TEACHER'S ROLE	STUDENT'S ROLE
<ul style="list-style-type: none">● Reward positive behaviour including upholding of the College values● Remind the student of the importance of the College values● Inform students of their breach of the Code of Behaviour and its consequences or remedial actions	<ul style="list-style-type: none">● Participate in the College awards system● Reflect upon their actions and take steps to improve in line with College expectations● Accept responsibility and the consequences of poor behaviour

EXPECTATIONS AND RESPONSIBILITIES OF STUDENTS

The College values of **Respect | Compassion | Wisdom** are expected in all aspects of their lives, when at school or out in public, in person or online. Students are therefore required to acknowledge and accept responsibilities including:

RESPECT

- Open minded attitude to Christianity and respect for the Christian foundations of the College
- Respect their teachers and fellow students
- Always wear the correct College uniform to school and as required for external activities
- All students are responsible for maintaining litter-free school grounds and classrooms
- Chewing gum is not to be brought on to College grounds
- Be punctual, lining up to enter and exit classrooms quietly
- Using technology in an appropriate and responsible manner (refer to Information and Communication Technology Policy)
- Ensuring mobile phones are kept in their lockers/bags. Mobile phones should not be used or visible, 'gate to gate'
- Take care with the belongings of others including College property
- All students are to stay within the set boundaries at recess and lunchtime (*driveways and parking areas are out of bounds*)
- Acceptance of the rules for use of all specialised areas of the College
- Students arriving late must report to School Services to sign in
- Be honest and acknowledge the opinions of others
- Appropriate, safe and respectful behaviour on transport (refer to Bus Code of Conduct)
- Communication reflects positively on themselves and the College



COMPASSION

- Willingness to show concern for others by displaying courtesy, kindness, empathy, listening and providing assistance where required
- Adherence to the fundamental rights, rules and procedures that promote honesty, equity and respect for the integrity of their own learning and the learning of others
- Relates well to their teachers and fellow students by:
 - being polite and courteous
 - engaging with others constructively
 - allowing everyone to learn
- Maintain the personal space of others and adhere to the 'hands off' policy when interacting with staff or peers
- Walk considerately around the College campus providing space to others.

WISDOM

- Effective use of College Diary (Yrs 3-12)
- Be willing to learn and seek improvement, setting a high personal standard when completing learning activities
- Commitment to a regular study program (home study/revising)
- Perseverance, absorption, noticing and managing distractions in class
- Willingness to seek help from Teachers, Heads of Department and Year Coordinators
- Commitment to principles of good scholarship, academic honesty and ethical practices
- Attend all Chapel services and assemblies and participate as an audience member appropriately, including sitting and standing without talking
- Keep school bags in the lockers provided during the school day. Accessing belongings before and after school and at the beginning and end of recess and lunch. Lockers must be kept securely locked at all times

CO-CURRICULAR RESPONSIBILITIES

- Willingness to participate in the broader life of the College including sporting and cultural activities. The College expects students to be involved in at least one co-curricular activity per term.

NOTE: Increasingly, selection into tertiary education considers factors additional to, or in lieu of, the ATAR. Tertiary providers are looking for 'all round' individuals whose interests and other abilities add to their HSC results. This is particularly the case when applying for early entry schemes.



CONSEQUENCE FOR UPHOLDING COLLEGE EXPECTATIONS

Nowra Anglican College is committed to teaching students to display these positive behaviours. As such we seek to recognise and award students who uphold the College values of **Respect | Compassion | Wisdom** both in their behaviour within and outside of the classroom and in their learning.

All staff are encouraged to recognise students who uphold these values and award students for:

RESPECT

- Collaborates well with peers
- Uniform Perfect
- Represents the College positively during outside commitments
- Demonstrates respect to staff/students
- Consistently behaves in accordance with the Student Code of Behaviour
- Demonstrates service to others

COMPASSION

- Displays listening and empathy toward others
- Shows compassion/kindness to others
- Displays consideration to others
- Behaves in a safe manner and encourages others to do likewise

WISDOM

- Demonstrates application to learning
- Takes control of their own learning
- Displays imitation, interdependence and an ability to learn from and with others
- Perseveres and takes risks when learning
- Commitment to planning/revision
- Demonstrates consolidation and distillation of information
- Manages distractions as they arise
- Makes links between learning concepts

AWARDS

Students who demonstrate significant or consistent achievement in academia, co-curricular or service & character aspects of College life are recognised.

One way they are recognised is through the '**Light of the Cross**' Award Program which seeks to:

- Recognise and encourage sustained academic excellence
- Acknowledge and encourage persistent endeavour in students according to their abilities
- Create a consistent, positive and cooperative learning atmosphere within the classroom
- Encourage continued application to academic study and active class participation
- Encourage behaviour which contributes to a sense of wellbeing and community
- Recognise current and potential abilities and encourage students to use them effectively with humility
- Allow students to display their awards by wearing the appropriate pin, according to their level of achievement

AWARDS FOR BEHAVIOUR AND LEARNING (effective from 2025)

Junior School Awards	Senior School Awards	Criteria
15 stamps/stickers on Noticed And Commended (NAC) Reward Chart		Achievement in a broad range of areas
Merit Award	Merit Award	Junior School: Achievement in a broad range of areas or 15 stamps on NAC reward chart. Senior School: Achievement in a broad range of areas
Bronze Light of the Cross Pin	Bronze Light of the Cross Pin	Junior School: 5 Merits Senior School: 10 Merits
Silver Light of the Cross Pin	Silver Light of the Cross Pin	Junior School: 15 Merits Senior School: 30 Merits
Gold Light of the Cross Pin	Gold Light of the Cross Pin	Junior School: 30 Merits Senior School: 60 Merits

From time to time students' achievements will be exceptional and be worthy of special recognition beyond the established merit system. For this reason, the 'Nowra Anglican College Hall of Fame' was established.

CONSEQUENCE FOR BREACHES OF THE STUDENT CODE OF BEHAVIOUR

When the Student Code of Behaviour is breached, Nowra Anglican College is committed to:

- Developing students' understanding that there are consequences for actions
- Providing the opportunity for students to learn from errors and improve
- Supporting students to make better choices about their behaviour in the future
- Developing students' self-discipline

All consequences are subject to the determination of the Principal. Nowra Anglican College does not allow corporal punishment by any member of the College community to enforce discipline at the College. Nowra Anglican College does not consent to parents using physical punishment on our behalf.

Consequences for breaches of the Student Code of Behaviour are generally accompanied by additional Behavioural Supports as detailed on page 7 of this document.

TEACHER LUNCHTIME RESTORATION (20 minutes)

May include, but not limited to;

- Non-compliance with behavioural expectations, for example, classroom, playground, sport, assemblies, Chapel, excursions etc. Examples for behavioural expectations are found in the 'Expectations and Responsibilities of Students'
- Non-compliance with College policies including; Bus Code of Conduct, Bullying Policy, Information Communication Technology Policy

FORMAL LUNCHTIME RESTORATION (20 minutes)

- Three (3) infringements issued in a term for one or more of the following; Incorrect Uniform, Chewing Gum, Breach of Diary Policy, Mobile Phone sighted and/or Littering

AFTER SCHOOL RESTORATION (3:15pm-4:00pm)

May include, but not limited to;

- Three (3) Formal Lunchtime Restorations in any given term
- Failure to report for a Lunchtime Restoration
- Persistent or significant non-compliance with the expectations of behaviour classroom/playground
- Persistent or significant non-compliance with College policies, including Bus Code of Conduct, Bullying Policy, Information Communication Technology Policy

- Reckless behaviour (unintentional injury)
- Misuse of social media (minor)
- Persistent lateness to school five (5) or more late arrivals with or without explanation (not including appointments)
- Fractional Truancy – Collegians may also lose flexible attendance privileges
- Defiant or disrespectful behaviour towards staff
- Dishonesty e.g. forgery, lying, malpractice, stealing

SUSPENSION

As a guiding principle for suspensions, the College seeks to work with students, staff and families, to create a safe environment, conducive to learning. The length and location of the suspension will vary to accommodate the safe return of the student to regular activities.

These principles apply to the behaviour of students at school, on the way to and from school and while away from the school site on school endorsed activities. They can also apply outside of school hours and off school premises where there is a clear connection between the school and the conduct of students. For example, the use of social networking sites, mobile phones and/or other technology to threaten, bully or harass a member of the College community (student or staff).

Reasons for suspension may include, but are not limited to;

- Persistent or serious non-compliance with the expectations of behaviour classroom/playground
- Truancy (*off site*) fractional and whole day
- Fighting or physical abuse (*intentional*)
- Damage to school and personal property
- Verbal abuse towards other students or staff (including racism)
- Serious misbehaviour in public
- Persistent or serious non-compliance with the Bullying or Information Communication Technology Policy (*including misuse of social media - major*)
- Putting themselves/others at risk of significant harm
- Significant or serious theft
- Bringing weapons to school
- Smoking including e-cigarettes and vaping in any form, when in uniform or at school events
- Possession, use or dealing in illicit drugs, alcohol, drug paraphernalia or smoking implements
- Serious criminal behaviour related to the school

NOTE: Any illegal substance/device found at school or a school event will be confiscated and destroyed after photographic evidence has been taken.

NOTE: After serious breaches of the Student Code of Behaviour, off site events such as excursions, sport (internal and representative) will be reviewed in light of subsequent behaviour.

EXPULSION

In serious circumstances of inappropriate behaviour, the Principal may expel a student of any age from their school. The Principal may also expel a student who is over 17 years of age for unsatisfactory participation in learning. In all cases where consideration is being given to expelling a student, the gravity of the circumstances requires that particular emphasis be given to procedural fairness. For further information, please refer to the Suspension and Expulsion of School Students which is found on the College website. [Suspension and Expulsion of Students Guidelines](#)



MAKING AMENDS

Where possible, the nature and content of the consequence will focus on reflective and restorative practice in order to restore relationships. This involves:

Restitution: apologising and trying to remedy what has happened.

Resolution: developing a plan to prevent the same behaviour happening again.

Reconciliation: finding a way to heal the hurt, this may involve sanctions put in place by the College.

The nature of the misdemeanour will determine how the restoration is served and will focus on assisting the student to make better behaviour choices and develop self-discipline in the future.

BEHAVIOUR SUPPORTS

We expect our students to align their behaviour with the school values of **Respect | Compassion | Wisdom**. When the Student Code of Behaviour is breached, Nowra Anglican College is committed to:

- Developing a student's understanding that there are consequences for actions
- Providing the opportunity for students to make amends using restorative practices
- Supporting students to make better choices in the future

At Nowra Anglican College we believe that every child can learn from their mistakes, especially when home and school are aligned, working together to support students towards sustained changes in behaviour.

POSITIVE BEHAVIOUR FOR LEARNING

The goal of Nowra Anglican College is to foster a positive, safe and supportive learning culture where every student feels a strong sense of belonging. We implement a Positive Behaviour for Learning (PBL) framework, designed to equip students with additional tools and strategies for success. The PBL framework is grounded in research and represents best-practice methods, widely used by both independent and government schools across Australia and internationally.

Positive behaviour support tools may include:

- Commitment Card
- Individualised reward system
- Behaviour Support Plan
- Playground Monitoring Card (* JS only)
- An individual student Risk Assessment
- Tiered interventions
- Changes to daily structures or routines. Examples may include: lesson structures, lesson sequences, seating arrangements, alternative learning activities etc.

COMMITMENT CARDS

One tool that the College uses in the restoration process is Commitment Cards. The purpose of implementing a commitment card is to provide easily quantifiable goals for students and daily communication between home and school about the students' behaviour. Commitment Cards may be accompanied by other supportive measures to assist the student to be successful.

The procedure for level cards involves a scheduled positive interaction with the student prior to the beginning of each day. As such, students meet with a member of staff each morning. Successes from the day before will be celebrated, focusing on growth, learning and evidence of changed behaviours. Together, personal goals are set and any additional adjustments or supports are identified that may be required for a successful day. The goal is for the student to get 1's and 2's on their Commitment Card, by demonstrating behaviours which show wisdom, respect and compassion in all activities including break time.

It is the student's responsibility to:

- Give their monitoring card to the teacher at the beginning of each lesson and collect it at the end
- Behave in a way that results in 1's and 2's for each lesson
- Have the card signed by a parent/carer each day
- Meet with the relevant staff member the next day to go through the signed card, celebrating progress and discussing plans for the day ahead. These times will ideally be in the morning but will be negotiated based on the Head of School's calendar

Commitment cards are used with a progression of levels, dependent on circumstances. Commitment Cards may be used in the following ways;

JUNIOR SCHOOL

In Junior School, a Commitment Card covers all lessons every day. The student will meet daily with the supervising staff member to go through the signed card, celebrating progress and discussing plans for the day ahead.

Level 1	Class teacher	Meet daily with class teacher
Level 2	Stage Leader	Meet daily with Stage Leader
Level 3	K-6 Coordinator	Meet daily with K-6 Coordinator Students may be excluded from representative activities
Level 4	Head of Junior School	Meet daily with the Head of Junior School The student will be excluded from outside of school and representative activities

For students in Junior School, depending on the nature of the infringement that led to the suspension, a student may be placed on a Playground Monitoring Card instead of a Level 4 Commitment Card at the discretion of the Head of Junior School. A Playground Monitoring Card may be deemed more appropriate for first time infringements of a physical nature which occurred in the playground. Monitoring is accompanied by restrictions in play areas, and may include other restrictions to support the safety of students and staff in the playground. (i.e. who the student interacts with in the playground, what activities they can participate in etc). Just as in a Level 4 Commitment Card, the student will be excluded from outside of school and representative activities for the period of time they are on the card.

SENIOR SCHOOL

In Senior School, a Commitment Card may be applied to specific lessons or all classes and activities depending on the level card used. The student will meet daily with the supervising staff member to go through their performance, celebrate progress and discuss plans for the day ahead.

Level 1	Class teacher	Meet daily with classroom teacher	Specific to subject being monitored
Level 2	Head of Department	Meet daily with Head of Department	Specific to subject being monitored
Level 3	Year Coordinator	Meet daily with the Year Coordinator. Students may be excluded from representative activities.	Specific to the student's year group
Level 4	Head of Senior School	Meet daily with the Head of Senior School. The student will be excluded from outside of school and representative activities.	Head of Senior School

COMMITMENT CARD – after returning from a Suspension


Students who have had a suspension as a result of their behaviour may need to engage in a 'Return to School' meeting. All students returning from suspension are placed on a Level 4 Commitment Card prior to commencing normal lessons for a duration of no less than two (2) weeks. The main focus of a Commitment Card is to support students to make better decisions in the future and to set constructive, achievable goals to promote changed behaviour moving forward.

Students meet with the Head of School each day. Together with the student, personal goals are set and any additional adjustments or supports are identified that may be required for a successful day. The goal for students is to get scores of 1 (Excellent) and 2 (Good) on their Commitment Card for each lesson, from every teacher, as well as demonstrate behaviours which show respect, compassion and wisdom in all school-based activities including break time. Successes will be celebrated, focusing on growth, learning and evidence of changed behaviours.

It is the student's responsibility to;

- Give their monitoring card to teachers at the beginning of each lesson and collect it at the end
- Behave in a way that results in score of 1 and 2 for each lesson
- Have the card signed by a parent/carer each day
- Meet with the Head of School the next day to go through the signed card, celebrating progress and discussing plans for the day ahead. These times will ideally be in the morning, but will be negotiated based on the Head of School's calendar

Failure to meet the expectations of a Level 4 commitment card, including but not limited to: failure to complete the card, not having the card signed or receiving scores of 4 (Needs Improvement) or 5 (Unacceptable) will result in the student being placed back on a suspension. This reflects a more serious unwillingness or inability to uphold the College values. In collaboration with the student, their family and relevant members of the Senior Executive, consideration will be given as to any further reasonable supports and adjustments that can be implemented to support the student to make positive, safe and supportive contributions to our College community. When making this consideration, the College Principal may choose to place the student on a 'Conditional Enrolment' for a period of 6 months. At the end of this period of time the student and their family will meet with the College Principal and



relevant members of the Senior Executive to discuss whether the expectations of the Conditional Enrolment have been met. A decision will be made about whether the enrolment can continue.

The goal of Nowra Anglican College is to foster a respectful community, grounded in Christ's love, where students learn to live with wisdom and compassion. As such, we expect all students to align their behaviour with the school's core values: Respect, Compassion and Wisdom. These values should guide students in all aspects of their lives—at school, in public, and online.

Ultimately, the NAC Student Code of Behaviour seeks to provide clear boundaries that ensure a safe and respectful environment for all students. These expectations, along with any associated consequences, offer opportunities to help students recognise the impact of their actions and learn to behave in ways that reflect our values of respect, compassion and wisdom. Our hope is that this Code of Behaviour will support students in growing into young people of character, fulfilling our mission to send them out to make a positive difference, living and serving in Christ's world.

We focus on restoration and learning. We aim to acknowledge and reward growth, understanding that true learning involves not only academic achievement but also personal development. Our approach encourages students to reflect on their behaviour, make amends where necessary and grow through their experiences. Our approach is founded on the teaching of the Bible, which guides us in building a positive and caring community. As 1 Corinthians 16:14 reminds us, "Let all that you do be done in love," and Luke 6:31 teaches, "Do to others as you would have them do to you." These biblical principles form the foundation of our expectations, encouraging students to treat others with kindness, empathy and respect. It is an expectation that parents will partner with us on this journey, keeping their children accountable and supporting the College as we seek to help them grow and learn.

By striving to live according to these values, students are not only cultivating good behaviour but also nurturing their character, becoming individuals who reflect the love, wisdom and compassion of Christ in all that they do.

Nowra Anglican College is committed to a restorative practice approach that employs a continuum of strategies to promote self-regulation and encourage supportive and respectful behaviour and relationships. It puts the onus on the individual to be truly accountable for their behaviour and repair any harm their behaviour may cause others. Likewise, it recognises where students perform positively, demonstrating actions that build respectful, compassionate and wise individuals and broader school communities. In addition to specific interventions outlined, the College also employs:

- Positive classroom management strategies
- Collaborative problem solving
- Structured reflection and conversation activities
- Mediation and conferencing which values student voice
- Procedural fairness and the right to appeal

Further reading on the Restorative Practice Approach can be found at: <https://restorativeschoolsaustralia.org/>