



Nowra Christian School
Grow up into Christ

Annual Report

20
21



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Principal's introduction

As a registered non-government school, this public report presents information relating to policies and procedures that clearly disclose the educational and financial performance measures and relevant policies of Nowra Christian School (NCS).

As had been the case during much of the 2020 school year, the impacts of COVID restrictions were again experienced by schools throughout NSW during Term 3 of 2021. These restrictions saw NCS entering into 'lockdown' from the beginning of Week 5. This time of lockdown continued for a period of eight weeks before all students were finally able to return to school at the commencement of Week 4 of Term 4. However, we were still able to provide quality teaching and learning programs for our students via online means. This was largely due to the professionalism of our staff and the support of our parents and carers.

The 2021 year saw major disruptions for our HSC students of a magnitude not previously experienced. The commencement of the external HSC examinations was delayed by a period of four weeks and our senior students and HSC teaching staff are to be commended for the application, commitment and flexibility that they demonstrated as they faced this period of change and uncertainty. For the second year in a row, COVID-19 restrictions also impacted our end-of-year Thanksgiving Service. This event would normally see our entire school community meeting physically together to celebrate the highlights of the school year but instead we presented this program via virtual means.

At NCS, it is our aim to ensure that our entire school community is kept well-informed on a regular basis regarding school programs and performance. This intention is clearly reflected in our purpose statement which reads; 'Nowra Christian School partners with families in equipping students for life through the provision of quality, Christ-centred education, founded on Biblical values.' This 'communication' takes on a variety of forms including through the school newsletter (NCS Bytes), website, social media, the NCS Annual General Meeting (AGM), SEQTA, school diaries (Primary), official written reports, parent/carers/teacher interviews, and via email and telephone contacts.

At NCS, we greatly value partnership with parents and carers and believe that early, respectful communication with



our families is the key to a healthy partnership. This aim is reinforced in our 'Choose Respect' poster that is displayed in every teaching space and meeting room throughout our school. Our three core values are 'care, community' and 'character' and it is our aim to ensure that these values are kept firmly in mind as we plan all school activities.

This report provides the opportunity for us to convey helpful contextual information about NCS and the community that we serve. It aims to highlight the types of educational programs that are being delivered from a Christian worldview perspective and to demonstrate how these add value to the lives of the students who attend our school.

As required, key performance and statistical data has been provided that indicate that NCS is a community experiencing, not only healthy growth in enrolments, but is also one that is able to provide stimulating educational programs that are designed to enhance the learning of all students. This report also highlights many areas of strategic growth and development in terms of curriculum, facilities planning and building developments, policies and programs.

Specific information is provided in relation to staffing and student performance in national and state testing. There is a clear focus on the performance of senior secondary students and identification of post-secondary destinations. These indicators highlight that NCS is a school that competently prepares our students to enter the world beyond school, equipped with the gifts, talents and skills required to make positive contributions to the new communities that they will encounter.

Mr Rob Bray
Principal

Board Chairman's report

We started 2021 with a hope for returning to a more normal year of learning and school activities after a very difficult 2020 due to Covid 19. But yet again our year of Christian schooling was greatly impacted by lockdowns and isolation restrictions.

That being said I would like to recognise the care and character shown by our NCS community during 2021, I would also like to highlight that many times our school staff, students and families worked through difficult times and situations to persevere and also excel, as individuals and as a community.

We were again reminded in 2021 that life can be uncertain and things are often out of our control, it was good to remind ourselves from Gods Word that in these times we can pray to our heavenly father for all our concerns and requests as it says in Phillipian's 4 v 6-7, *"Do not be anxious about anything, but in every situation, by prayer and petition, with thanksgiving, present your requests to God. And the peace of God, which transcends all understanding, will guard your hearts and your minds in Christ Jesus"* These words are an encouragement for us to bring everything in our lives to God in Prayer, and he will give us a peace that only he can share with us.

Our School continues to be well led by Mr Rob Bray as principal, Mr Bray has completed his fifth year at Nowra Christian School during 2021. We recognise

and are thankful to God for his continued blessing and provision for our school, we thank God for the dedication of Mr Bray and all our staff, for the School being able to be in such an encouraging position throughout the 2021 year.

I would like to recognise the time and effort that the board members of NCS invest in our school and thank them for their care of NCS. We are thankful to God for the gifts and talents that he has given to all those that are involved in the Nowra Christian School community.

A major area of responsibility for the School Board is finances and we were very pleased to finish the 2021 year in a sound and solid financial position. This sound financial position and our stable caring community allows "Nowra Christian School to partner with families in equipping students for life through the provision of quality Christ-centred education founded on biblical values". I continue to pray that this vision will always be our focus here at Nowra Christian School and I commend the rest of this report to you as it shares the experiences of our School over the 2021 year.

Mr Paul Dickinson,
Chairman NCS Ltd School Board



Community



Care



Contextual information

NCS is a co-educational K-12 school, established in 1980 as a ministry of Nowra Baptist Church. We provide excellent Christian education in a non-denominational context. The school is a member of Christian Schools Australia (CSA) and is also a member of the Association of Independent Schools of NSW (AIS NSW).

In pursuing its goals, NCS encourages the development of Biblically based values within all members of the school community.

Characteristics of the Student Body

NCS has experienced 25% growth since 2017 - a clear indication of the school's healthy reputation for delivering quality Christian education.

Student population at Census Date 2021	Male	Female
Primary Indigenous	8	8
Primary Other	116	127
Secondary Indigenous	-	4
Secondary Other	100	76
Total	224	215

Rather than being an exclusive or selective school, NCS reflects its surrounding community. Its students represent varied socio-economic and academic backgrounds drawn from rural, urban and coastal towns and villages throughout the northern Shoalhaven.

As the northern Shoalhaven area is home to several major Defence facilities, Australian Defence Force families are also well represented in the school community. In 2021, 67 students had one or more parents employed full-time in the Australian Defence Force. This accounts for over 15% of our student population.

Character





Key school values

‘Community’, ‘Care’ and ‘Character’ have been adopted as NCS’ key values and they underpin all aspects of school life.

The school’s usual ability to celebrate ‘community’ was once again limited in 2021. We were fortunate to be able to hold our annual Twilight Family Picnic and the Primary production of *Wind in the Willows*. However, COVID-19 saw the cancellation of our ‘Insight 2021’, as well as our annual Worrigeer Community Christmas Carols event. We enjoyed coming together as a community at a prayer breakfast early in the year; we then had various opportunities to hold prayer meetings via Zoom.

At Nowra Christian School, each and every student is considered to be ‘made in the image of God’. NCS is renowned for being a caring, supportive and nurturing school, focused on catering for the specific needs of each individual student.

The school continually strives to meet the changing needs of our students through ongoing professional development for all teaching staff. This includes visiting expert consultants, external conference/seminars, online courses, and peer-driven internal training. The school also provides best-practice resources, technology and modern facilities to support teachers and students.

NCS encourages and equips its students to be independent learners by providing them with quality educational programs and individual attention

that helps them actively engage in their own skill development. The wide range of co-curricular, service and leadership development programs offered by the school help foster students’ unique gifts and talents.

As a Christian school actively engaged in Shoalhaven community life, NCS values its partnerships with families and local churches. The school aims to equip its students for success in the service of others, following the model of ‘servant leadership’ demonstrated by Jesus Christ.

The school is usually indebted to the many parents and carers who frequently contribute to the NCS ‘team’ by providing valuable assistance in the classroom, at sporting events, on camps and excursions. It has been a great loss to our sense of community having to limit parents access to the school in 2021 due to COVID restrictions.

NCS is also blessed with a wonderful team of professional staff members, committed to delivering a quality Christian education and supportive learning environment for every student. Each member of the staff team — teaching and support staff — demonstrates a willingness to ‘go the extra mile’ every day.

The hard-working NCS Board is comprised of parents and one grandparent who are willing to commit considerable time and effort as unpaid volunteers to ensure NCS is well governed.

Company structure

Nowra Christian School is a ministry of Nowra Baptist Church, incorporated as Nowra Baptist Church Christian School Limited (NBCCS Ltd). NBCCS Ltd appoints a governing Board of Directors at its Annual General Meeting. This board is responsible for establishing and monitoring the school's budget and operational policies. While the board is appointed from different groups within the school community, each member's role and legal responsibility is to always act in the best interests of the whole school, rather than any group of people they may represent.

Under the authority and guidance of the board, the Principal is responsible for the day-to-day running of the school. The board meets monthly from February to November and may choose to hold additional meetings if required.

Senior Executive Leadership Team

The Senior Executive Team, comprising the Principal, Heads of Primary and Secondary and the Business Manager, oversee the implementation of all key directions and goals as approved by the Nowra Christian School Board.

K-12 Executive Leadership Team

Nowra Christian School's status as a K-12 school is an important consideration in all decision-making. The K-12 Executive Team ensures a whole-school perspective is applied to operational decisions and program development.

Annual school theme – 'God's Big Rescue'

Every year NCS adopts a theme as a focus of devotions throughout K-12. In 2021, the chosen theme was 'God's Big Rescue'. Over the year, students learnt that God created and sustains a world which fell into rebellion against Him. But God has not abandoned His creation; rather God has sought throughout history to rescue His people and bring them into His kingdom. This 'rescue' is ultimately achieved through Jesus who died on the cross to save us from sin and death, and came back from death in victory and now brings people from everywhere into God's family. God has begun this story of restoration and will bring it to completion in the future. Students were able to hear in devotions and assemblies throughout the year this story of 'God's Big Rescue' which is still relevant for our world today.

For he has rescued us from the dominion of darkness and brought us into the kingdom of the Son he loves. Colossians 1:13

NCS Strategic Management Plan

The School Board has responsibility for developing and revising the school Strategic Management Plan. The Strategic Management Plan exists to guide and direct the future development of our school.

Purpose statement

Nowra Christian School partners with families in equipping students for life through the provision of quality, Christ-centred education, founded on Biblical values.

Our school seeks to encourage and assist Christian parents in their God-given responsibility of bringing up their children in the Lord Jesus Christ.

Our school seeks to be Christ-focused, recognising that our authority, derived ultimately from God, is delegated to us from the home, the church, and the State.

Our school is a learning community with Christ as its Head, where relationships are more important than structures.

Our school recognises that we are created for God's glory, and under His authority to be His witnesses in the world.

Registered office

194 Old Southern Road
South Nowra NSW 2541

Improvement targets achieved in 2021

The current strategic management plan identified five areas where the school would focus its goals. The following table shows a **sample of targets and priorities achieved in 2021** in each focus area.

Focus Area	Priorities, Initiatives and Targets in 2021
Christian Ethos	<p>Further consolidation of the process of designing and delivering curriculum from a Christian worldview perspective. The Christian School Australia program 'Flourish' was delivered as staff development.</p> <p>Develop an implementation plan for 'Connecting learners with God's big story' at NCS. Staff continued to use this method throughout 2021.</p> <p>Continually review and refine school events and publications which celebrate our 'Christian ethos' within the NCS and wider communities.</p> <p>Introduction of the 'NCS Perspective' Coffee and Dessert Evenings for all new families to NCS (Unfortunately, due to COVID-19, these were unable to go ahead in person and will now take place in 2022).</p> <p>Alignment of staff devotions to the overall annual school theme.</p> <p>Introducing the 'biblical threads' as a way to teach from a biblical worldview .</p> <p>Specific training with staff concerning integrating biblical perspectives into their teaching programs.</p> <p>Outcomes for biblical perspectives were mapped across K-12. This was shared with staff at a whole-school staff meeting. The new outcomes will be used for reporting.</p> <p>Held both face-to-face and ZOOM community prayer meetings.</p> <p>Introduced a Christian Education Program for our Years 11-12 students using 'Jesus the Game Changer', an apologetic series from Olive Tree Media aimed at secondary students.</p>
Teaching and Learning	<p>Successfully used a combination of online and paper-based learning to implement remote learning for all students during the 'lockdown' phase of COVID-19. During this time, students from K-12 completed school work remotely and on-site, depending on family circumstances. Staff were able to quickly upskill in order to successfully provide online lessons.</p> <p>Successful implementation of NAPLAN online.</p> <p>Engage in a new multi-day excursion plan for Stage 3.</p> <p>Continued to update the new report template for academic reporting.</p> <p>Continued to utilise ACARA Writing Progressions for driving writing improvement (K-6).</p> <p>The AVID Coordinator further enhanced the ongoing implementation of AVID into all areas of teaching and learning at NCS.</p> <p>The Years 7-12 Secondary camp was replaced with a series of age-appropriate camps and excursions that were more directly linked to key curriculum topics.</p> <p>Refined the use of the SEQTA Learn/Engage (learning management system) for Years 7-12.</p> <p>Head of Christian Teaching and Learning established professional learning communities. These groups have met throughout the year and explored specific areas for improvement based on their professional goals. They have implemented various strategies in their teaching.</p> <p>AVID (Advancement Via Individual Determination) continued to be used across all levels of our school in an age-appropriate manner. Primary and secondary students continued to develop skills in the five areas of: writing, inquiry, collaboration, organisation and reading through the implementation of various AVID teaching and learning strategies.</p>



Focus Area	Priorities, Initiatives and Targets in 2021
Teaching and Learning (cont)	<p>Excursions (where possible) provided rich learning experiences throughout our local area and beyond. Such experiences have occurred in the areas of culture, sport, Christian growth and leadership, volunteering, careers and work experience, community and service pursuits.</p> <p>Increased available learning support to students with additional learning needs.</p> <p>Successfully implemented NAPLAN online.</p> <p>Implemented a new multi-day excursion plan for Stage 3.</p> <p>Stages 3, 4, 5 and 6 students attended Online Safety Seminars conducted by Melinda Tankard-Reist and Daniel Principe. Some other faith-based schools, along with NCS parents/carers, were also given the opportunity to attend these seminars.</p>
Community and Service	<p>Nowra Christian School endeavoured to provide many opportunities during the year for families to be involved in the life of our school community. However, the impact of the COVID-19 pandemic meant these opportunities in 2021 were limited.</p> <p>Where possible, special events, assemblies, showcases and other activities, such as the Kindergarten Art Exhibition, PI Day, Harmony Day, Wind in the Willows primary production and Twilight Picnic, did take place but these were often presented via virtual means or by implementing limitations on the numbers of people who could attend. In the interests of public safety, important events that would usually appear on the NCS calendar such as Grandparents Day, Insight 2021 and the Worrigeer Community Christmas Carols were unable to be held. The Nowra Show went ahead in February and numerous NCS students of all ages were represented in entries, ranging from art-making to vegetable growing.</p> <p>One of the highlights every year is the annual Thanksgiving Evening. This event usually sees all members of the NCS community gather together at the end of the year to celebrate student achievements. In 2021, this was conducted virtually. The program was released at an agreed time to all school families as they gathered together in their various homes.</p> <p>Parents/carers and students were kept regularly informed and updated via the fortnightly electronic newsletter, NCS Bytes and through the NCS website and Facebook pages.</p> <p>Participated in a number of external fundraising events, including Relay for Life in support of the Cancer Council, and a Family Campout supporting Voice of the Martyrs.</p> <p>Year 10 participated in the Civics and Citizenship sleepout to raise awareness of homelessness.</p> <p>Trained our students to understand what leadership is from a Christian perspective. All student leadership programs emphasised the example of 'servant leadership' as exemplified through the life and ministry of Jesus. Student leaders participated in various training programs which taught them that authentic Christian leadership involves a desire to serve others and to seek ways to contribute in a positive manner to our wider community.</p> <p>Continued to place a major emphasis on maintaining strong ties with our local Aboriginal community through a number of avenues:</p> <ul style="list-style-type: none"> ▶ held a school assembly to recognise NAIDOC (National Aboriginal and Islanders Day Observance Committee) Week. (Due to the impact of COVID-19 this assembly was presented online in 2021.) ▶ maintained a native bush revegetation project on school grounds.

Focus Area	Priorities, Initiatives and Targets in 2021
Pastoral Care	<p>Continued commitment to developing strong relationships with students and creating an environment in which every student is engaged in Christian discovery. Some initiatives which the school has implemented to encourage students in their relationship with Christ and also equip students to share the gospel with others have included:</p> <ul style="list-style-type: none"> ▶ Pastoral Care - Despite COVID-19 restrictions, pastoral care activities were maintained as a priority. During the lockdown period, student leaders, in Primary and Secondary, faithfully used online meetings to encourage other students and this created a variety of new ministry opportunities. <p>In the Primary School, all class teachers oversee the pastoral care matters of their students. Where there are concerns, staff work collaboratively along with parents/carers to support students academically, socially and spiritually. Where there are concerns relating to student behaviour, staff seek to support these students through restorative discipline practices.</p> <p>In the Secondary School, year advisors have oversight of each year group and work with teachers, chaplains, counsellors and our learning support staff to help our students. Year advisors communicate with parents/carers by collecting information from other staff to make some informed observations about the progress of each child, academically, socially and spiritually. They will also deal with discipline issues. Over time, year advisors will get to know each student in their care very well.</p> <ul style="list-style-type: none"> ▶ Chaplains - Nowra Christian School employs, under Federal Government funding, a Primary and Secondary Chaplain to be on-site one day a week to provide pastoral care services, Biblical teaching and strategies that support the emotional well-being of the broader school community. This individual joined our staff team for one day per week throughout the year and added further depth to the provision of pastoral care programs at the primary level. ▶ CRU Group - Led by our Primary Chaplain and student leaders, this event takes place once a week during lunchtimes. Primary students have the opportunity to explore what it means to be followers of Jesus. ▶ Secondary Small Groups - These groups provide a great opportunity for students to develop leadership skills whilst discipling younger students. The groups are conducted during lunchtimes, catering for various age groups and genders. ▶ Student care - Other supports for students include morning AM groups and fortnightly assemblies. Various targeted student resilience programs were run for students from K-9. These included 'Smooth Sailing', an online program run for Year 8 students by the Black Dog Institute. Another example was the trialling of the 'Journey of Hope' Program facilitated by the 'Save the Children' organisation. <p>The Defence School Mentor continued to assist Defence families through the provision of a number of activities in order to get to know and support their children and to directly involve Defence parents where possible. This program is funded by the Department of Defence.</p> <p>A selection of students attended the 'Followers In Training' (FIT) and 'Leaders in Training' (LIT) Christian leadership programs. Students were encouraged in their personal faith and provided with strategies to improve their reading and understanding of the Bible. Senior students attended the 'Synergy' Student Leadership Training Program.</p> <p>The Head of Christian Teaching and Learning conducted a review of the Year 6 to Year 7 transition process. The newly appointed Year 7 Year Advisor met directly with all Year 6 students during Term 4 as a key part of this program.</p> <p>Successfully applied for, and received, a grant that will enable the employment of a further school counsellor (0.4 FTE) for the duration of the 2021 school year. (This reflects an awareness of the increased anxiety levels amongst students related specifically to the impacts from the 2020 bushfires in areas surrounding NCS.)</p>

Focus Area	Priorities, Initiatives and Targets in 2021
Staffing and Professional Learning	<p>Teaching and support staff participated in a wide variety of professional development activities to ensure that our school is able to continue to deliver quality educational programs. This included participation by all staff in two week-long staff professional development programs.</p> <p>Other staff development included:</p> <ul style="list-style-type: none"> ▶ Child Protection Training facilitated by Halloran Morrissey ▶ Implement Professional Learning Communities for collaborative staff professional development ▶ CPR Refresher course training ▶ Type 1 Diabetes Training for all staff ▶ COVID-19 training updates for staff ▶ Regular WHS Committee meetings - dissemination of information to staff re COVID-19 hygiene requirements
Facilities and Finance	<p>New collaborative space furniture was installed into the TAS/VA Centre and Library.</p> <p>Marketing strategies aimed at increasing the school's enrolment to double-stream have continued to be developed and enhanced. Some of these mechanisms have included, but are not limited to:</p> <ul style="list-style-type: none"> ▶ NCS Open Week ▶ Kindergarten Open Mornings ▶ Year 7 'Taste 'N' See' Experience Day ▶ NCS website ▶ NCS Facebook ▶ Digital display advertising <p>A new uniform policy was approved by the School Board and transitional arrangements began.</p> <p>A new enrolment policy was implemented after appropriate review and school community consultation.</p> <p>Successfully expanded our double-stream classes to Year 3 and 4 in Primary and Years 7-9 in Secondary.</p> <p>Improved administrative processes such as staff leave process, uniform management, excursion/ risk management and accounts.</p> <p>Introduced an online enrolment application form and customer relationship management system to better handle enrolment enquiries.</p>

Some improvement targets for 2022

At the time of writing this report, finalisation of improvement targets for 2022 was still under review. Below is a sample of targets and priorities for 2022.

Focus Area	Priorities, Initiatives and Targets in 2022
Christian Ethos	<p>Further consolidation of the process of designing and delivering curriculum from a Christian worldview perspective, particularly in terms of teaching using the model of God's Big Story and biblical strands.</p> <p>Continue to work through the CSA 'Flourish' program.</p> <p>Staff professional development provided by Youthworks to assist staff in addressing complex issues in the classroom.</p> <p>The chaplain and Head of Secondary plan to meet each week with the school leaders. They will pray them and train them to write material for and run the two lunchtime groups. The six prefects will be given areas of responsibility in one of the following areas: spiritual leadership, fund raising, community events.</p> <p>Continually review and refine school events and publications which celebrate our 'Christian ethos' within the NCS and wider communities.</p> <p>Introduce 'NCS Perspective' Coffee and Dessert Evenings for all new families to NCS.</p> <p>Staff devotions to move from Zoom to face-to-face meetings during the latter part of 2022.</p> <p>Staff to continue to meet regularly with a prayer partner.</p> <p>Biannual community prayer breakfasts to be held.</p> <p>Whole school Easter Assembly to be held to remember Jesus' death and resurrection.</p> <p>CRU Group to be run weekly in Primary School.</p> <p>Followers in Training (FIT) training to be provided for targeted Stage 3 students.</p> <p>Provide new Bibles for all classes.</p>
Pastoral Care	<p>Continue to implement the K-12 'Connecting learners with God's big story' plan.</p> <p>Provide targeted PD to staff on Behaviour Management which focuses on ODD, ADHD and ADD.</p> <p>Increase hours for primary chaplaincy.</p> <p>Increase hours for Secondary Year Advisors.</p> <p>Establish Year 6 Bible Study groups to be run by Senior students.</p> <p>Establish a Senior student 'buddy system' for incoming Year 7 students.</p> <p>Continue initiatives which encourage students in their relationship with Christ and also equip students to share the gospel with others.</p> <p>Continue to provide Defence families with support through the Defence School Mentor.</p>



Focus Area	Priorities, Initiatives and Targets in 2022
Teaching and Learning	<p>Continue NAPLAN online using Chromebooks in Primary and student's own devices in Secondary.</p> <p>Utilise ACARA Writing Progressions for driving writing improvement (K-6).</p> <p>Years 7-12 will attend a variety of age-appropriate camps and excursions that are linked to key curriculum topics.</p> <p>Train Primary staff for the implementation of the new K-2 English and Maths syllabuses.</p> <p>NCS staff to write and run NESA accredited PD: teaching high potential and gifted students, feedback.</p> <p>Staff to finalise their work in professional learning communities. They will present their group's findings to all staff.</p> <p>Staff to attend a whole day with other local schools in the ATICS network. This will provide opportunities for training and networking.</p> <p>Develop a system of team teaching for the delivery of the senior Christian Education course.</p> <p>Acting Head of Secondary to work with the incoming Head of Secondary to ensure a smooth transition.</p> <p>Develop a thorough induction program.</p> <p>Year advisors to follow up students with attendance below 80%.</p> <p>Update the child protection and bullying policies.</p> <p>Train staff to more accurately identify students working: beyond, at grade level, below grade level. They develop strategies to ensure these students make improvement in their annual PAT tests. These strategies are discussed during the 'professional growth and development' interviews with Heads of School.</p> <p>Appoint and train a new HSC presiding officer.</p> <p>Secondary programs to be completed and checked on SEQTA.</p> <p>Review the Social Media Policy and Gifted and High Potential Learners Policy.</p>

Focus Area	Priorities, Initiatives and Targets in 2022
Community Service	<p>Implement a NCS Community 'Coffee and Chat' regular gathering aimed at connecting families within the school and with each other to further enhance the parent/carer partnership with the school.</p> <p>Develop a new Social Media Policy and implement school-led Year Facebook Groups. This will be done in conjunction with the introduction of a Parent/Carer Ambassador Program.</p> <p>Establish a Student Ambassador Program to help with the smooth running of community and enrolment events.</p> <p>'Charlie and the Chocolate Factory' secondary musical to be held in June 2022.</p> <p>Invite incoming Year 7 students and their parents to attend a 'Taste n See' Experience Day early in 2022 and an orientation day later in the year.</p> <p>Other school events designed to build a 'belonging' community will continue to be held, including Special Assemblies, Twilight Family Picnic, Worrigee Community Christmas Carols, Sorry Day Assembly, ANZAC Day Assembly, Kindergarten Art Exhibition, Community Prayer Breakfasts and Thanksgiving Evening.</p> <p>Parents/carers and students to be kept regularly informed and updated via the fortnightly electronic newsletter, NCS Bytes and through the NCS website and Facebook pages. Use of Instagram as a social media platform will be further developed.</p> <p>Hold a 'Pastors' Appreciation Breakfast' with local clergy and include an invite for churches' children and families ministry personnel.</p> <p>Invite local clergy to deliver devotions during the staff conference week.</p> <p>Invite interested community members to attend Open Week.</p> <p>Provide the opportunity for Secondary Captains and Prefects to develop and run a community fundraising event to support a charity of their choice.</p> <p>Continue to train our student leaders to understand what leadership is from a Christian perspective. All student leadership programs will emphasise the example of 'servant leadership' as exemplified through the life and ministry of Jesus. Provide various training programs which will teach them that authentic Christian leadership involves a desire to serve others and to seek ways to contribute in a positive manner to our wider community.</p> <p>A breakfast club is established to provide breakfast to secondary students. This will run five days a week.</p> <p>Implement better environmental practice through the placement of bins for food scraps in prominent places, including Primary and Secondary staff rooms, Primary classrooms and the Secondary playground. Arrange to purchase solar cones to recycle food waste.</p> <p>Write a policy for the use of the Multi-Purpose Centre to ensure that Primary and Secondary departments have equal access.</p> <p>Continue to place a major emphasis on maintaining strong ties with our local Aboriginal community through a number of avenues:</p> <ul style="list-style-type: none"> ▶ ensure our school continues to be represented at the regular AECG (Aboriginal Education Council Group) meetings. ▶ hold a school assembly to recognise NAIDOC (National Aboriginal and Islanders Day Observance Committee) Week. ▶ extend the native bush revegetation project on school grounds. ▶ hold a commemorative service in recognition of 'National Sorry Day'.

Focus Area	Priorities, Initiatives and Targets in 2022
Staffing and Professional Learning	<p>Successfully employ and induct a new Head of Secondary.</p> <p>Provide NESA K-2 Syllabus Implementation training for primary teachers.</p> <p>Employ a full-time casual K-12 teacher to cover staff absences.</p> <p>Implement Professional Learning Communities for collaborative staff professional development.</p> <p>Conduct CPR Refresher course training.</p> <p>Continue to hold regular WHS Committee meetings.</p>
Facilities and Finance	<p>Review and plan for further facility development using the Building Master Plan, including the expansion of Primary classrooms.</p> <p>Refurbish a number of Primary classrooms.</p> <p>Introduce the final phase of uniform changes.</p> <p>Improve administrative processes such as the incident management system, excursion/risk management and accounts.</p> <p>Further enhance the new online enrolment application form and customer relationship management system to better handle enrolment enquiries.</p> <p>Hire additional office staff to accommodate the growth in enrolments and enquiries.</p>



Initiatives promoting respect and responsibility

Many of the activities students participate in promote respect and responsibility for leadership, each other and our community. Serving as a student leader, performing in the school production, raising money for refugees or representing the school in sporting endeavours are just a few of the many opportunities that NCS students have engaged in to demonstrate respect and responsibility.

Student leadership initiatives and training programs

NCS students learn that authentic Christian leadership involves a desire to serve others and to seek ways to contribute in a positive manner to our wider community.

Students at all levels have opportunities to be involved in a wide range of leadership initiatives and programs. There are Prefects, House Captains and School Captains.

NCS cultivates the leadership skills of our students via many methods that involve leadership training programs within the school and beyond. Select Year 10 students also participated in the South Coast Youth Leadership Forum. All secondary leaders were also given leadership training at school where prefects led discussion groups around how to be a good Christian leader.

We continued to conduct the 'Synergy' Student Leadership Program. This initiative saw the senior school leadership teams from five Christian schools in the wider Shoalhaven/Illawarra area meet to discuss the topic of student leadership and especially what it means to lead 'Christianly'. Students also participated in an intensive public speaking training program.

Primary students have been involved in a variety of leadership activities. Students have the opportunity to represent NCS as Prefects and Sport Captains. Through our chaplaincy program, students are invited to develop their leadership skills through the FIT (Followers In Training) program. This program is facilitated by the Crusaders Union of Australia.



Students are regularly encouraged to practice leadership in the classroom environment. Various roles and responsibilities identified by teachers and students are shared within the classroom. These are valuable opportunities for students to own and show responsibility for a range of projects and tasks.

Other areas of leadership opportunity and leadership responsibility include library monitoring, flag raising and leadership roles in a variety of sporting codes.

However, at NCS we actively encourage every student, regardless of whether they have a formal leadership title, to seek opportunities to display initiative and to take a leadership role in areas where they may have knowledge and expertise.

STUDENT LEADERS' REPORT

(This report features the comments and reflections shared by our School Captains in their presentation to the school community for the 2021 Thanksgiving 'virtual' Evening.)

Good evening everyone, and welcome to Thanksgiving night 2021. After the year we have had, it is a true testament of God's grace that we are able to virtually be with you tonight. On behalf of Nowra Christian School, Harry and I would like to thank all of you for your perseverance and resilience as you have endured this year. We believe that there is no stronger community than one that relies on God. Harry and I feel so blessed to be a part of this school.

Over the past 13 years of schooling we have faced many challenges. Tying our shoelaces, making it to the bus stop on time, writing our first essay, and listening respectfully for longer than a minute and a half. Our hardest challenge was faced during our most important years. These last 2 years have tested our self motivation, and our ability to wake up on time for am when there was nowhere to physically be, along with many other things. However these situations have equipped us with the skills to withstand life's many challenges.

NCS is a community that fosters love, and this can be shown in many different ways. We are ultimately thankful to Jesus for his demonstration of love as we read about it in the bible and learn of it through His character. Thank you to our teachers, who, through tough love, and maybe some soft love too, have helped mould us into the adults we are preparing to become. You have guided us through some of our first experiences of stress and deadlines, and role modelled God's character through the process. We are particularly thankful for how you have continually led us towards Jesus, prayed with us, and supported our own faith development.

It has been a blessing to serve you as the school captains of 2021 and our role was made substantially easier by the assistance of our ancillary staff. Thank you so much for the care and support you have provided to us, and our peers. Your thoughtfulness and regard for our best interests is to be admired.

To you, our school community, particularly to those we may not know personally, and have not spent as much time with,

thank you for your support towards our school, for your prayers and the ways you help us grow closer to Christ and glorify Him as a school. Thank you!

To the people we once pretended we didn't belong to, our parents. Thank you for your unconditional support for us and our schooling and for guiding us through it all. Thank you to everyone whose work goes unmentioned, particularly the board, for the time you give up for our school and the influential decisions you make. We appreciate you!

A special thanks goes to Mr Bray, along with Mrs Meek and Mr McLennan. Thank you for continuously leading our school towards Christ. Izzy and I have had the privilege to meet with Mr Bray and Mrs Meek and be influenced by their model of leadership. We appreciate all you do for our school.

Our greatest thanks goes to our wonderful God who freely gives undeserved grace and mercy. We are so thankful to Him for the year we have had and all of the ways in which he has continued to provide for us and to sustain us. We are particularly grateful to Him this year for the gift of technology and the ways it has allowed us to virtually connect with our peers and teachers, and remain in fellowship. All the glory belongs to Him!

As we approach the end of the year and the celebration of the birth of our King Jesus, we would like to encourage each of you to consider who Jesus is to you, and what he means in your lives.

God sent Him to earth for a heavenly purpose and if you want to know more please talk to someone you know who is a Christian, maybe one of our staff or one of your school friends who knows Jesus, or open the bible, God's word and his amazing gift to us and you can read all about it for yourselves.

Thank you, and God bless.

Harrison Thomas and Isabelle McPhail
NCS Captains 2021



Sporting opportunities

Again, due to the restrictions imposed as a result of the COVID-19 pandemic, many of the sporting events that would usually occur throughout the school year were unable to take place. NCS students did, however, have the opportunity to be involved in some sporting events and experiences, including cricket, surf awareness, soccer, AFL, netball and touch football gala days, as well as swimming, athletics and cross country carnivals.

Shoalhaven Eisteddfod

Due to Covid-19, the Shoalhaven Eisteddfod was again cancelled for the second year in a row. At NCS, we sought to find other ways within our own school community to encourage students to continue to participate in and to develop their skills in the area of the performing arts.

Students continued to develop their instrumental abilities through the Primary Instrumental and Concert Band programs. Our secondary music students and concert band members participated in a workshop with renowned musicians John Morrison and Jacki Cooper.

School productions

These are an integral component of the teaching and learning programs at NCS, providing rich opportunities for students to enhance their God-given dramatic, dance and musical gifts and talents. Many other students also learn new skills as members of the backstage crew or via their involvement in make-up or costuming and set design and construction.

During November 2021, our primary students performed an in-house showing of their 'Wind in the Willows' production for primary students. This successful production was the outcome of a huge team effort on the part of students, staff and parents/carers. This production was intended for a wider audience and multiple shows. However, due to COVID-19 restrictions at the time, we had to cancel the external audience and perform it internally instead. The production was videoed so parents/carers could also enjoy viewing the show.

Not only do these productions provide wonderful opportunities for students to showcase their gifts and talents to our wider school community, but they also enhance teamwork and cooperation as staff, students and parents/carers work together in effective partnership. Clearly much valuable learning occurs as a result of including such programs within the curriculum offerings at NCS.



'Choose Respect' and Code of Conduct

Nowra Christian School's Biblical foundation continues to provide a firm platform on which Christian character can be built. Christian character starts with the acknowledgement of the saving work and ongoing Lordship of Jesus Christ and, from this, flow actions and attitudes and values that reflect Biblical teaching. Service to others is an integral part of life at Nowra Christian School.

To make these important attitudes and values clearly visible in everyday classrooms and throughout NCS, the school continued to prominently display our 'Choose Respect' posters in every K-12 classroom and other public space located throughout our school. These posters and the associated Code of Respect are directly referred to on numerous occasions, especially when staff are conducting conversations with students of a discipline or welfare nature.

It is important to note that the behaviours and attitudes outlined in the Code of Respect and highlighted on the posters also apply to staff and parents/carers. In this way, we are setting out to ensure that NCS remains a genuinely respectful school community.

Other signage located at the entrance area of the school clearly displays information about values for Australian Schooling and the National Safe Schools framework.

Numerous other programs and activities at our school assist us to promote respect and responsibility. They include the primary buddy class program, our House sport-based activities and secondary prefects running morning devotions for younger students and mentoring of senior students.



Code of Respect Policy

Rationale

At NCS, we encourage students to choose respect within our school community.

Details

As a member of Nowra Christian School Community, I agree to show respect for:

- Christ
 - by respecting Nowra Christian School and its Christian foundations
- Community
 - by respecting authority
 - by respecting others
 - by respecting myself
 - by respecting property
- Teaching & Learning
 - by respecting the privilege to teach and learn

Implementation

Code of Respect posters will be placed in each teaching space and other public areas within the school so that we can help our students, and all members of the NCS community, to be engaged in choosing respect.

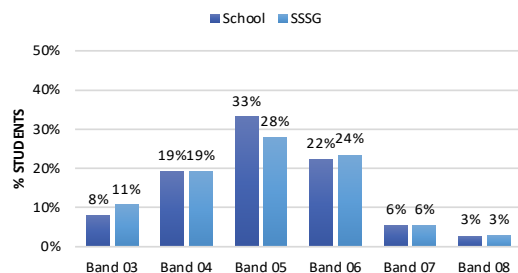
Student performance

National Assessment Program in Literacy and Numeracy (NAPLAN)

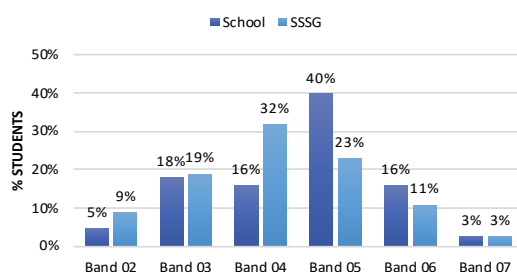
In 2021, students achieved at or above the national average in the majority of areas assessed across Years 3, 5, 7 and 9.

NAPLAN: YEAR 3

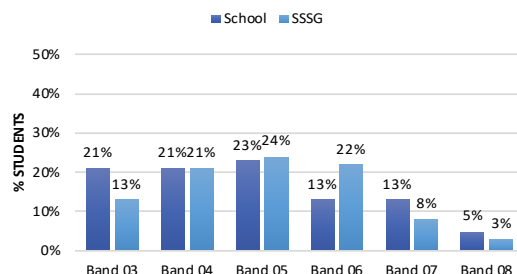
Year 3 Grammar & Punctuation



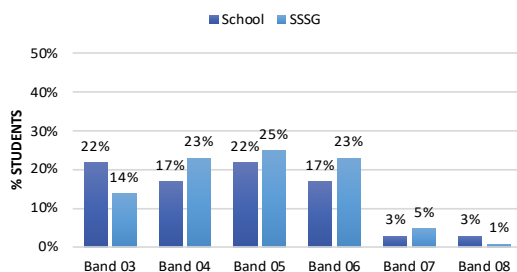
Year 3 Numeracy



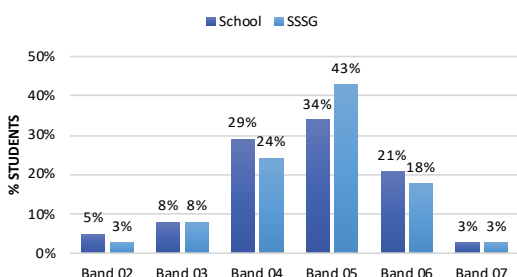
Year 3 Reading



Year 3 Spelling

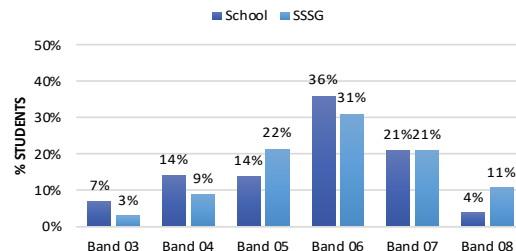


Year 3 Writing

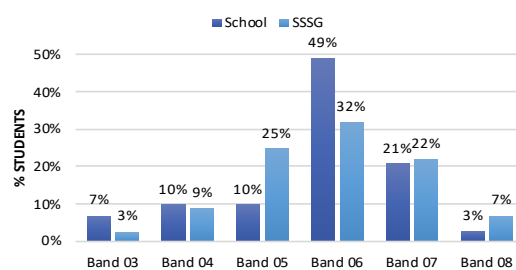


NAPLAN: YEAR 5

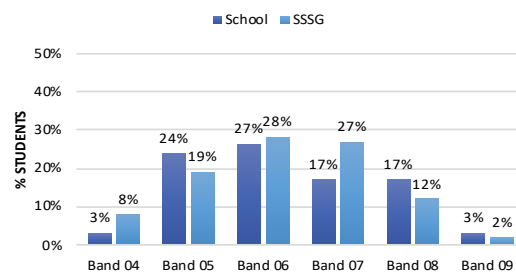
Year 5 Grammar & Punctuation



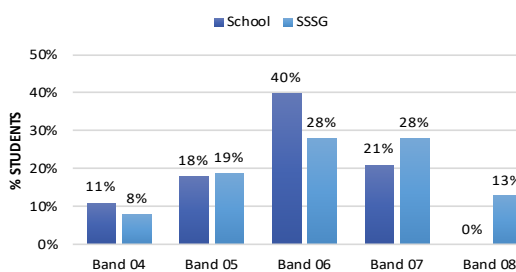
Year 5 Numeracy



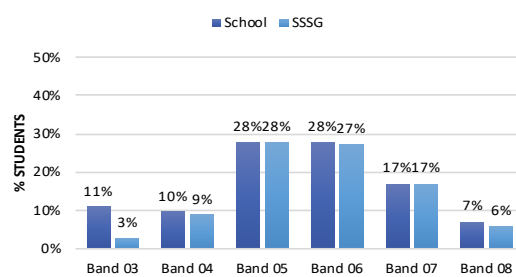
Year 5 Reading



Year 5 Spelling



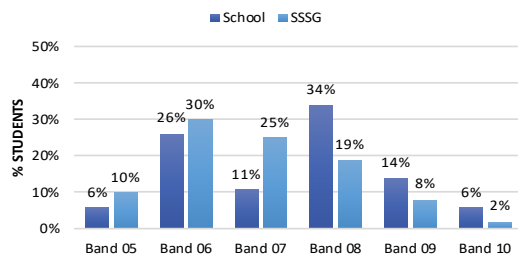
Year 5 Writing



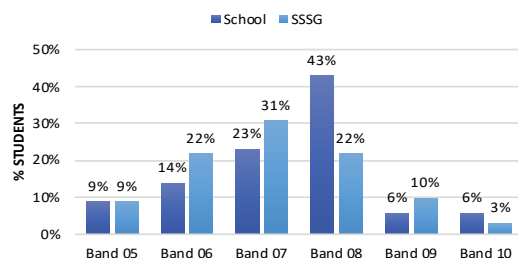


NAPLAN: YEAR 7

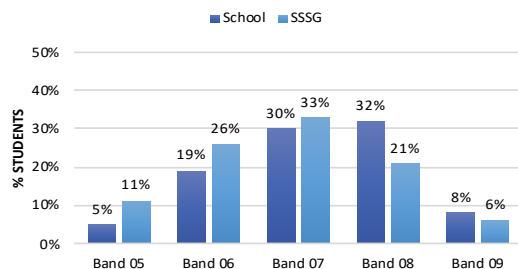
Year 7 Grammar & Punctuation



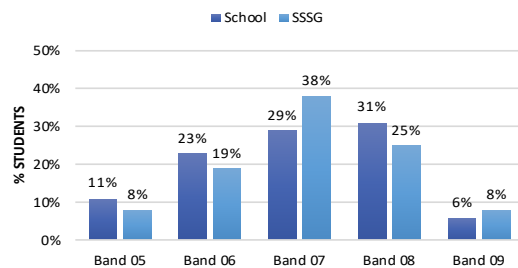
Year 7 Numeracy



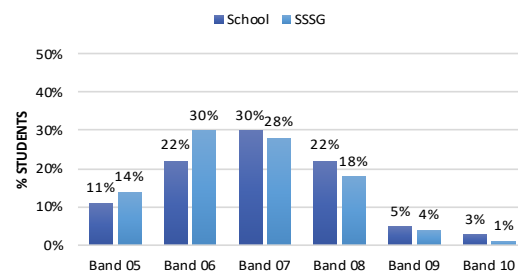
Year 7 Reading



Year 7 Spelling

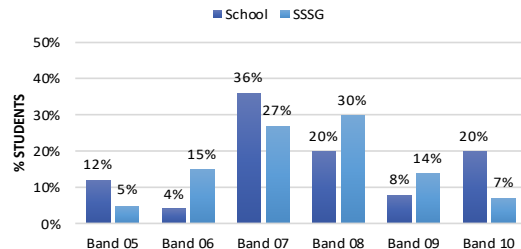


Year 7 Writing

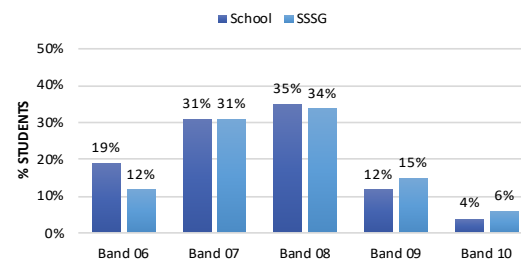


NAPLAN: YEAR 9

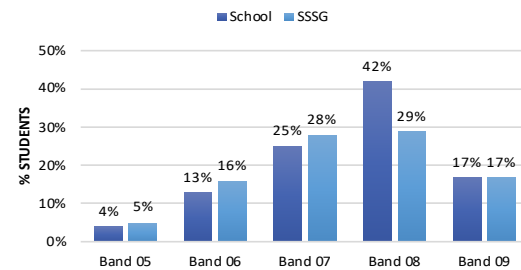
Year 9 Grammar & Punctuation



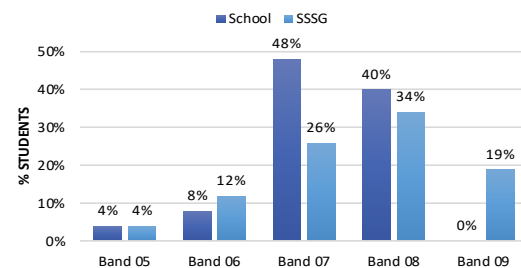
Year 9 Numeracy



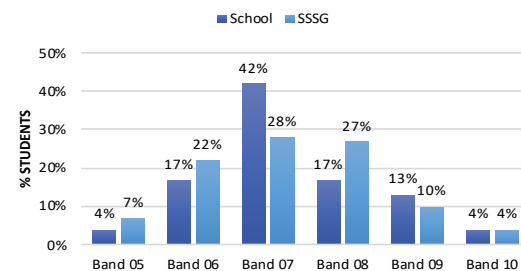
Year 9 Reading



Year 9 Spelling



Year 9 Writing



Record of School Achievement (RoSA) – Stage 5

The Record of School Achievement (RoSA) is a cumulative credential of school results rather than external testing. The table below displays the Year 10 students' grades submitted to NESA for RoSA.

Students also participated in a range of electives including Industrial Technology - Timber 1 & 2, Physical Activity Sport Studies (PASS), Drama, Music, Visual Arts and Food Technology.

	A GRADE	B GRADE	C GRADE	D GRADE	E GRADE	TOTAL
English	6	7	14	6	1	34
Science	1	8	15	6	4	34
History	5	9	11	7	2	34
Geography	5	8	13	6	2	34
PDHPE	3	14	15	2	0	34

	A10	A9	B8	B7	C6	C5	D4	D3	E2	N Award	TOTAL
Mathematics	0	1	0	8	3	11	5	1	0	0	29

Higher School Certificate (HSC)

There were 21, Year 12 students and 15, Year 11 students who attended NCS during 2021. The Year 12 students have now successfully satisfied the requirements of the Stage 6 Higher School Certificate.

The majority of students completed their courses entirely at the school, though a small number of students accessed subjects through external educational providers.

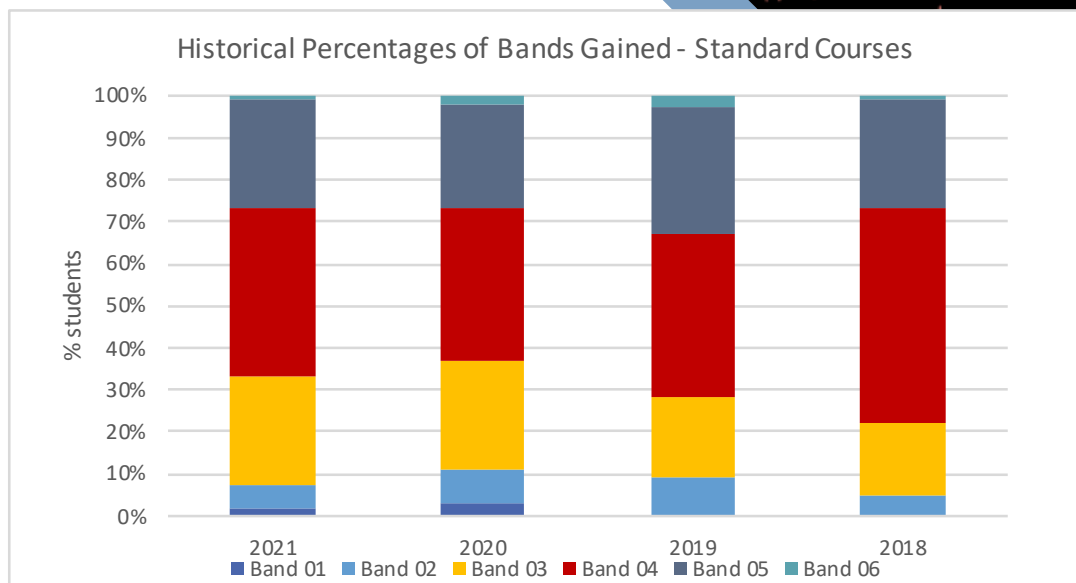
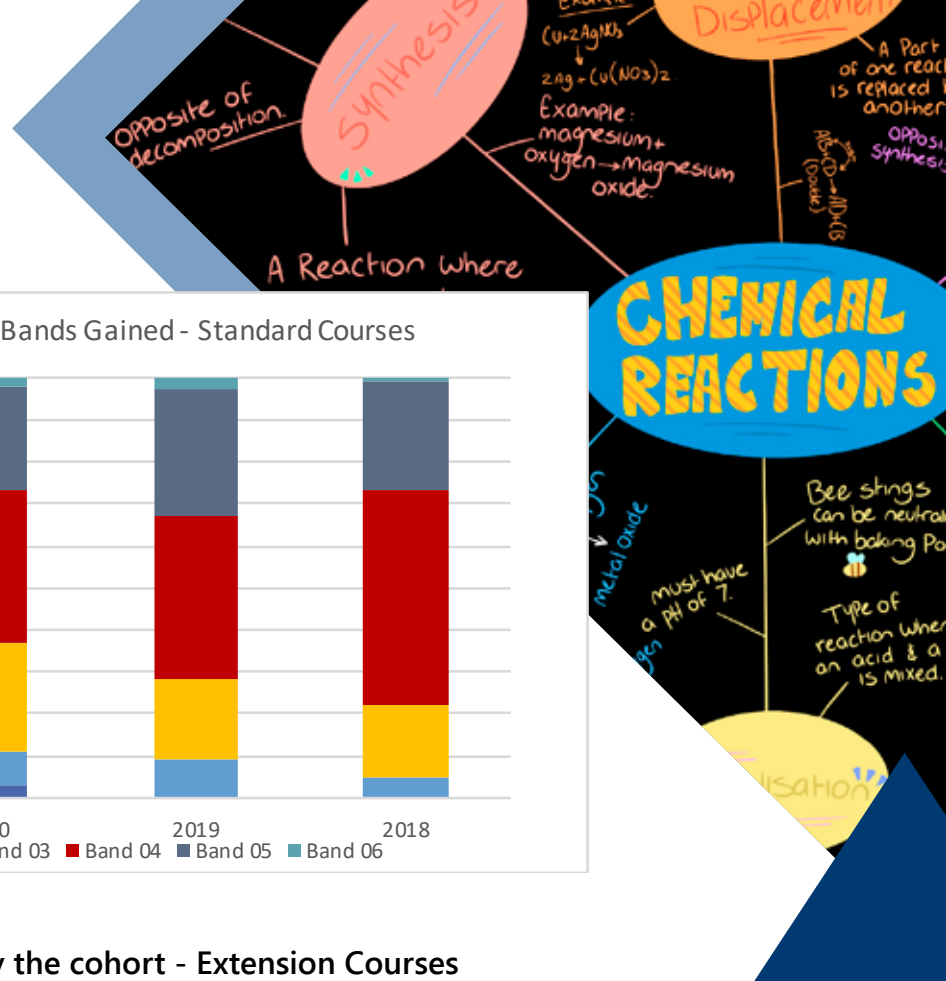
In 2021, students achieved a higher mean than the State in Mathematics Advanced, Mathematics Standard, Industrial Technology and Society and Culture. One student in Mathematics advanced achieved a Band 6 in their HSC results.

Distance Ed/TVET Data

Subject	Provider	No. of Students
Certificate III in Automotive	TAFE	1
Certificate II in Animal Studies	TAFE	1

Total number of bands gained by the cohort - Standard Courses

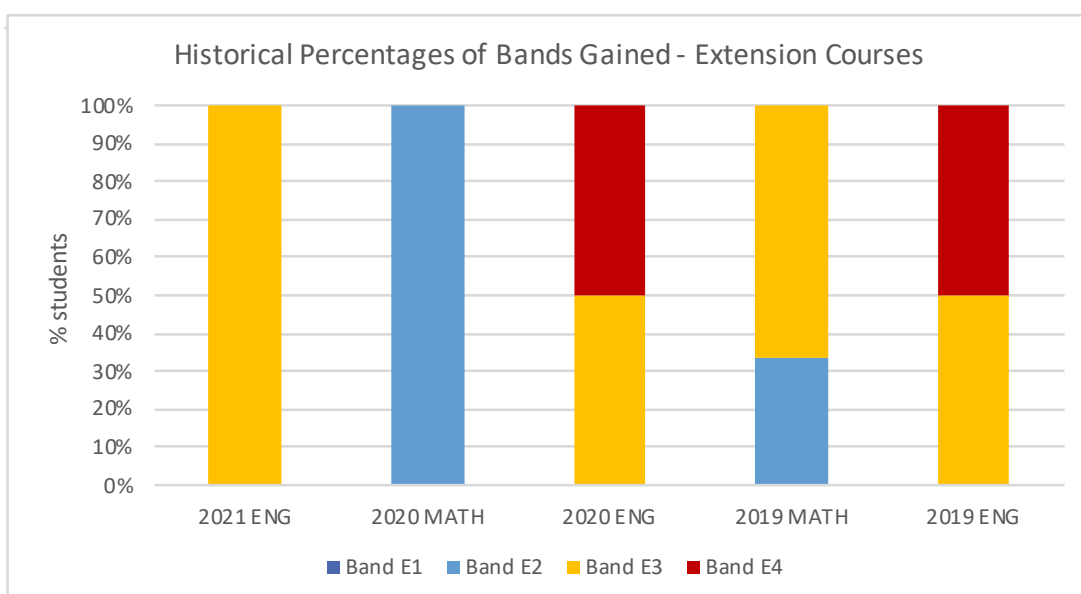
YEAR	BAND 01	BAND 02	BAND 03	BAND 04	BAND 05	BAND 06	TOTAL
2021	2	5	24	38	24	1	94
2020	3	9	28	39	27	2	108
2019	0	10	21	42	33	3	109
2018	0	4	14	43	22	1	84

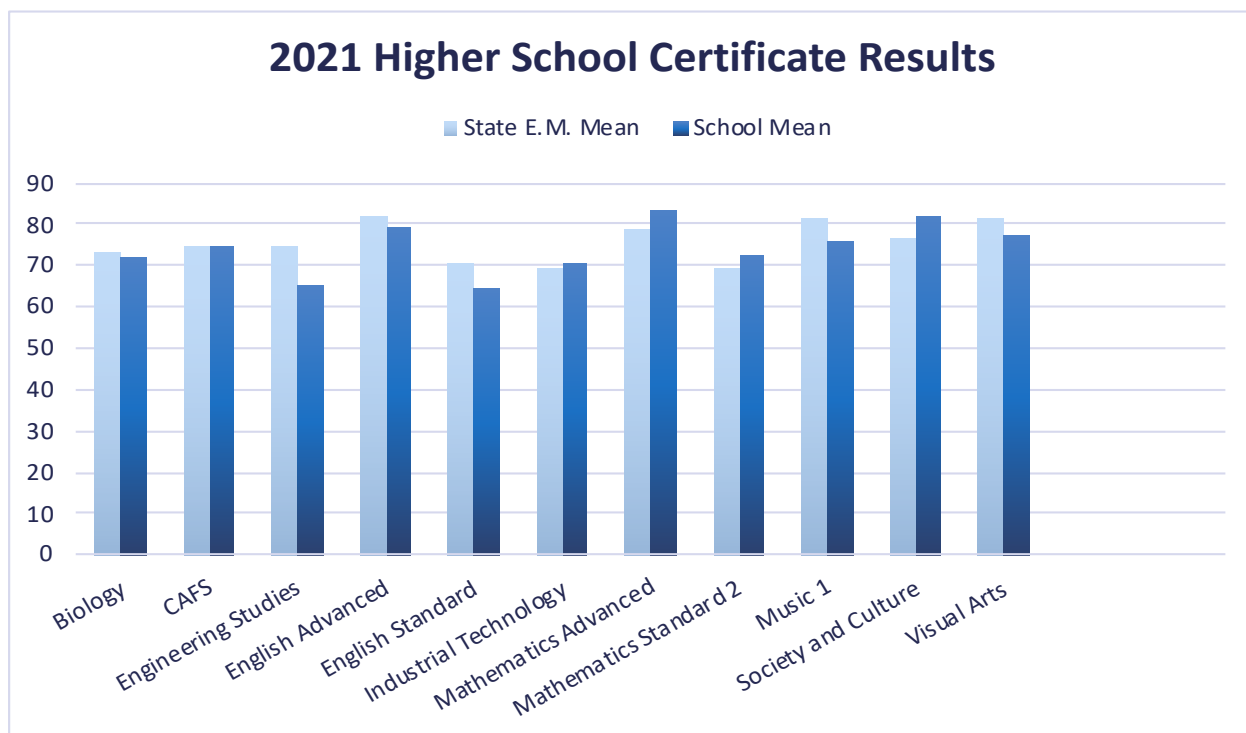


Total number of bands gained by the cohort - Extension Courses

YEAR	BAND E1	BAND E2	BAND E3	BAND E4	TOTAL	COURSE
2021	0	0	2	0	0	English Extension 1
2020	0	1	0	0	1	Mathematics Extension 1
2020	0	0	1	1	2	English Ext 1
2019	0	1	2	0	3	Mathematics Ext 1
2019	0	0	1	1	2	English Ext 1

Band 6 and E4 are the highest achievements and Band 1 and E1 are the lowest achievements

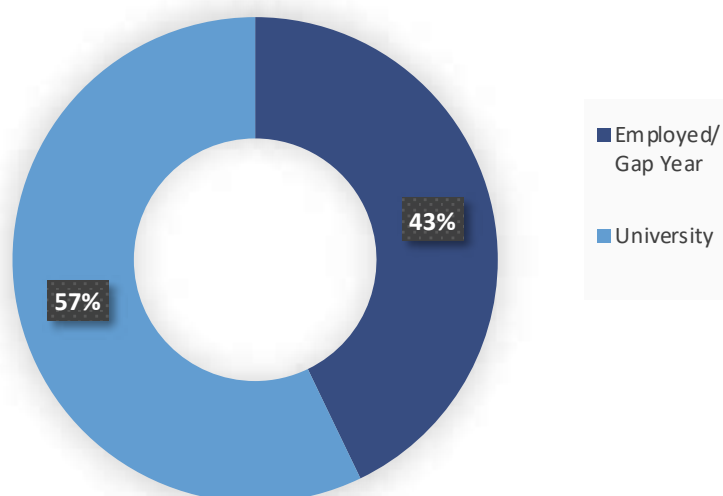




Post-school destinations

21 students graduated from Year 12 in 2021.

2021 Post-school Destinations



Student attendance and management of non-attendance

When a student is marked absent and no parental notification has been given, parents are contacted via SMS and a request is made for official notification. Only pre-registered SMS or email contacts are used and parents are required to ensure that these

communication channels are quarantined from student access. If no response is received by the school, subsequent communication with the parents is instigated by the administration staff, including letters posted home.

Student attendance for 2021 is shown below

Kinder	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
94.77%	94.13%	92.9%	94.25%	92.35%	94.81%	93.6%

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
95.06%	92.91%	92.63%	92.18%	91.04%	87.1%

Total School
93.31%

Non-attendance

The school continues to monitor student absences to minimise unnecessary days absent from school. The majority of students have satisfactory attendance but there are individuals in some year groups who, for a number of reasons, miss significant quantities of time.

Absences are monitored in the following ways:

At 9am, once the rolls are marked, administration staff are to:

- record late arrivals/early departures using the SEQTA program

- record absence notes received by teachers and file in student files, once recorded in SEQTA
- ensure that all absences are recorded in SEQTA using the approved NSW Attendance Register Codes
- confirm student absences by sending an SMS message to parents/carers
- record reasons for absences in SEQTA
- unacceptable reasons are to be brought to the attention of the Principal

Retention rates

Retention – Primary to Junior Secondary

Below is a table detailing the actual retention rates from Year 6 to Year 7

Year	Retention %
2018	87%
2019	97%
2020	85%
2021	94%

Retention – Junior to Senior Secondary

Below is a table detailing the actual retention rates - Junior (Year 10) to Senior Secondary School.

Year	Retention %
2018	73%
2019	73%
2020	85%
2021	88%



Professional learning

Professional learning is an important aspect of education and the staff are given the opportunity and encouragement to participate in a vast array of in-service courses. Teachers at NCS participate in two weeks of In-school Conferences; one in January and one in July. These weeks are focused on professional learning for all staff, as well as preparation for the next semester.

Some of the professional development topics covered in 2021 included:

- First Aid
- MacLit Training
- School-based Mentoring sessions for new staff
- Improving Student Writing PD
- Child Protection Training
- Leadership
- KLA specific training
- Understanding Autism Spectrum Disorder
- Writing across the curriculum K-6
- InitialLit PD Training
- Powerful routines for maths classroom K-6 - Blended learning experience
- Understanding Autism Spectrum Disorder
- Teaching Maths from a Christian Perspective
- Australian Christian Schools Library Network
- Reading Tutor Program PD elearning modules
- School Law NSW
- Foundation of Effective Numeracy K-6 AIS
- Leadership
- Training in specific KLA particularly for staff teaching courses for the first time

- Special needs: Autism Training, Inclusion, Dyslexia
- Careers Advising
- Sports Training
- AVID National Conference
- Information Technology

Professional learning occurs in a wide variety of areas, including Christian thinking, specific faculty/role development and school-based initiatives such as AVID, assessment, ICT and mental health. Some staff have also undertaken further study, including participation in a Masters of Education program.

A number of our professional learning sessions are designed for all staff (K-12) to attend, whilst others are more primary or secondary specific. Administration/finance staff participated in Active Listening and Team Building professional development sessions. Primary and secondary staff participated in many subject-specific courses about the new curriculum, as well as programs and courses that enhance our school goals such as improving writing and student wellbeing. Each teaching staff member attends one ATICS (Association of Teachers in Illawarra Christian Schools) meeting each year. ATICS organise two such meetings.

Teachers also have access to AIS (Association of Independent Schools); CSA (Christian Schools Australia); CEN (Christian Education National) and DEC (Department of Education & Communities) in-service courses, as well as courses run by a range of professional associations.

Teaching standards

All teaching staff at Nowra Christian School have teacher education qualifications from a higher education institution within Australia or are recognised within the National Office of Overseas Skills Recognition (Category (i) under NSW Institute of Teachers regulations).

Teacher Accreditation

Nowra Christian School is recognised by NESA for the purposes of accrediting teachers at Proficient Level and for monitoring the maintenance of Teacher Accreditation at Proficient level. Nowra Christian School ensures all teachers it employs are accredited to teach in NSW.

Accreditation Level	Number of Teachers
Graduate/Conditional	3
Proficient	43
Highly Accomplished (Voluntary Accreditation)	0
Lead (Voluntary Accreditation)	0
Total Teachers	46

Workforce Composition

NCS Staff 2021	
Teaching staff	46
FTE teaching staff	38.5
Non-teaching staff	32
FTE Non-teaching staff	21.2
Indigenous	0
Male	15
Female	63

The 46 teachers noted above include a Head of Primary, two K-6 Coordinators, a Head of Secondary, Head of Christian Teaching and Learning, two 7-12 Coordinators and the Principal.

Teaching staff retention rate

Teaching staff retention rate	%
2020-2021	90
2019-2020	91
2018 - 2019	94
2017 - 2018	93
2016 - 2017	92

Enrolment Policy/Procedure

Note: This policy is accessible to all NCS community members via the NCS website.

Introduction

Nowra Christian School is a Christian, co-educational K-12 school. The School's purpose is to 'partner with families to equip students for life through the provision of quality, Christ-centred education, founded on Biblical values.' The School desires that all students come to have a personal faith in Jesus Christ and seeks to impart to all students a Biblical understanding of God and His creation and a Christian way of living.

The School is established as a ministry of Nowra Baptist Church to support families actively involved in a Christian church and other families seeking a Biblically-based education to raise and educate their children.

NCS is committed to the values of 'community, care and character'. These values are expressed in our educational setting in the following ways:

Community

- We value the diversity of our community;
- We foster a close-knit Christian community where Christ's love is shared and every member feels valued.

Care

- We treat others with care and consideration;
- We care for God's creation and the resources He has blessed our School with;
- We take care and pride in our schoolwork and always strive to do our personal best.

Character

- We desire our students to be known for their outstanding Christian character - the 'NCS difference';
- We expect our students to 'Choose Respect' by being kind and considerate of others, by respecting those in authority and by respecting our School and its Christian foundations;
- We encourage students to love and honour God in all they think, do and say.

The following policy gives guidance to the NCS school community and to those interested in joining the school community. This policy seeks to provide an overview in relation to all aspects of the enrolment process. In all matters relating to enrolment applications, the School Principal or their delegate will have the final say as to the appropriate course of action.

Definitions

Throughout this Policy, unless the context requires otherwise:

school refers to Nowra Christian School

parents include guardians or any other person who has applied to have a child enrolled at the School and, where the child has only one parent, means that parent.



disability, in relation to a child, means:

- (a) total or partial loss of the child's bodily or mental functions; or
- (b) total or partial loss of a part of the body; or
- (c) the presence in the body of organisms causing disease or illness; or
- (d) the presence in the body of organisms capable of causing disease or illness; or
- (e) the malfunction, malformation or disfigurement of a part of the child's body; or
- (f) a disorder or malfunction that results in the child learning differently from a child without the disorder or malfunction; or
- (g) a disorder, illness or disease that affects a child's thought processes, perception of reality, emotions or judgment or that results in disturbed behaviour.

and includes a disability that:

- (a) presently exists; or
- (b) previously existed but no longer exists; or
- (c) may exist in the future (including because of a genetic predisposition to that disability); or
- (d) is imputed to a person.

To avoid doubt, a disability that is otherwise covered by this definition includes behaviour that is a symptom or manifestation of the disability.

Related Legislation

Disability Discrimination Act 1992 (Cth)

Sex Discrimination Act 1984 (cth)

Race Discrimination Act (cth)

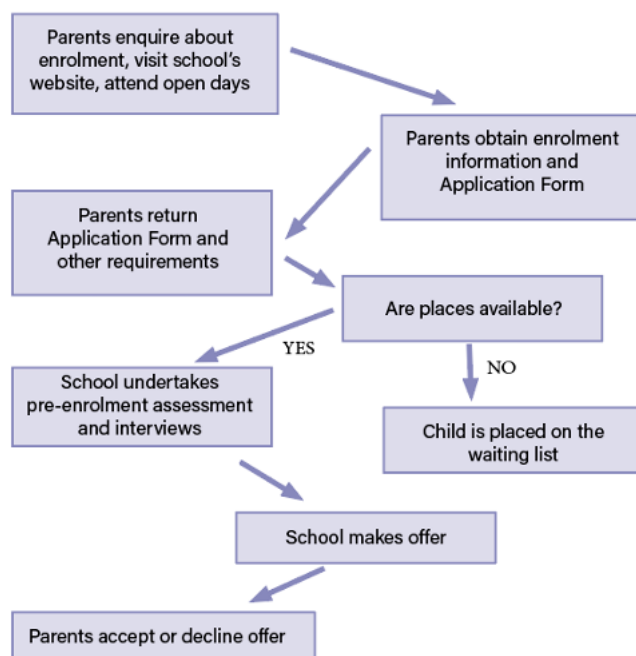
Anti-Discrimination Act 1977 (NSW)

This policy is guided by the above pieces of legislation which make it clear that it is unlawful to discriminate against a person on the grounds of race, intersex status or, in some circumstances, disability by refusing to enrol them at the School

Commonwealth and other legislation also make it unlawful in some circumstances to refuse to enrol a child on several other grounds, including sexual orientation, gender identity, marital or relationship status or pregnancy. The School is committed to fulfilling its obligations under the law in its enrolment practices. Consistent with the Biblical Beliefs of the School, the School will not discriminate unlawfully against any applicant for enrolment.

Enrolment Process

The following processes will generally be followed in relation to enrolments at the School:



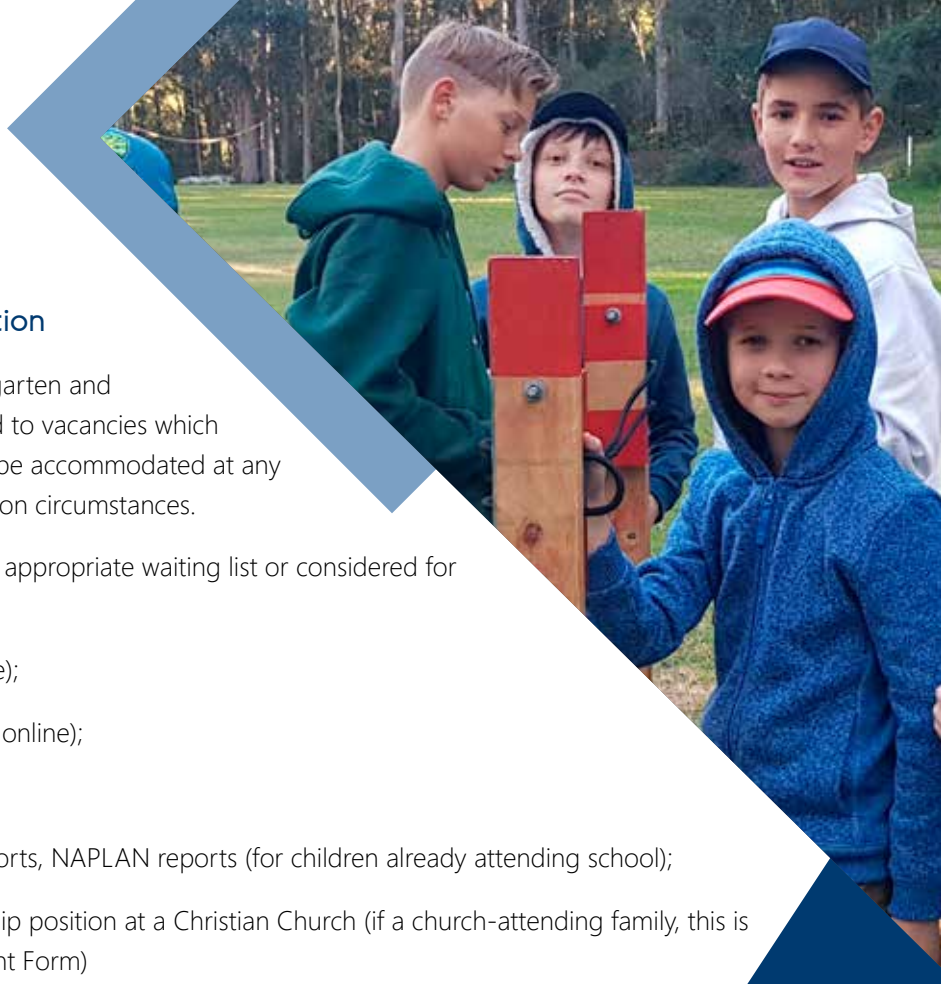
Role of the Enrolment Officer

- Oversees the enrolment process;
- Performs the day-to-day enrolment transactions, including organising assessments and interviews with the Principal, Heads of School and Learning Support Coordinators;
- Reports enrolment statistics and information to the Principal;
- Communicates with families regarding the enrolment process;
- Manages student withdrawal.

New Enquiries

The School will make available on its website:

- information about the School,
- general information about eligibility for enrolment based on this policy,
- the procedure for applying to enrol a child at the School,
- information about school fees and discounts,
- the application form,
- the enrolment conditions.



Application Form and Documentation

Entrance to the School is normally in Kindergarten and Year 7. Entrance at other year levels is limited to vacancies which may occur from time to time. Entrance may be accommodated at any time throughout the school year depending on circumstances.

The name of the child will be entered on the appropriate waiting list or considered for interview when the child's parents return:

- (a) the Application Form (completed online);
- (b) the Family Statement Form (completed online);
- (c) a copy of the child's birth certificate;
- (d) copies of the child's last two school reports, NAPLAN reports (for children already attending school);
- (e) a reference from a person in a leadership position at a Christian Church (if a church-attending family, this is obtained online via the Family Statement Form)
- (f) all medical, psychological or other reports about the child in their possession or control;
- (g) other information about the child which the School considers necessary (visa etc).

Failure to provide all required information may result in the School declining or delaying the child's enrolment.

Assessment

The School will undertake an assessment process at the time of interview. Prospective students (from Years 1 - 12) will participate in a face-to-face assessment carried out by the relevant Learning Support Coordinator. The School may also ask the parents to provide more information about the child.

In considering all prospective enrolments, the School may ask parents to authorise the Principal or the Principal's delegate to contact:

- (a) the Principal of the child's previous school (or Early Learning Centre) to obtain or confirm information pertaining to the child or the child's enrolment;
- (b) any medical or other personnel considered significant for providing information pertaining to the child's needs.

Where information obtained by the School suggests:

- (a) a profile of wilful misconduct, illegal activities or strong anti-social behaviours that indicate that the child's enrolment at the School is likely to be detrimental to other students, the staff or the School; or
 - (b) the parents may not be able to meet the financial commitment required by having a child at the School;
- or
- (c) misleading or false information has been supplied to the School

notwithstanding that the child be the sibling of a current student, the Principal may decline to proceed any further with the enrolment process.

Disability

Where a child has declared education support needs or a disability or other information has come to light indicating a possible need for education support services or for some measures or actions to assist the child to participate in the School's courses or programs or to use the School's facilities or services, the School will make an initial assessment of the child's needs. This will include consultation with the child and/or the child's parents. In addition, the Principal may:

- (a) require the parents to provide medical, psychological or other reports from specialists outside the School; and/or
- (b) obtain an independent assessment of the child.

Where information obtained by the School indicates that the child has a disability, the Principal will seek to identify the exact nature of the child's needs and the strategies required to address them. Having obtained this information, the Principal will determine whether the child, if enrolled, would require some measures or actions to assist the child to participate in the School's courses or programs or to use the School's facilities or services that are not required by students who do not have the child's disability.


Where the Principal determines that the child would require some such measures or actions, the Principal will seek to identify whether those measures or actions required are reasonable in that they balance the interests of all parties affected. In assessing whether a particular measure or action for a particular child is reasonable, the Principal will have regard to all the relevant circumstances and interests, including:

- (a) the child's disability;
- (b) the views of the child or the child's parents about:
 - (i) whether the particular measure or action is reasonable;
 - (ii) the extent to which the particular measure or action would ensure that the child was able to participate in the School's courses or programs or to use the School's facilities or services on the same basis as a child without the disability;
- (c) the effect of the adjustment on the child, including the effect on the child's:
 - (i) ability to achieve learning outcomes; and
 - (ii) ability to participate in courses or programs; and
 - (iii) independence;
- (d) the effect of the particular measure or action on anyone else affected, including the School, its staff and other students;
- (e) the costs and benefits of taking the particular measure or action.

The School will take measures and actions that are reasonable but will not necessarily take measures or actions that are unreasonable or that would impose unjustifiable hardship on the School.

In determining whether taking the required measures or actions, even though they are reasonable, would impose unjustifiable hardship on the School, the Principal will take into account all relevant circumstances of the case, including:

- (a) the nature of the benefit or detriment likely to accrue or be suffered by any persons concerned (including other students, staff, the School, the child, the family of the child, and the School community); and
- (b) the effect of the child's disability; and

- 
- (c) the School's financial circumstances and the estimated expenditure required to be made by the School; and
 - (d) the availability of financial and other assistance to the School.

Where the Principal determines that the enrolment of the child would require the School to take unreasonable measures or actions to ensure that the child is able to participate in the School's courses or programs, or to use the School's facilities and services, on the same basis as a student without a disability, or would cause unjustifiable hardship, the Principal may decline the offer of a position or defer the offer.

Interview

When a position becomes available, the School may in its discretion invite the parents of a child to attend an interview at the School with the Principal or a member of staff appointed by the Principal. At the interview, among other things, the School's representative will:

- (a) inform the parents of their responsibility to the School in relation to fees and will ascertain their ability to afford the current fees;
- (b) will seek to establish that the expectations and commitments of the parents are consistent with the School's Christian vision, values, and goals, and with the policies and resources of the School.

School Reserves Rights

The School reserves the right not to offer any child a place at the School or to defer the offer of a place to any child in its discretion but particularly when the parents, having been aware of their child's specific educational needs, decline to declare those needs or to withhold relevant information pertaining to their child.

The School also reserves the right to terminate an enrolment where the parents have not declared or have withheld known information pertaining to their child's needs.

School's Considerations

When considering making offers of a place at the School, the School gives preference, in the following order, to:

- Existing students of the School (i.e. for progression in Years 6 to 7 and 10 to 11)
- Siblings of students already at the School;
- Children of staff
- Children from Nowra Baptist Church
- Children of families from other churches
- Children transferring from other Christian schools
- Children of NCS Alumni
- Children from families supportive of the School's Christian ethos but not attending a church.

Where two or more applicants, in consideration of the above categories, have equal priority, the earliest date of application for enrolment will take precedence.

Exceptional circumstances may arise from time to time where adherence to the priority categories may be overridden by the Principal with School Board approval.

The School will also consider:

- Minimum starting age for enrolments:
 - ▶ Students commencing school in Kindergarten must be five (5) years of age by 30 April of that year;
 - ▶ Students commencing school in Year 1 must be six (6) years of age by 30 April of that year.
- The composition of the current cohort, including:
 - ▶ Class sizes; and
 - ▶ The academic balance of the cohort.
- The capacity of the School to cater for the specific needs of the individual student, both in the short and long term. To assist in this process, the following will be considered:
 - ▶ The anticipated needs of each individual student throughout the duration of their schooling;
 - ▶ The anticipated resources required to meet those needs;
 - ▶ the School's capacity to provide those resources;
 - ▶ Upon acceptance of enrolment, the individual program required to meet those needs;
 - ▶ The impact of meeting those individual needs on the existing class and school community.
- The capacity of the School to sustain quality educational programs for all students

Offer

At the satisfactory conclusion of the assessment process, the School may make an offer to the parents to enrol the child. To accept the offer, the parents must within seven days of receiving it (or fourteen days in the case of Kindergarten enrolment) deliver to the School:

- (a) the Acceptance Form which includes acceptance by the parents of the then current Conditions of Enrolment;
- (b) the non-refundable enrolment fee of \$300 per family (new families only)

Failure to reply within the required time may result in the position being re-offered where other children are waiting for entry to the School.

The Enrolment Fee is additional to tuition and other fees. The Enrolment Fee may be refunded if the School does not offer the child a place. It will not be refunded if the parent declines the offer or withdraws their application for enrolment.

In the case of Kindergarten enrolments, where the offer is conditional on a satisfactory Preschool Report. The enrolment fee of \$300 is refunded if the offer is not confirmed.

Parents must attend one 'NCS Perspective' information night within the first year of their child enrolling (this applies to new families to the School only)

Where the parents have not declared, or have withheld information pertaining to their child, notwithstanding the fact that enrolment may have been offered, the School reserves the right to rescind the enrolment.

Offers for Provisional Enrolment

Where circumstances give rise to uncertainty on the part of the Principal, a provisional enrolment may be offered for a child for a set period of time.

Conditions applying to such provisional enrolment will be set out in writing. In these cases, either the parents or the Principal may terminate the enrolment with seven days' notice. In such circumstances, enrolment deposits will be refunded, and fees will be adjusted to cover the period of enrolment only. No penalties will apply.

This provision may not be applied in the case of children with a disability.

Kindergarten Entry

5 year-olds and 4 year-olds whose 5th birthday falls on or before 30 April of the proposed year of entry are eligible to commence Kindergarten.

All children must undertake a 'readiness for school' assessment (this is usually completed by the child's preschool or early learning centre). If parents have already indicated specific learning needs, an alternative and/or additional assessment process may be required.

For those who do not turn 6 until after the end of Term 4 of the proposed year of entry, and who are assessed as being not yet ready for school, the Principal may require an additional assessment process to be undertaken to determine whether or not the child has specific learning needs. Unless specific learning needs are identified, the Principal reserves the right to defer the enrolment to the following year.

In respect of any prospective enrolment, the School reserves the right to have members of its staff visit the child's Preschool, Early Learning Centre or (with the parents' agreement) the home, to more accurately assess the child's learning needs.

Early entry

Early entry to Kindergarten for a 4 year-old, whose 5th birthday falls after 30 April of the proposed year of entry, may be accepted, subject to:

- (a) a written application being addressed to the Principal;
- (b) there being vacancies after all other children, who will have attained the age of 5 years before 30 April, have been offered places;
- (c) the School's assessment of the child concerned confirming that he or she is ready for admission to Kindergarten.

Related Documents

Learning Support Policy

Student Code of Conduct

School Code of Respect

Disability Standards for Education 2005



Key Policies

NCS is continually reviewing and developing its policies and procedures. Presented below are summaries of a number of key policies. These are the versions of the policies as they operated throughout the 2020 school year. These policies are accessible to all school families via the NCS website or by request to the school office.

Student Behaviour and Discipline Policy

As an outworking of our desire to 'provide a Christian educational community founded on Biblically based beliefs, values and behaviour' (Mission Statement), NCS seeks to provide a Christian environment that is conducive to the personal (spiritual, academic, social, physical and emotional) growth and well-being of students and staff. The school is therefore committed to providing a caring, safe, secure and friendly environment, with staff members who demonstrate by their actions that they can be trusted and respected with regard to godly character and fairness. By entering into the school community, members agree to abide by the NCS Code of Respect and acknowledge the need for appropriate discipline. At NCS, we recognise the Biblical imperative that parents/carers have the primary role in the discipline and nurture of their children. NCS seeks to partner with parents/carers in supporting this role.

This policy relates to all incidents of unacceptable behaviour involving NCS students occurring during/outside school hours and within/beyond school premises. Such incidents have adverse implications for an individual's welfare and/or for relationships within the school and will require the taking of appropriate action. Students shall be encouraged and supported in their efforts to make responsible decisions.

The Executive Leadership of the school shall ensure that NCS is proactive in communicating its policy in relation to behaviour and discipline to students, staff and parents/carers. Staff members shall periodically undertake professional development designed to increase awareness of student management practices in schools, and to increase their skill and confidence in dealing with unacceptable behaviour.

There are separate Primary and Secondary procedural documents designed to ensure that this policy is applied in an age-appropriate manner. Procedures in relation to unacceptable behaviour shall be both:

- preventative (educating students appropriately to avoid incidents of unacceptable behaviour, and educating teaching staff in classroom management strategies designed to provide appropriate support to students requiring welfare and learning support); and
- corrective (responding appropriately to incidents of unacceptable student behaviour).

Clear lines of communication between school and home are essential at all stages of the student discipline and behaviour process. Therefore, staff members shall ensure that parents/carers are provided with relevant information and contacted in a timely manner. While every effort shall be made to resolve student discipline and behaviour issues in a manner consistent with the principles outlined within this policy, it is recognised that there may be occasions when parents/carers and/or students wish to lodge a complaint and/or appeal a decision. Where a parent/carer wishes to lodge a complaint and/or appeal a decision in relation to a student discipline and behaviour issue, he or she should follow the steps detailed within the school Grievance Policy.

Anti-Bullying Policy

Bullying is repeated oppression, psychological or physical, of a less powerful person by a more powerful person or group of persons.

Our first role as members of the NCS community is to recognise that every individual, as made in God's image, is to be treated with dignity and respect. Our Anti-Bullying Policy provides detail on how we can and should treat each other in our different roles and the responsibilities that these roles entail. As a school, we believe that bullying is wrong and we will endeavour to consistently take actions to create a school culture that disapproves of it in all its forms and throughout all age groups within the school community.

To do this, children have the responsibility to:

- Make others feel safe and happy.
- Help others learn.
- Respect other people.
- Respect and care for other people's property.

The role of the staff:

If staff are to fulfil their role in modelling Christian lives and helping the students to learn in a safe and supportive environment that truly reflects Biblical principles, they must:

- Make every effort to value others in the school community.
- Treat all in the school, whether parents, teachers or children, with care, courtesy and consideration.
- Promote a safe, supportive environment for others.
- Regularly inform parents and carers of the program they are conducting with their children and the progress their children are making and offer them opportunities to be involved.
- Maximise opportunities for success for all children.
- Respect the property of others.

Student Welfare

Nowra Christian School seeks to create a safe, secure and caring school environment in which students are nurtured as they learn. In addition to having in place policies relating to student attendance, code of conduct, health and safety, student behaviour and discipline, anti-bullying, pastoral care and child protection, the school also employs a School Counsellor/Psychologist and a school counsellor to ensure the mental, physical and emotional well-being of our students.

In total these two positions amount to almost a 1.0 FTE and allow direct access to the input of our own 'experts' who are able to provide professional advice from a distinctly Christian worldview perspective. Our counsellors/psychologist are key members of the K-12 Wellbeing Team and this group have met on a regular basis to overview the key student wellbeing programs. Throughout 2020 our counsellors/psychologist continued to work directly with numerous students and their parents/carers to ensure that appropriate professional support was provided in a timely manner.

Complaints Handling Policy

As a Christian school community, we are committed to ensuring that relationships can be restored in accordance with Biblical principles when there are misunderstandings, disagreements and/or wrongdoings. The school places a high value on:

- sustaining relationships that are characterised by honesty, compassion and trust;
- ensuring that all members of the school community are treated with dignity, fairness, courtesy and respect; and
- providing a learning and working environment that is free from unlawful discrimination, harassment, bullying, vilification and victimisation.

This policy (and related procedures) deals with complaints by parents/carers, students, employees, volunteers and other members of the school or wider community in relation to the operations of the school. It also deals with complaints that an employee may have with a parent, student, volunteer or other members of the school community or public, in their capacity as an employee of the school.

The purpose of this policy is to:

- provide the leadership and employees of the school with a guide to effective complaint management;
- ensure consistency of complaint management processes and procedures;
- provide those who are making a complaint with access to an open and responsive process; and to
- enhance the school's ability to identify trends and eliminate causes of complaints, thereby improving the effectiveness of the school's operations.

The full version of the Complaints Handling Policy and associated Feedback Form is available on the school's website.

Parent/carer, student and teacher satisfaction

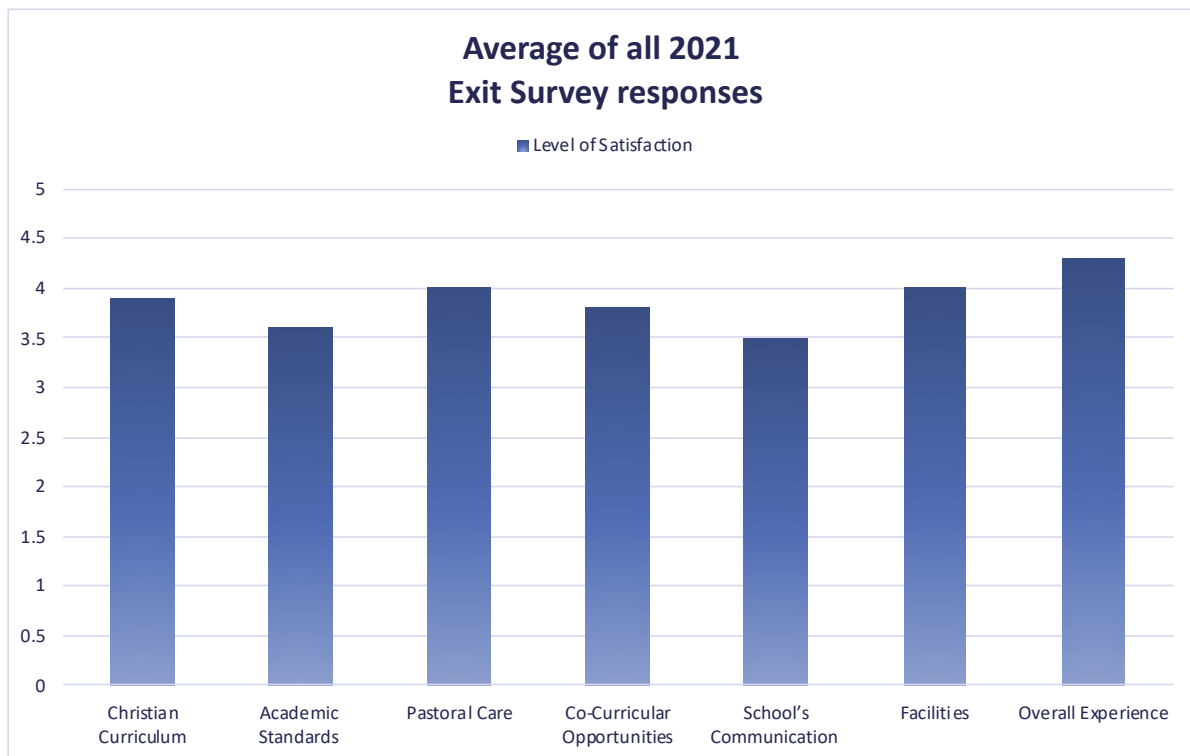
Satisfaction amongst parents/carers, teachers and students is continually measured through a variety of means. Feedback from parents is welcomed through formal and informal meetings and interviews. The usual Community Sentiment Survey that would normally have taken place during 2021 was postponed due to the unusual school year that had been experienced as a result of the impacts of COVID-19.

Parent survey on remote learning

Feedback was sought from K-12 parents/carers regarding their experience with remote learning during the COVID-19 'lockdown'. This feedback helped staff shape improvements to the delivery of remote lessons.

School family exit surveys

All departing NCS families are also encouraged to complete an anonymous exit survey. The responses received by parents are read by the Principal and School Board members and do provide a clear outline in relation to parent/carer satisfaction. Such comments greatly assist School Leadership and the School Board to identify where there may be emerging concerns in relation to school community satisfaction. Consideration can then be given to suitable forms of response, including remedial action if seen as being appropriate.



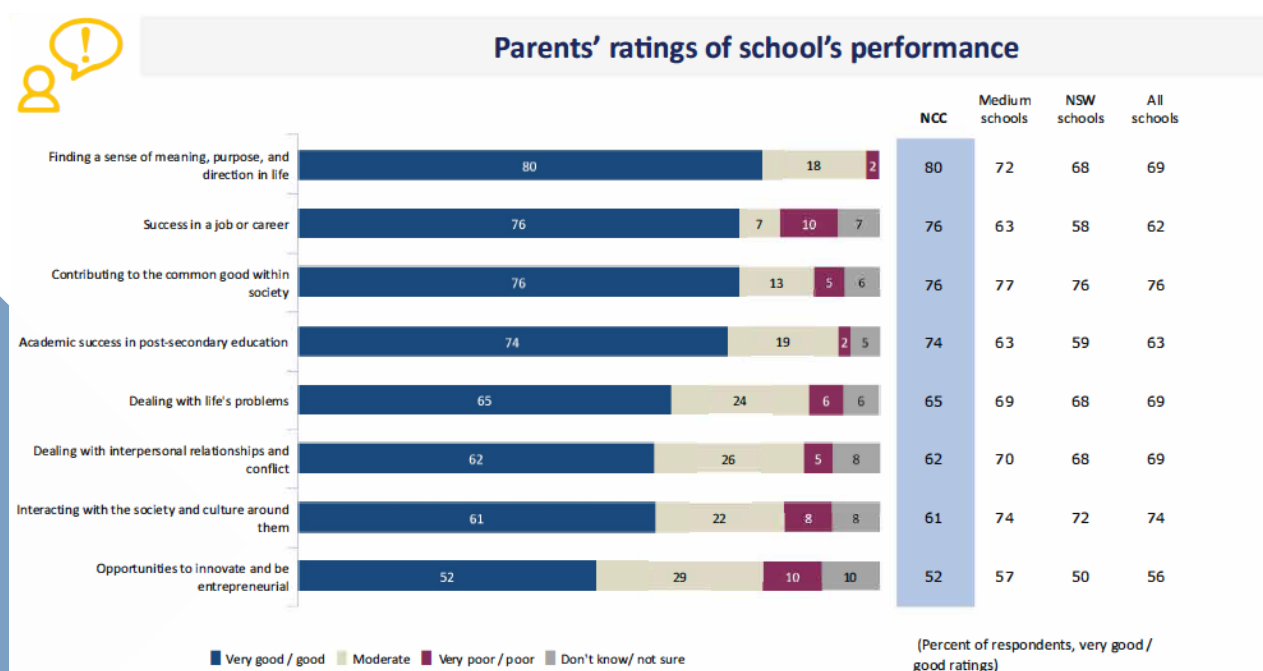
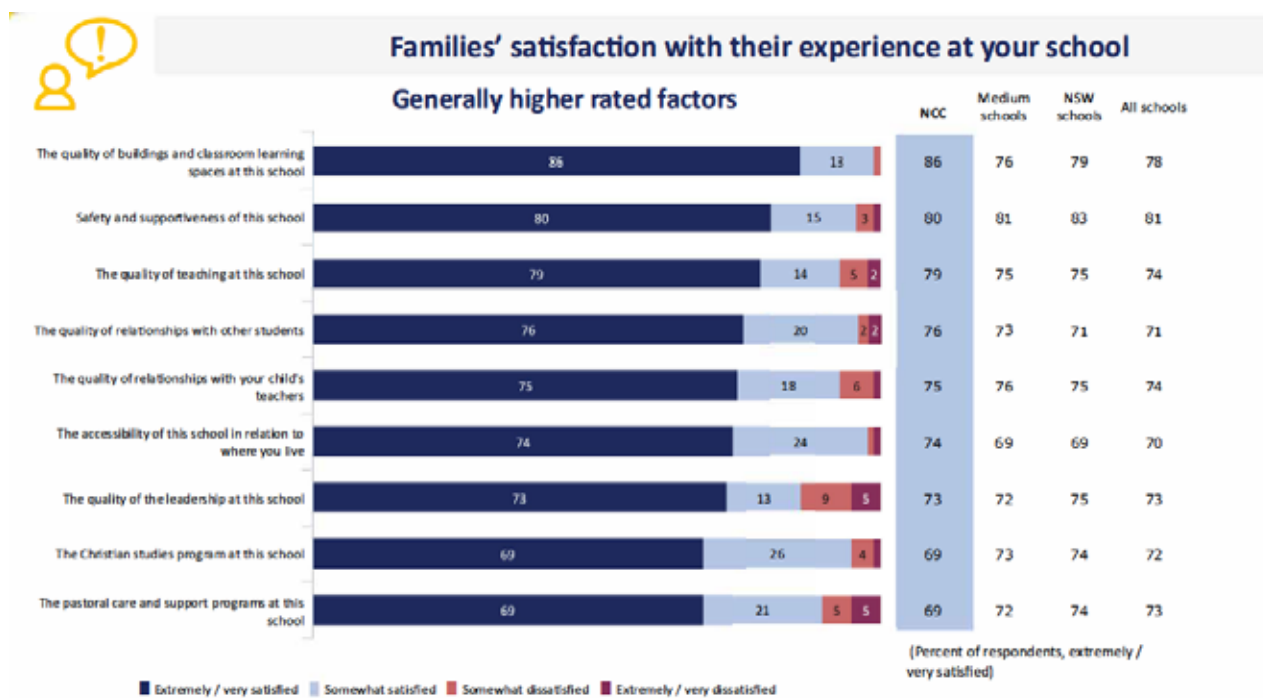
The following are averaged response scores (2021 school year) taken from returned Exit Surveys:

Satisfaction scale 1 - Very Dissatisfied, 5 = Very Satisfied

Christian Schools Australia Community Profile Survey

Early in 2021, our school participated in the Christian Schools Community Profile (CSCP): Why Parents Choose Christian Schools survey. This survey was commissioned to provide a detailed understanding of the parents who select Christian schools for their children. One important component of this survey measured parents' satisfaction in many key areas, including communication, academic standards, christian education, teaching standards and facilities.

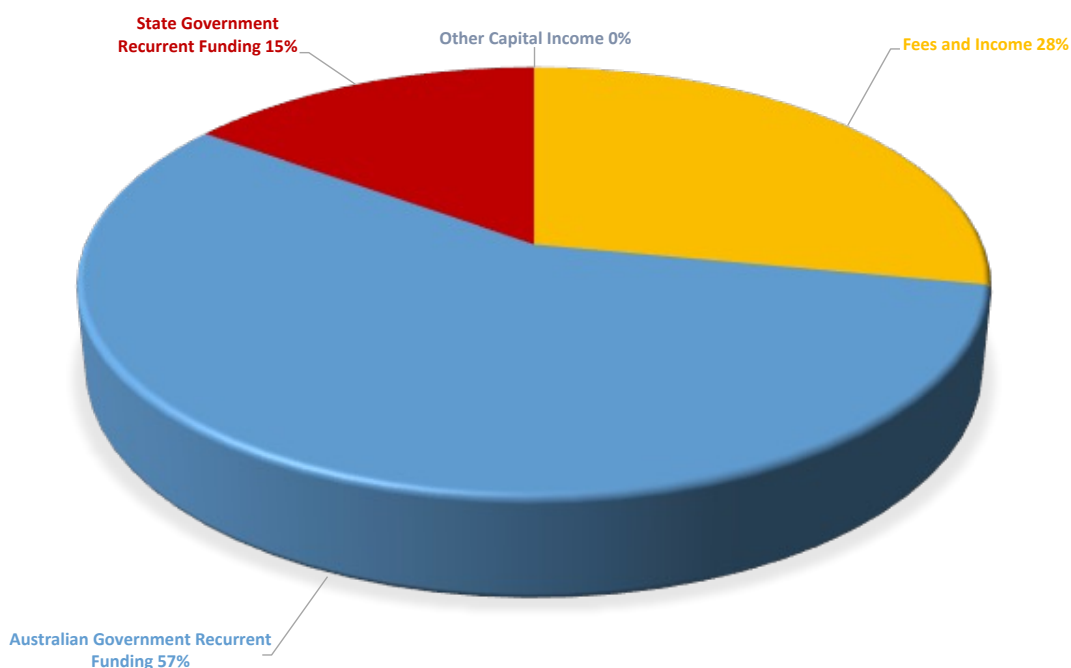
All NCS families were invited to participate in the survey. 36% of our families completed the survey. And this was well above the average compared to other participating schools. The top 5 words these families used to describe our school were supportive, Christ-centred, nurturing, safe and respectful. The graphs below also show some of the other key areas of satisfaction that were measured in this survey.



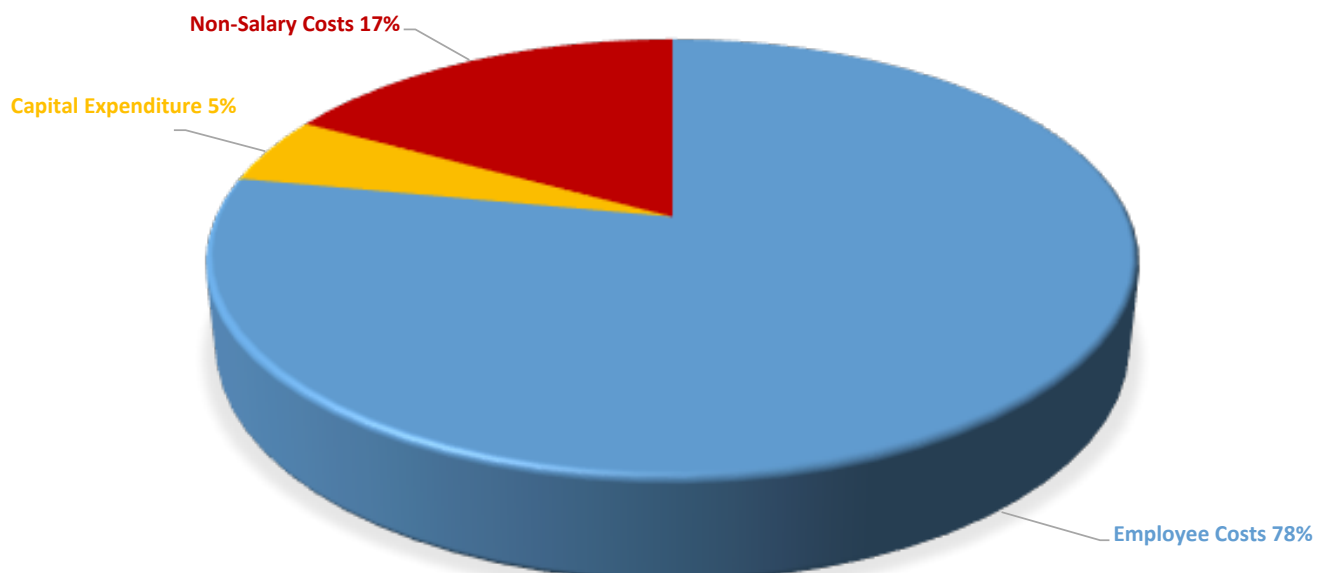
Summary of financial information

A summary of the sources of the school's income and how this was expended is shown below:

INCOME 2021



EXPENSES 2021





Nowra Christian School
Grow up into Christ