



Nowra Christian School

Grow up into Christ



Annual Report

20
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Contents

Principal's introduction	3
Chairman of the Board's report	4
Contextual information	5
Improvement targets achieved in 2020	8
Some improvement targets for 2021	12
Initiatives promoting respect and responsibility	14
Student leadership initiatives and training programs	14
Student leaders' report.....	16
Sporting opportunities, Shoalhaven Eisteddfod, School Productions.....	16
'Choose Respect' posters	17
Student performance	18
National assessment program in literacy and numeracy (NAPLAN)	18
Record of school achievement (ROSA) - stage 5	18
Higher school certificate (HSC)	18
Post-school destinations	20
Student attendance and management of non-attendance	21
Retention rates	21
Professional learning	22
Teacher standards	23
Enrolment Policy/Procedure.....	24
Key policies	28
Parent, student and teacher satisfaction	31
Summary of financial information	32

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).

In many ways, the 2020 school year was unlike any other. Every school throughout our nation, and indeed throughout the world, found themselves challenged by the impacts of the COVID-19 pandemic. Whilst Nowra Christian School also experienced these impacts, for the most part, we were still able to provide quality teaching and learning programs for our students. This was largely due to the professionalism of our staff and the support of our parents and carers.

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 (BYTES), via the website, through NCS Facebook, via our NCS Annual General Meeting (AGM), through SEQTA, via the annual 'Celebrate' school magazine, notes in school diaries (Primary), official written reports, parent/carers/teacher interviews, and via email and telephone contacts.

At NCS, we greatly value partnership with parents/carers and believe that early, respectful communication with our families is key to a healthy partnership. (Note: We would usually provide our school community with 'big picture' strategic updates at our annual 'Insight' Evening. However, COVID-19 restrictions also prevented this event from being held in 2020.)

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. On this occasion, it also presents an encouraging overview of how staff at NCS displayed great flexibility and professionalism to continue to deliver quality online educational programs during an extended period when our school communities were facing a 'lockdown' scenario.

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 programs (although the Naplan Testing Program was suspended in 2020 due to the impact of COVID-19). 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

To say that 2020 was a challenging year would be an understatement! I would like to recognise that the NCS community, like so many other communities, faced struggles and had to deal with numerous difficult situations during 2020. But many times our staff, students and families pushed through these struggles to persevere and even excel, as individuals and as a community. It was obvious to the board from many and varied reports during 2020, that the NCS community continues to display the qualities of 'care' and 'character'.

During challenging times, like those experienced in 2020, it is good to remind ourselves of God's sovereignty and control of all things by turning to His Word, the Bible. One such passage is found in Proverbs 3. It says, *'Trust in the Lord with all our hearts and to lean not on our own understanding and in all our ways submit to him and he will direct our paths'*. These words are a continuing encouragement and comfort to us in trying times that our mighty God will guide and direct us if we trust Him in all areas of our lives.

Our school continued to be led by Principal, Mr Rob Bray, completing his fourth year at Nowra Christian School. We are thankful to God for his continued love and provision for our school. We thank God for the experience and dedication of Mr Bray and of all our staff, for the way they have ably and positively run the school during 2020.

The School Board has focused on several key areas this year. These have included investing in the new

executive position, 'Head of Christian Teaching and Learning'.

This continues to ensure that we teach our students from a Christian worldview. The board has also been involved in the finalisation of construction and initial use of the new Technological and Applied Studies and Visual Arts Centre.

The Board continued to work with Resolve Consulting on areas of maintaining good governance, as well as facilitating mandated annual board training.

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 and love of NCS. We are thankful to God for the gifts and talents that he has given to all those who are involved with the school.

A continuing area of responsibility for the School Board is finances and we were pleased to finish the 2020 year in a sound 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'*. It is my prayer that this vision will always be our focus and I commend the rest of this report to you as it shares the experiences of our school in 2020.

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 24% growth since 2017 - a clear indication of the school's healthy reputation for delivering quality Christian education.

Student population at Census Date 2020	Male	Female
Primary Indigenous	6	8
Primary Other	117	121
Secondary Indigenous	-	4
Secondary Other	98	79
Total	221	212

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 2020, 63 students had one or more parents employed full-time in the Australian Defence Force. This accounts for almost 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 limited in 2020. Our annual Twilight Family Picnic, was cancelled due to heavy rain and COVID-19 saw the cancellation of our ‘Insight 2020’, as well as our annual Worrigeer Community Christmas Carols event. We did, however, enjoy the Secondary musical production of ‘Oklahoma!’ just before restrictions meant these events were no longer possible.

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 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 and via the Parents/Carers and Friends Association (PC&F).

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 – 'Show and Shine Jesus'

Every year NCS adopts a theme as a focus of devotions throughout K-12. In 2020, the school chose the theme: 'Show and Shine Jesus'. Students began the year with the reminder that everyone has things that they value or people who they esteem. We learned from the Bible that Jesus is precious above all else and should be valued and esteemed first in our lives and shown to others. We saw from the Gospel story of Luke that Jesus' life and ministry demonstrated that He is the son of God and, by His death on the cross and resurrection from the dead, brings those who trust in Him into God's family.

When Jesus spoke again to the people, he said, I am the light of the world. Whoever follows me will never walk in darkness, but will have the light of life.
John 8:12

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.

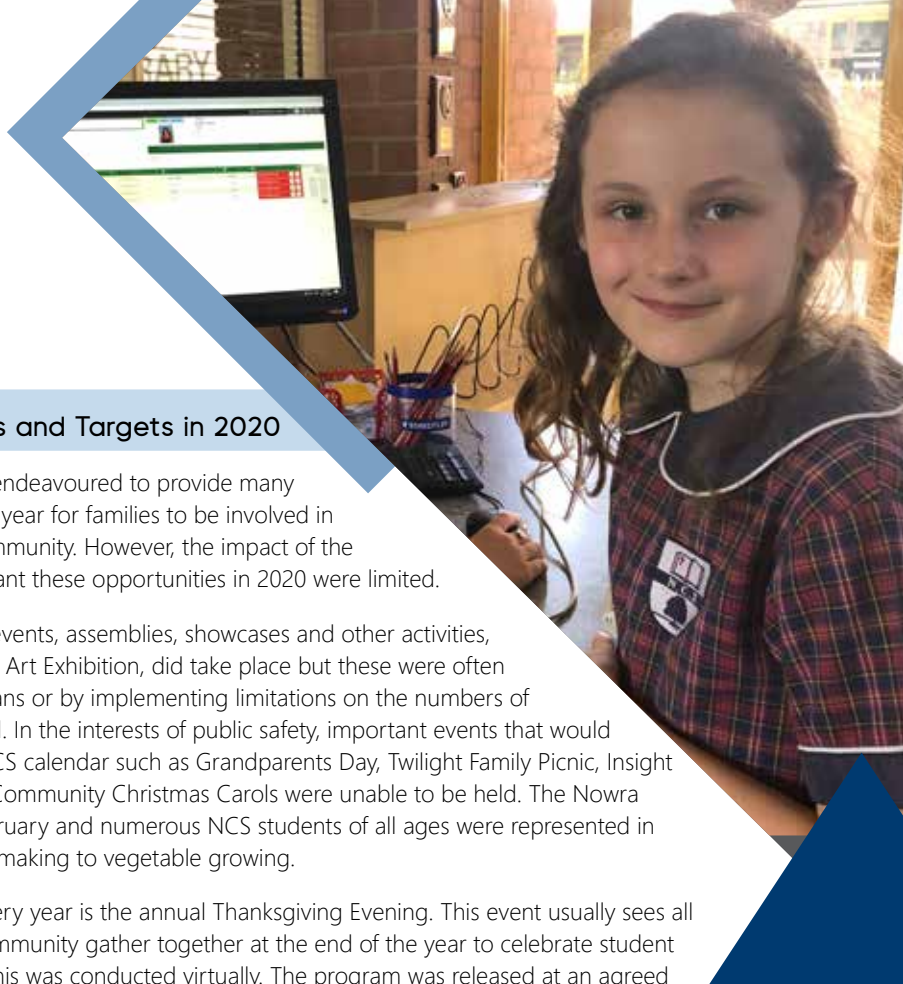
Registered office

194 Old Southern Road
South Nowra NSW 2541

Improvement targets achieved in 2020

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 2020** in each focus area.

Focus Area	Priorities, Initiatives and Targets in 2020
Christian Ethos	<p>Ongoing consolidation of the process of designing and delivering curriculum from a Christian worldview perspective.</p> <p>Further staff training occurred using a curriculum design model developed by Christian Schools Australia (CSA) called 'Connecting learners with God's big story'.</p> <p>Ongoing review and refining of school events and publications which celebrate our 'Christian ethos' within the NCS and wider communities.</p> <p>Celebration of the provision of 40 years of Christian education at NCS. (Note: COVID-19 impacts severely limited how we planned to celebrate this event. However, our 'Celebrate 2020' School Magazine was designed to be a special 40th anniversary issue and it presented key stages in the history of our school.)</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>BYOD program now fully implemented for Years 7-12. This program aims to increase engagement with the school and its learning programs for students and parents. The feedback that has been received from parents/carers in relation to these changes has been positive and encouraging.</p> <p>Refined the use of the SEQTA Learn/Engage (learning management system) for Years 7-12.</p> <p>In 2020, the title of 'Head of Teaching and Learning' was altered to become 'Head of Christian Teaching and Learning'. This change was made to emphasise the importance that our school places on developing and delivering the curriculum from a Christian worldview perspective. In 2020, the key areas of responsibility for our Head of Christian Teaching and Learning have included:</p> <ul style="list-style-type: none"> ▶ assisting with the development of the NCS Educational Plan ▶ training staff to use data to inform teaching practice ▶ development of courses submitted to NESA for future accreditation ▶ focus on further development of Stage 3 English programs ▶ continued training of staff re implementation of AVID (Advancement Via Individual Determination) techniques. <p>AVID (Advancement Via Individual Determination) continued to be systematically 'rolled out' 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. Further staff have been trained at the online Summer Institute, presented by AVID Australia.</p> <p>Students were provided with numerous enrichment and extension opportunities in a wide range of areas.</p> <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>Teaching staff appraisal program was updated using the Teacher Performance and Development Plan where teachers meet with their heads of schools to set annual goals.</p>



Focus Area	Priorities, Initiatives and Targets in 2020
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 2020 were limited.</p> <p>Where possible, special events, assemblies, showcases and other activities, such as the Kindergarten Art Exhibition, 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, Twilight Family Picnic, Insight 2020 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 2020, 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 <i>Relay for Life</i> in support of the Cancer Council, and the <i>Anglican Aid Waterworks</i>. Waterworks was an initiative driven by the secondary student leadership team that aimed to focus attention on the fact that millions of people around our world have limited access to reliable supplies of safe drinking water. The team raised just under \$5200 for this cause.</p> <p>Students continued to serve the local community by participating in 'Clean Up Australia Day' and raising funds and donating food for local homeless shelters.</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"> ▶ provision of a dedicated Aboriginal Education Coordinator ▶ ensured our school continues to be represented at the regular AECG (Aboriginal Education Council Group) meetings. (Although COVID-19 prevented the holding of these meetings in 2020.) ▶ 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 2020.) ▶ begun a native bush revegetation project on school grounds.

Focus Area	Priorities, Initiatives and Targets in 2020
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. During 2020, NCS also had the services of a Year 13 Ministry Trainee. 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. ▶ Senior Mentoring Program - Senior students are given an opportunity to meet one-to-one with a member of staff in the mentoring program. The goal of this program is to help students better manage what may be a stressful time for them as they work towards their HSC examinations. ▶ 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) Christian leadership program run by the CRU (Crusaders) School Ministry Team. Students were encouraged in their personal faith and provided with strategies to improve their reading and understanding of the Bible.</p> <p>Review by the Head of Christian Teaching and Learning of Year 6 to Year 7 transition processes conducted. 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>

Focus Area	Priorities, Initiatives and Targets in 2020
Staffing and Professional Learning	<p>Senior Executive Team reviewed and modified its annual 'Professional Growth and Development' reflection/appraisal program for all teaching staff. This review aimed to change the focus to be more about developing staff professionally through the three domains identified by the Australian Professional Standards for Teachers. These domains are called Professional Knowledge, Professional Practice and Professional Engagement.</p> <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>
Facilities and Finance	<p>Late in Term 3, after nearly two years of planning, design and building, our new TAS/Visual Arts Centre was completed. Students and staff began to utilise these wonderful facilities as of the commencement of Term 4. These facilities include a Food and Wood Technology Centre and a Visual Arts and Ceramics complex. There are also facilities for plastics and four GPLAs (General Purpose Learning Areas) have greatly added to the school's available teaching spaces..</p> <p>The school's IT infrastructure has been continually upgraded, particularly in relation to the network's ability to cope with the influx of BYOD devices.</p> <p>Successful connection of the school to the National Broadband Network.</p> <p>Implementation of the Consent2Go online system for management of excursions and student health information.</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"> • An updated NCS Prospectus • NCS Open Week • Kindergarten Open Mornings • Year 7 'Taste 'N' See' Experience Day • NCS website • NCS Facebook • Radio (and other) promotions <p>NCS Board Sub-committees</p> <p>The NCS Board are regularly involved in the review of school policies as a key part of their strategic governance role. In 2019, they made the decision to begin the process of examining two school policies. These were in the separate areas of uniform and enrolment. As part of this process of investigation, the Board formed two sub-committees. The Uniform Review sub-committee made recommendations to the Board during 2019 and these are being progressively implemented from 2020 onwards. In relation to the Enrolment Policy Review, the Board's primary intention was to ensure that the current policy was still fully appropriate for the needs of Nowra Christian School moving forward. As part of this policy review, the Board consulted directly with key groups from the NCS community. In particular, a number of meetings were held with the Company Members and with NCS staff. The purpose of these meetings was to seek input from these groups (including an invitation for individuals to provide written submissions for the consideration of the Board) in relation to any possible changes to the current policy. The Enrolment Policy sub-committee carried out investigations/research throughout 2019. (This process has been on-going into 2020.)</p>

Some improvement targets for 2021

At the time of writing this report, finalisation of improvement targets for 2021 was still under review. Below is a sample of targets and priorities for 2021.

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.</p> <p>Develop an implementation plan for 'Connecting learners with God's big story' at NCS.</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 Evening for all new families to NCS.</p> <p>Alignment of staff devotions to the overall annual school theme.</p>
Teaching and Learning	<p>Implement NAPLAN online.</p> <p>Engage in a new multi-day excursion plan for Stage 3.</p> <p>Implement a new report template for academic reporting.</p> <p>Utilise ACARA Writing Progressions for driving writing improvement (K-6).</p> <p>Head of Christian Teaching and Learning to further enhance the ongoing implementation of AVID into all areas of teaching and learning at NCS.</p> <p>Continue to provide teaching and learning programs that are differentiated to increase equity so that all students can access learning and to increase student engagement.</p> <p>Continue to analyse available data to inform best teaching practice and to ensure accommodations, adjustments and differentiation are provided.</p> <p>Work collaboratively across KLAs and Stages to produce appropriate lessons that promote global citizenship.</p> <p>Continue to further embed the use of technology in all areas of teaching and learning .</p> <p>A major revision of the Secondary school camps program is well underway. In 2021, this will see the Years 7-12 Secondary camp replaced with a series of age-appropriate camps and excursions that are more directly linked to key curriculum topics.</p>
Community and Service	<p>Further develop and refine student leadership roles.</p> <p>Continue to emphasise the training of our students to better understand what leadership is from a Christian perspective.</p> <p>Ensure child protection and WHS training is undertaken and monitored for visiting peripatetic teachers and other regular school volunteers.</p>



Focus Area	Priorities, Initiatives and Targets in 2021
Pastoral Care	<p>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>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> <p>Further develop the Wellbeing Team, and, in particular, further develop strategies and training in relation to anti-bullying and suicide prevention.</p> <p>Apply for 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 recent bushfires in areas surrounding NCS.)</p>
Staffing and Professional Learning	<p>Implement Professional Learning Communities for collaborative staff professional development.</p> <p>CPR Refresher course training.</p> <p>Type 1 Diabetes Training for all staff.</p> <p>COVID-19 training updates for staff.</p> <p>Regular WHS Committee meetings - dissemination of information to staff re COVID-19 hygiene requirements.</p>
Facilities and Finance	<p>Celebrate and promote the completion of Stage 1 of the Building Master Plan - the Technological and Applied Studies/Visual Arts Centre.</p> <p>Review and plan for further facility development using the Building Master Plan.</p> <p>Double stream K-2 and Years 7-9.</p> <p>Ongoing review of the Enrolment and Uniform Policies by the relevant Board sub-committees.</p> <p>Improve administrative processes such as staff leave process, incident management system, uniform management, excursion/risk management and accounts.</p> <p>Introduce an online enrolment application form and customer relationship management system to better handle enrolment 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'. Each leadership team received two training sessions. 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 2020 Thanksgiving 'virtual' Evening.)

Good evening. On behalf of Nowra Christian School, we would like to thank and congratulate everyone, for taking on unique challenges and opportunities, in a year that may have tested our trust in God. Your ability to adapt and grow individually and as a community has been greatly appreciated.

During our time at NCS, we have grown to recognise the importance of the school in shaping us into the people we are today. As a student since Kindergarten, NCS has helped me (Joel) focus on my personal faith in God, and encouraged me as a Christian leader.

It has been a blessing to take on the responsibility of a leadership role throughout 2020. One great challenge we were faced with during this year was to always bring the glory back to our all-deserving God who set a perfect example for us regarding the nature of a true leader. We have been called to follow Christ's example, as it states in 1 Peter 2:21, "To this you were called, because Christ suffered for you, leaving you an example, that you should follow in his steps." We would also like to recognise that we are not school leaders because of our goodness and achievements but because of God who will hold us accountable for our role.

NCS is not just a place of learning, but a loving community; built on Christ, and maintained by every student and staff member. Our excellent school culture is created through every individual, working together as a team. We would love to thank all the great teachers who, not only helped us academically and gave us life-skills, but also contributed greatly to the loving, Christian culture that is present at NCS. Of course, we are particularly grateful to all of the HSC teachers who have patiently guided us during the past two years. However, we also fondly remember the dedicated teachers who many of us had during our

Primary school years here at NCS. It is because of their hard work that we were able to make such a great start to our educational journeys.

We would like to send a huge thank you to all the parents and carers for guiding us along the way, ultimately preparing us for the future and for loving us through it all. Another big thank you to everyone who worked behind the scenes, helping us get through thick and thin; you know who you are. We love and appreciate you all!

Thank you also to all members of the School Board who kindly devote their time to create a God-focused and safe school community.

We also want to thank the IT guys, librarians, canteen assistants and administration people, groundskeepers, the finance advisors and counselors, and all of the other people who are integral to the school community. We appreciate all the hard work you do, as school would not be possible without you. However, ultimately, we need to give all credit and thanks to God, who provides us with everything, and sustains our school community.

As this school year comes to an end, and Christmas approaches, we want to encourage everyone to remember Jesus, who died for our sins, and is at the core of the Christian faith. For those who are believers, stay firm and continue to shine God's love, and for those who are undecided, or unsure, please use the break provided by the Christmas holidays to seriously consider Christ. It is the most important decision you will ever make.

Thank you, and God bless.

Joel Clifton and Rachel Curline
NCS Captains 2020



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 and touch football gala days, as well as swimming and cross country.

Shoalhaven Eisteddfod

Due to Covid-19, the Shoalhaven Eisteddfod was cancelled. 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.

One very successful example of this was when the Secondary members of the NCS Concert Band joined with members of the Shoalhaven City Concert Band to produce a virtual rendition of 'Siyahamba'. This virtual clip was shared widely with the NCS community and beyond.

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 March 2020, our Secondary students performed four public showings of the musical 'Oklahoma!'. This successful production was the outcome of a huge team effort on the part of students, staff and parents/carers. We were grateful that the four public shows were able to occur just weeks before the impacts of COVID-19 would have made this situation untenable.

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 2020, NAPLAN was cancelled by the Federal Government because of the Covid-19 lockdowns..

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	0	2	11	1	1	15
Science	1	4	9	1	0	15
History	0	4	7	2	2	15
Geography	0	2	5	6	2	15
PDHPE	0	10	3	1	1	15

	A10	A9	B8	B7	C6	C5	D4	D3	E2	N Award	TOTAL
Mathematics	2	0	2	3	3	4	0	2	0	0	16

Higher School Certificate (HSC)

There were 21, Year 12 students and 21, Year 11 students who attended NCS during 2020. 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.

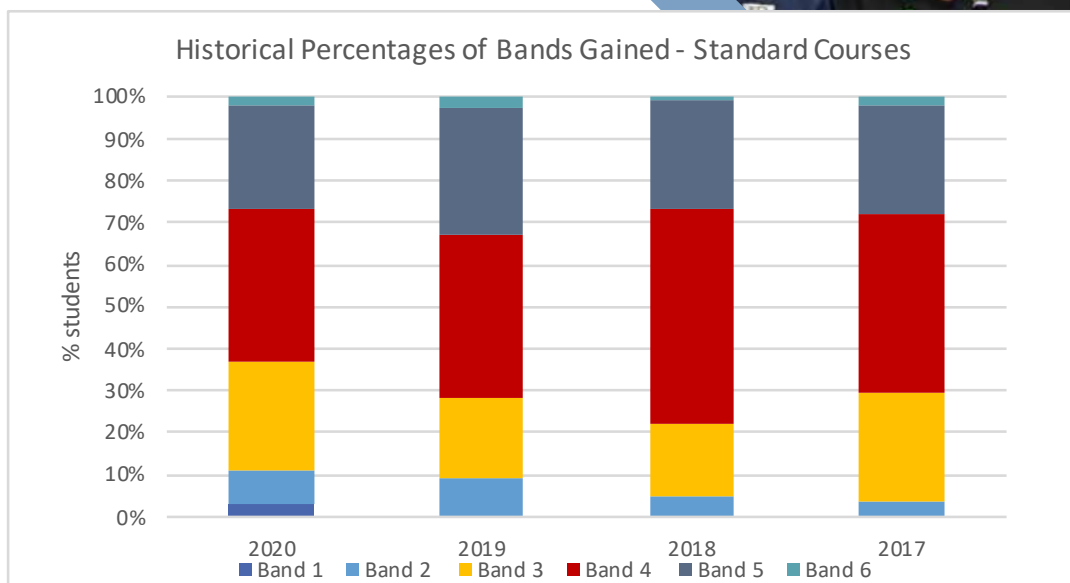
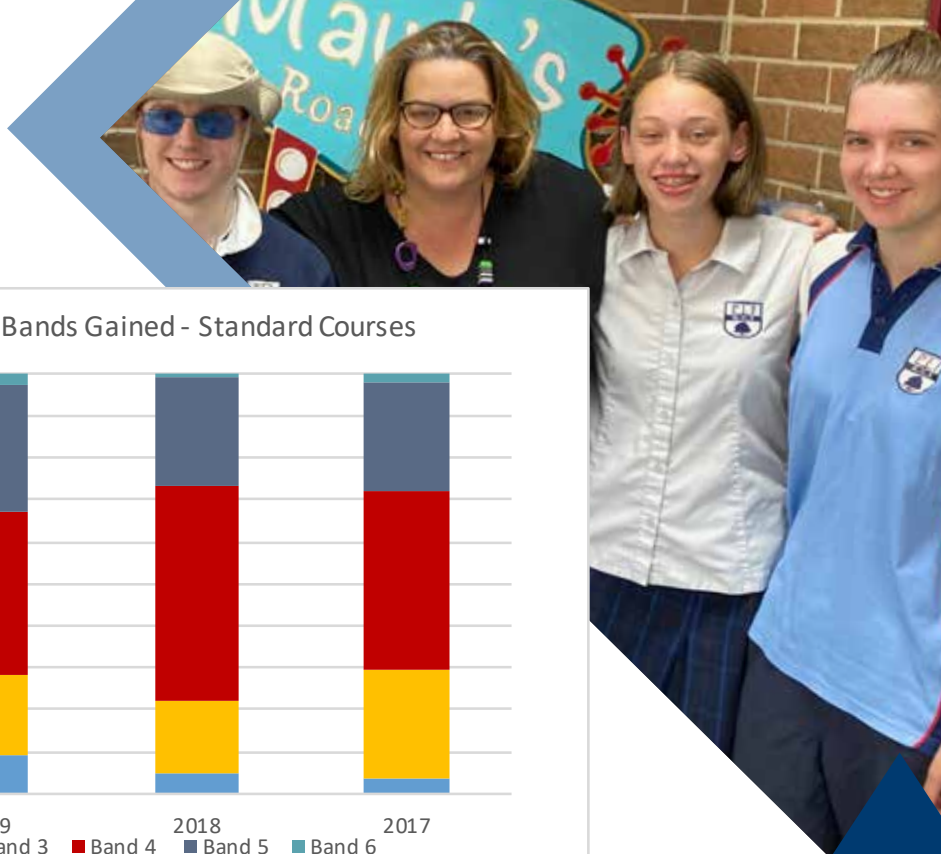
In 2020, students achieved a higher mean than the State in English Extension 1 and French Beginners. Two of our French Beginners students received a Band 6 in their HSC results.

Distance Ed/TVET Data

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

Total number of bands gained by the cohort - Standard Courses

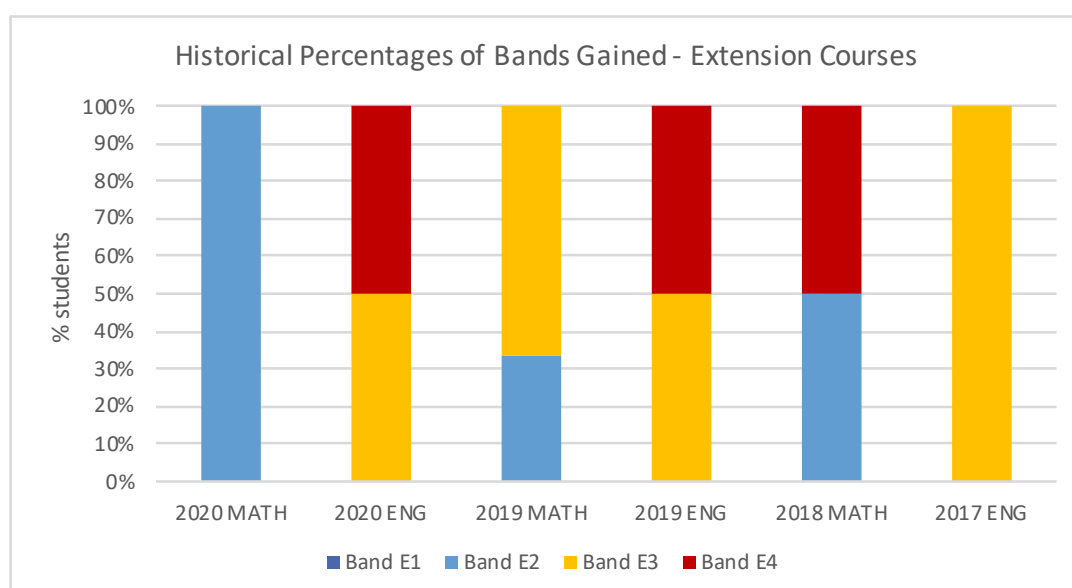
YEAR	BAND 01	BAND 02	BAND 03	BAND 04	BAND 05	BAND 06	TOTAL
2020	3	9	28	39	27	2	108
2019	0	10	21	42	33	3	109
2018	0	4	14	43	22	1	84
2017	0	4	24	40	24	2	94



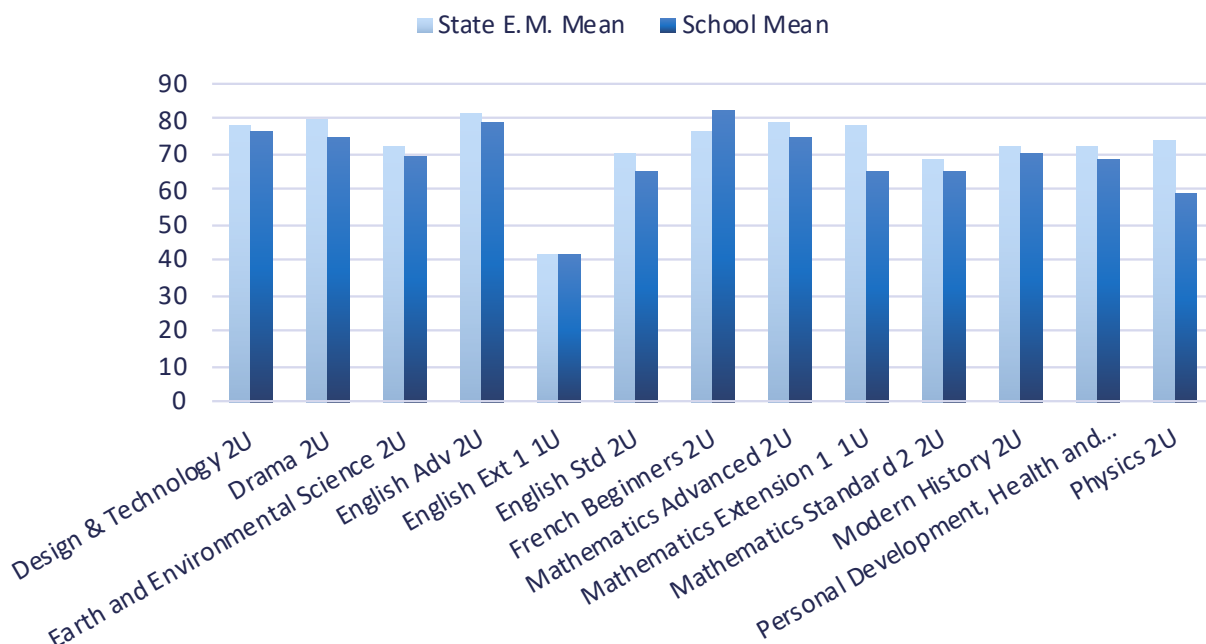
Total number of bands gained by the cohort - Extension Courses

YEAR	BAND E1	BAND E2	BAND E3	BAND E4	TOTAL	COURSE
2020	0	1	0	0	1	Mathematics Ext 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
2018	0	1	0	1	2	Mathematics Ext 1
2017	0	0	3	0	3	English Ext 1

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



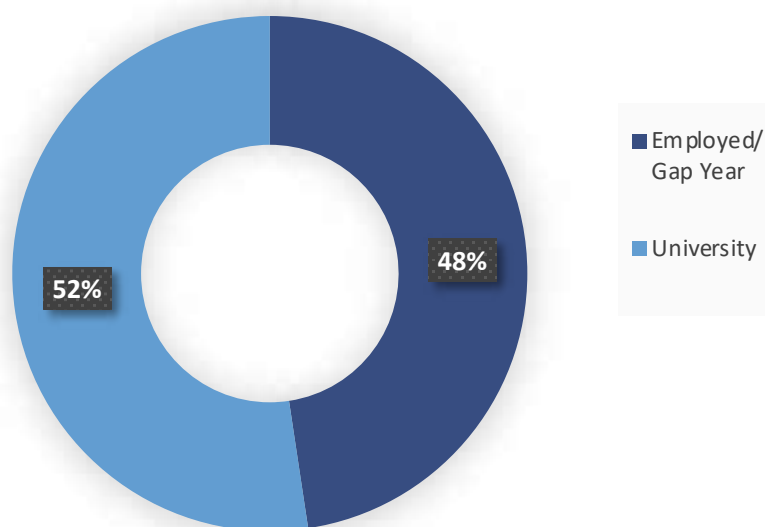
2020 Higher School Certificate Results



Post-school destinations

21 students graduated from Year 12 in 2020.

2020 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 2020 is shown below

Kinder	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
94.23%	94.19%	94.11%	93.73%	91.10%	94.15%	92.85%

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
93.89%	93.82%	93.97%	90.55%	93.14%	91.71%

Total School
93.12%

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 %
2017	76%
2018	87%
2019	97%
2020	85%

Retention – Junior to Senior Secondary

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

Year	Retention %
2017	95%
2018	73%
2019	73%
2020	85%



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 2020 included:

- AVID
- SEQTA (LMS)
- Google Classroom (LMS)
- SeeSaw (LMS)
- First Aid
- MacLit Training
- School-based Mentoring sessions for new staff
- Improving Student Writing PD
- Student welfare - Self harm PD (School Counsellor)
- Child Protection Training
- Leadership
- KLA specific training

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. (However, in 2020, due to the impacts of COVID-19, these ATICS events did not occur).

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	2
Proficient	39
Highly Accomplished (Voluntary Accreditation)	0
Lead (Voluntary Accreditation)	0
Total Teachers	41

Workforce Composition

NCS Staff 2020	
Teaching staff	41
FTE teaching staff	35.7
Non-teaching staff	34
FTE Non-teaching staff	21.7
Indigenous	0
Male	16
Female	59

The 41 teachers noted above include a Head of Primary, two K-6 Coordinators, a Head of Secondary, three 7-12 Coordinators and the Principal.

Teaching staff retention rate

Teaching staff retention rate	%
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.

1. Mission statement

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, recognizing 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.

2. Purpose of policy

The purpose of this policy is to ensure that staff are aware of the requirements and procedure for Enrolment Applications at Nowra Christian School.

3. Applicability

Principal, Enrolment Registrar, Business Manager, Finance Committee, all other staff.

4. Rationale

Nowra Christian School seeks to enrol students whose families are looking for a Christian Education for their children and who support the ethos of the school.

We welcome applications from families who desire the type of education that our school offers.

While the policy is as comprehensive as possible, there will inevitably be some situations which are not specifically covered. In such instances, it is the Principal's responsibility to decide the appropriate course to take in the circumstances.

5. Procedure

The Principal interviews every family who has applied for enrolment to determine suitability of student/family at Nowra Christian School. During this interview, the Principal will discuss the fee schedule. If necessary, the Business Manager will make recommendations to the Finance Committee regarding fee assistance.

Enrolment enquiries are initially directed to the Enrolment Registrar. Application packs are either posted or handed out. Alternatively, the application form is available on the school's web site:
www.ncs.nsw.edu.au

It also can be emailed if requested. Details of families making enquiries etc. are recorded for possible future follow-up or for upcoming enrolment information sessions.



Applications must be accompanied with the following information:

- Reference (Churched families - a current reference from their church. Non-churched families are to provide a reference for the family from someone other than a family member)
- Copies of current school reports/NAPLAN results
- Copy of Birth Certificate
- Copy of Immunisation Record
- If applicable, documents to support diagnosis of special needs.

Upon receiving completed application form and attachments, the Enrolment Officer contacts the family to arrange an appointment with the School Principal.

Students applying for K–Year 6 undertake an assessment with the relevant Learning Support Coordinator to which is organised to coincide with the time of interview. Current school reports and other supporting documentation are used to assess students in Years 7–11.

The following priority criteria is also taken into consideration when determining applications:

- Existing students of NCS (ie: for progression in Years 6 to 7 and 10 to 11)
- Siblings of students of NCS
- Children of staff
- Children of parents from Nowra Baptist Church
- Children of regular church attending alumni members
- Children of regular church attending parents transferring from other Christian schools
- Children of parents from other churches
- Children of non-regular church attending alumni members
- Children of non-regular church attending families transferring from other Christian schools
- Children from families supportive of the ethos of NCS but who are not currently fellowshipping in a church.

If classes are full at the time of application, families are encouraged to proceed with enrolment interviews if they wish to be placed on the waiting list.

The final decision of enrolment is at the Principal's discretion. This is determined after the interview has been conducted, consultation with the Business Manager re finance, and review of assessment report and/or student reports.

Successful applicants are advised by telephone by the Enrolment Officer and a starting date is agreed upon. Applicants are also given information about our Uniform Room.



Successful applicants are then provided with a letter of offer with the following attachments:

- Acceptance of Enrolment form
- Invoice 'Enrolment Application Fee'
- Information Book
- Bus pass information

6. Notes regarding offers of enrolment

- Where information obtained by the school suggests a profile of wilful misconduct, illegal activities or strong anti-social behaviours that indicate that the student's enrolment at the school is likely to be detrimental to other students, the staff or the school, notwithstanding that the student be the sibling of a current student, the Principal may decline to proceed any further with the enrolment process.
- Where information obtained by the school indicates that the student has a disability, the Principal will seek to identify the exact nature of the student's needs and the strategies required to address them. Having obtained this information, the Principal will determine whether the student, if enrolled, would require services or facilities that are not required by students who do not have the student's disability. Where the Principal determines that the student would require such services or facilities, the Principal will determine whether enrolling the student would impose unjustifiable hardship on the school. In making this assessment, the Principal will take into account all relevant circumstances of the case, including:
 - the nature of the benefit or detriment likely to accrue or be suffered by any persons concerned (including other students, staff, the school, the student, the family of the student, and the school community); and
 - the effect of the disability of the student; and
 - the school's financial circumstances and the estimated amount of expenditure required to be made by the school.
 - Where the Principal determines that the enrolment of the student would cause unjustifiable hardship, the Principal may decline the offer of a position or defer the offer.
 - The school reserves the right not to offer any student a place at the school or to defer the offer of a place to any student at its discretion but particularly when the parents, having been aware of their student's specific educational needs, decline to declare those needs or to withhold relevant information pertaining to their children.

- The school also reserves the right to terminate an enrolment where there are not sufficient resources to deal with a student's needs and where the parents have not declared or have withheld known information pertaining to their children's needs.

7. Parent participation

All parents of children attending the school are expected to participate in the life of the school. Parent participation is just as much an obligation as is paying school fees. Although the way each parent contributes may vary, we offer a number of opportunities:

- Attending Parents/Carers and Friends Meetings.
- Attending Parent/Carer/Teacher Information Nights.
- Helping in practical ways such as canteen, practical help in classrooms, helping with excursions, sporting events and camps.
- Most importantly, through regular prayer for our school.

8. Fees

Our Budget arrangements are such that it is essential for parents to meet fee obligations by the due date each term.

9. Relevant legislation

Disability Discrimination Act
Race Discrimination Act
Anti-Discrimination Act



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/carers, 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 2020 was postponed due to the unusual school year that had been experienced as a result of the impacts of COVID-19.

School family exit surveys

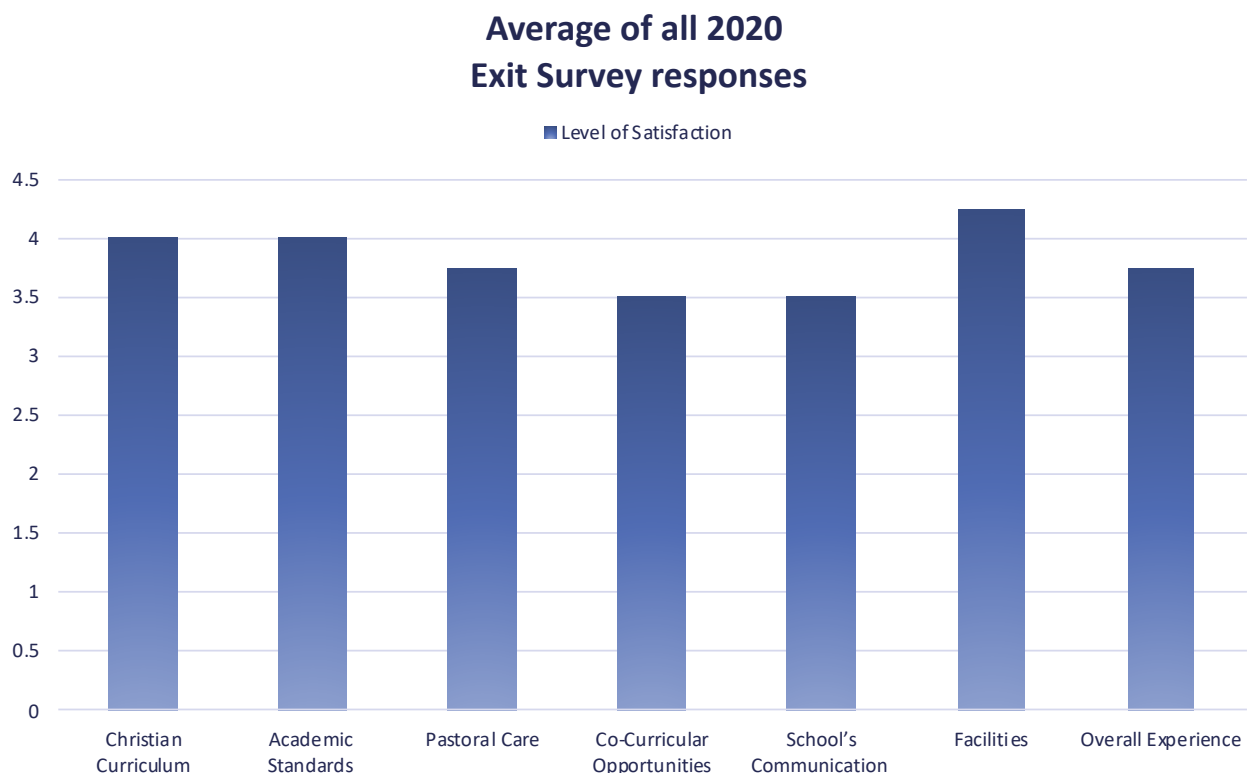
All departing NCS families are also encouraged to complete an anonymous exit survey. The responses received by parents are read by the Principal and School Board members and do provide a clear outline in relation to parent/carers satisfaction. Such comments greatly assist School Leadership and the School Board to identify where there may be emerging

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.

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 (2020 school year) taken from returned Exit Surveys:

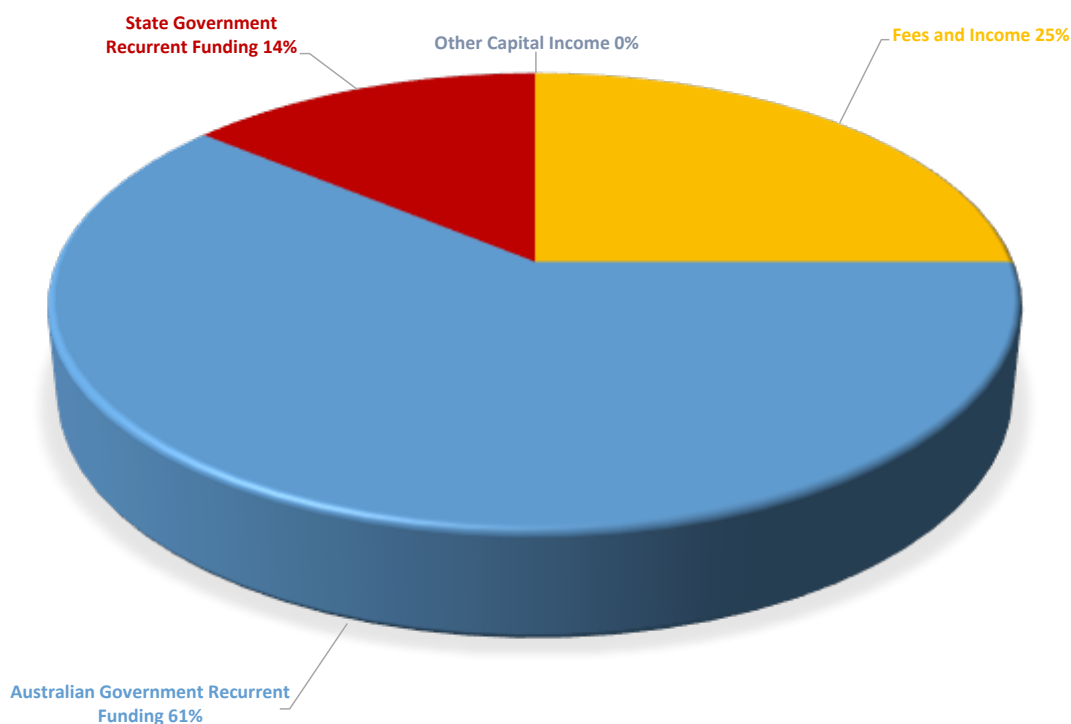


Satisfaction scale 1 - Very Dissatisfied, 5 = Very Satisfied

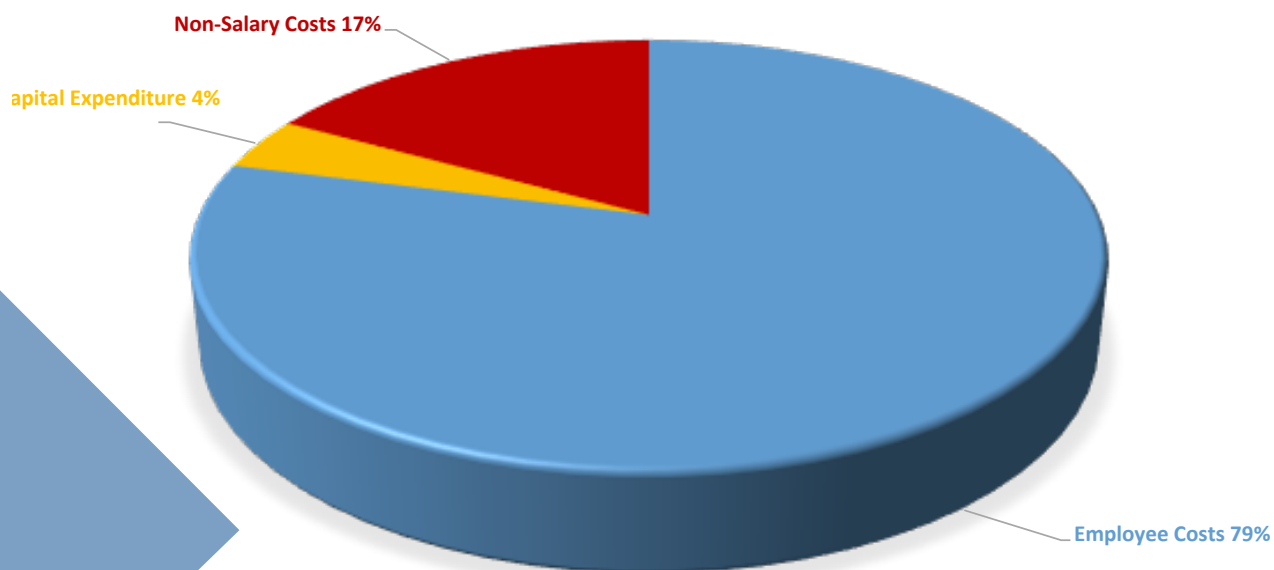
Summary of financial information

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

INCOME 2020



EXPENSES 2020



Notes





Nowra Christian School
Grow up into Christ