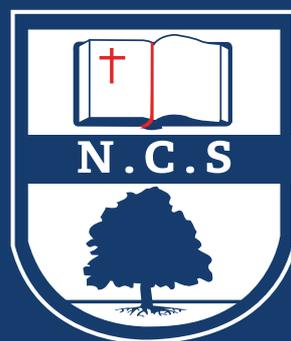


Nowra Christian School

2015 Annual Report



Grow up into Christ



INTRODUCTION

Nowra Christian School is a co-educational K-12 School, established in 1980. It had a student population of 338 students at the end of 2015, with 184 students in Years K-6 and 154 students in Years 7-12. While we are a ministry of Nowra Baptist Church, we provide excellent education in a non-denominational context. Our School accepts enrolments from up to 40% of families who do not attend church. The School is not a selective School and draws students from a wide range of socio-economic and academic backgrounds. NCS draws students from rural, urban and coastal towns and villages in the northern Shoalhaven area.

The mission of Nowra Christian School is to provide a Christian educational community as a centre of teaching and learning excellence, founded on Biblically based beliefs, values and behaviour.

In pursuing our goals, the School encourages the development of Biblically based values within the individuals who make up the School community. These values include:

Love Integrity Service Compassion Commitment Excellence

Our School focuses on relationships, not just structures. Each and every student is seen as made in the image of God. We are well renowned in our community for being a caring, supportive and nurturing School that has a heavy emphasis on catering for each individual student.

We are continually striving to meet the changing needs of our students. To ensure that we provide appropriate educational programs for all our students, we support and implement ongoing professional development for all our teachers. This takes place in the form of visiting consultants, external courses, online courses, peer driven and internal providers. We are also committed to providing best practice resources and technology to support the teachers in their teaching and the students in their learning.

An important goal is to encourage and equip our students to be independent learners. Providing them with best practice educational programs, and individual attention, helps them to actively engage in their own skill development. We offer a wide range of co-curricular, service and leadership development programs to foster the unique gifts and talents of our students.

As part of the Shoalhaven community, our School values the important partnerships we have with our parents and carers, as well as with our community churches. We aim to be an authentic Christian School. We want to equip our students for success, we want them to serve others and we want them to know who it is they are serving; their Lord and Saviour, Jesus Christ.

MISSION STATEMENT

The mission of Nowra Christian School is to provide a Christian educational community as a centre of teaching and learning excellence, founded on Biblically based beliefs, values and behaviour.

- 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 recognizes 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

COMPANY STRUCTURE

Nowra Christian School is a ministry of Nowra Baptist Church Christian School Limited (NBCCS Ltd). NBCCS Ltd appoints a governing Board of Directors in its Annual General Meeting in May each year. 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, their role and legal responsibility, is to always act in the best interests of the whole School, rather than the group of people they are representing.

Under the authority and guidance of the Board, the Principal is responsible for the day to day running of the School.

The Board meets once a month from February to November.

CHAIRMAN OF THE BOARD'S REPORT

The year 2015 was a year of working towards setting firm foundations, as we were conscious that Mr Smith would be retiring as Principal at the end of 2016. As with most years it had its challenges. But we are thankful to God and to the work of Mr Smith and our staff for the sound position the School is in as I write this report in mid-2016.

The new executive structure of Principal and Heads of Primary and Secondary continued to be developed and is now firmly in place.

The Board engaged Resolve Consulting to work with the Board on areas of establishing good governance and to also work with Mr Smith as a resource available to him. Their involvement has been invaluable to the School, so much so that we have decided to renew their engagement after the current contract expires on October, 2016.

One area in which Resolve were heavily involved was in assisting us in the search for a new Principal. We started working on this in October and were pleased in 2016 to be able to interview several outstanding candidates from the many who applied. One candidate stood out and we were thrilled to be able to announce in June, 2016, the appointment of Mr Rob Bray as our new Principal in 2017. Mr Bray brings with him a wealth of experience as a Principal and many years of involvement in Christian education.

A big area of responsibility for the School Board is finances and we were pleased to finish the year in a sound financial position. Such things as finances are only a means to an end. The education of our children within the context of an authentic Christian School is the reason we exist as a School. I commend the rest of this report to you as it outlines the many things in which our School has been involved over the past year.

Mr Ross Dixon

Chairman NCS Ltd School Board

PRINCIPAL'S REPORT

Nowra Christian School - a Christian community

Theme for the year - "Every Story Whispers His Name"

Throughout this year we have been focusing on the Bible and learning how so many stories and events, in both the New and Old Testaments, point us to Jesus as Lord, King and Saviour of all. We've been using a wonderful Bible book called 'The Jesus Storybook Bible', along with the Bible, to explore and deepen our understanding of how 'Every Story Whispers His Name'.

Earlier in the year we shared that the Bible is not a series of disconnected stories. It is a single narrative or story, where every story, every character points beyond itself to One who is the greater person; Jesus.

We want to keep pointing each one of our students at NCS to Jesus so that they continue to be, or begin to be, a part of God's Kingdom, a part of His family and in relationship with Jesus as one of His sons or daughters.

It is such a great blessing to lead a Christian School that is not only passionate about delivering a quality education in a safe and supportive environment, but also about teaching from a Christian worldview.

Teaching and Learning

Every five years Schools like ours are inspected by the Board of Studies, Teaching and Educational Standards (BOSTES). In May of this year NCS went through the accreditation and inspection process. Our staff were fantastic in the way they prepared beforehand and our School has again been successfully registered and accredited for another five years.

Our goals for the following year centre on individualised learning, learning support, assessment, and improved performances both for teachers and students. We are challenged about 21st Century learning. Part of this centres around ICT (Information Communication Technology). NCS has recently received a report that has reviewed in detail the current situation. Our ICT Steering Committee will continue to work on a strategic plan that will guide the future teaching and learning in our School.

The School will be entering the fourth and final year of the NSW Government Literacy and Numeracy Action Plan. The funding continues to be a blessing for the professional development of our staff and for the equipping of our K-4 classes, especially, in terms of resources and programs. The students benefit greatly in the essential learning of literacy and numeracy skills.

NAPLAN; whilst this is something that happens each year, it is important to note and understand that this is just one assessment or indication. We as a School find the results helpful and informative as we monitor the progress of our students and set the priorities we need to have in our teaching. Someone shared this with me during the year; 'The scores you get from this test will tell you how you did on that day, but they will not tell you everything. They can't tell you that you have improved on something that you once found difficult. They can't tell you that you brighten up your teacher's day. They can't tell you how amazingly special you are'.

Engaging our Students

So many of our students have been engaged in an amazing array of activities during the 2015 year. Cultural, sporting, challenging, leadership, volunteering, community, career and service events; all such rich learning for our students and we are thankful to God for our teachers and other staff for their commitment to these events and the provision of experiences both inside and outside the classroom.

Service to Others

Activities such as; fundraising for the Flippence family in Ethiopia, the Shoalhaven Relay for Life, 40 hour Famine, Slum Survivor, Chesalon Nursing Home visits from the students, Caring Box, Operation Christmas Child, Disabled Surfers, the Shoalhaven River Festival, SECET Taste of Christmas event, support of our Compassion children, School Garden, Sound Room, ANZAC Day events and Nowra East Public School Breakfast Club.

Under the guidance of our committed Chaplains, students have led Bible studies, fellowship groups and mentored junior leaders. Students from our Secondary Department attended SECET's 'My School, My Responsibility' again when scores of students from around the region, including both public and private Schools, joined together to learn more about God. Students from Primary attended Crusader's training and Followers in Training days.

Other Happenings

Back in March we farewelled our Senior Pastor, Mr Richard Utber, from Nowra Baptist Church. Both he and his wife Jill have been such an important part of our School community over the previous 28 years.

Mental health is an important area that we have addressed across the School this year. KidsMatter is a national initiative that aims to contribute to and improve student mental health and wellbeing and increase support for K-6 students. MindMatters is the mental initiative for Secondary Schools.

Different like Me has continued to be the NCS support group for families of children with special learning differences.

Early in the year the NCS P&F was re-established. We have had a great first year and are excited about the future. Several fundraising activities such as the Bush dance took place, and there are some great plans for the start of 2016. The P&F, and the School Board, have committed to raising funds for a School Bus – the goal is to raise sufficient funds by the middle of next year.

After School Care has been an ongoing activity this year. In 2016 a new initiative will commence – After School Care provided by Camp Australia five afternoons each School week.

NCS and NBC is now a fully fenced property. In July we were able to finally make our School and Church secure and provide a deterrent to those who have previously caused damage and angst. Our property is looking more and more like a parkland.

Another highlight for NCS was the visit to our School in May by the now Education Minister; Senator, the Honourable Simon Birmingham. This was part of his visit to the Shoalhaven to look at Vocational and Volunteer initiatives. He presented RFS certificates to some of our Year 10 students who had recently completed the week long course.

Academically, we continue to work hard on building those essential skills, as well as encouraging students to develop higher order skills and to apply these skills in a wide range of contexts. The academic performance of the students is an important aspect of what we do at NCS. We continue to be rightly proud of the achievements of our students.

Beyond the Classroom

So much learning takes place beyond the classroom. We cannot possibly list all the things that have engaged our students but here are some;

Eisteddfod – this year NCS was awarded the prestigious Helen Ring Award for Outstanding Participation over many years at the Shoalhaven Eisteddfod. Once again, our students performed to a very high standard at the Shoalhaven Eisteddfod. This year the following results were achieved; Primary Choir 1st place. Our Stage 3 Drama Section received 1st and 2nd places and our Stage 5 Drama Section received 2nd place and a Highly Commended. Many individual students received praise and rewards from the judges.

Other activities include; HSC Showcase and Creativity Nights, Primary Choir, Music Tuition, Book Fair, Reading Activity Day, Kindergarten Art Exhibition, Year 3-6 Dance Program, Year 10 Rural Fire Service training and First Aid training, My School My Responsibility event, Jump Rope for Heart, Stage 4 Forensic Workshop, Year 8 Aeronautical Velocity Challenge, Young Scientist Paper Plane Challenge, the Da Vinci Challenge and the Questacon science workshop.

Outward Bound is an opportunity, sponsored by the Nowra Lions, for one of our students to be challenged both personally and physically. During Term Three the Duke of Edinburgh was introduced to our School. At this stage we have 14 Secondary students who have completed their Bronze.

Excursions are an important part of School life. Whilst there are many that happen throughout the year, from Kindergarten all the way through to our Seniors, the Secondary School Camp for three days at the start of Term Two is a huge and important highlight for both students and staff. Our Stage 3 students (Year 5 and 6) thoroughly enjoyed a three day excursion to Canberra at the same time of the year.

Leadership is another opportunity to learn and grow outside the classroom; four Secondary students attended the South Coast Leadership Forum, a number of our Primary students have attended leadership events such as Followers in Training and the GRIP Leadership Day. The World Vision Leadership Conference was also attended by a team of Secondary students.

A special mention of the leadership and service opportunities that so many of our students have committed to throughout the whole year; our Captains and Perfects, our House Captains and Vice-Captains and our many Student Representative Council members.

Once again, our students have enjoyed a vast array of opportunities and experiences in the sporting field. A number of individual students have excelled in their respective sports again this year, namely volleyball, rugby, swimming and cross country.

Our School could not operate effectively without the wonderful support of many, many volunteers. There are those involved with the canteen, our School grounds, music tuition program, voluntary teacher aides, teaching Dance, Library support, and the "Different Like Me" group, supporting the families who have children with specific learning difficulties.

It is a joy and privilege to work with our students and their supportive parents in this Christian School community. 2015 had its many challenges and trials, as well as many successes and joys. I am so thankful to God for the wonderful executive staff with whom I work closely. I am also very thankful for the teaching staff, as well as the administration and the support staff members.

I also thank Mr Ross Dixon, our Chairman, and the Board members, for their hard work and commitment to our School.

Mr Phil Smith
Principal

STUDENT LEADERS' REPORT

This report highlights the comments made by our School Captains in their presentation to the School Community at the 2015 Thanksgiving Evening.

Each year on this special evening, the graduating School captains are invited to share their leaving thoughts with the School Community. Tonight, on our final thanksgiving evening as students of Nowra Christian School, we feel honoured to be able to share with you all what we personally value and appreciate most about this brilliant place. At our School there is a strong focus upon the individuality and spirituality of each and every student. Throughout my time here, Nowra Christian School has been a place of learning and of love. These two elements have intertwined to offer our experience of “the School years” a rare and incredibly precious time. For this, we would like to warmly thank the members of the School Board. The prayerful decisions you make keep Christ at the core of our community. Your hard work, upfront and behind the scenes, contributes greatly to the nurturing environment of Nowra Christian School which influences the lives of many young people in incalculable ways. I believe I speak not only for myself and Josh (Chelsea) but also for the class of 2015 when I say that this is something I have valued highly about Nowra Christian School.

We would like to take this opportunity to thank our parents whom without, we would not be standing on this stage tonight. We are lost for words that can adequately describe our appreciation for your unconditional love and guidance throughout life. With the growing stresses and workload that came with senior School, your support helped us to achieve good and great things. Your loving presence in our lives has moulded us into the young men and women we are now. From the class of 2015, we thank our parents for encouraging us each and every day. Saying goodbye to our parents each morning, we arrived at School where we encountered another group of adults who have strongly influenced our experience of growing up. In our community, the relationships formed between one another reflect the love and grace of God in many ways. It is often said that Schools like ours are rare. When considering the relationships we have with our teachers, I cannot help but whole-heartedly agree with this statement. It is a great privilege to be gifted this time to express our personal appreciation for the staff members of our School. The role of each and every one of you has far exceeded the typical job description of a teacher.

Our teachers have been Christian educators: they work diligently and thoroughly each day to see us learn as young people, ensuring our understanding is up to scratch and assisting where needed without moment's hesitation. However our teachers have also been counsellors: never reluctant to lend a listening ear to the problems on our mind and advising us in ways that both challenge and grow our character as young men and women. Our teacher's doors have always stayed open, no matter the cost to their own time or workload.

Our teachers have been friends: together we share unceasingly good banter, life-long memories and jokes that have spanned years. These moments ease the stresses that sometimes define our time as teenagers in today's society. In the classroom and the Schoolyard, our teachers are always up for a good laugh. But above all our teachers have been role models: and this point can only be credited to Christ our Saviour. God has instilled our teachers with resilience to face any season. Our teachers are prayerful, honest and admirable human beings who have accepted the love of Christ into their hearts and consistently encourage and challenge us, people they care about, to do the same.

To our teachers we say thank you for the significant part you have played in our growth and maturation. And as our brothers and sisters in Christ, we encourage you – as you have encouraged us every day – to hold strong to the love and mercy of our Heavenly Father through all trials and blessings you may face in life.

Behind the strong community spirit of Nowra Christian School stands one man who encourages everyone with his servant heart, so rich with compassion and commitment when considering the needs of others. On a warm Friday afternoon last year, I fondly remember sitting in a PDHPE class when Mr Smith introduced me to the concept of “joyful inconvenience”. Utilizing a fellow teacher as an example, Mr Smith defined this term as the expression of contentedness in troubling or difficult circumstances. Throughout my time at Nowra Christian School, and particularly over more recent years I have come to learn that Mr Smith completely encompasses the definition of joyful inconvenience. It wouldn't matter if the All Blacks lost on the weekend or he was neck-deep in stressful work, our Principal consistently keeps a welcoming demeanour committed to serving and caring for his neighbour. To Mr Smith, we thank you for how wonderfully you have served God and the members of our School Community in your role as Principal.

To our peers in Year 11, we thank you for wonderful friendships formed throughout the past 12 months. It is our prayer that you hold close to Christ in all that you do and keep Mr Vidler sane by ensuring the common room stays tidy! We wish you all the best and cannot encourage you enough to cherish this final 12 months of School.

And to the Class of 2015; we made it. The exams have finished, the library books returned and we've signed out of Nowra Christian School forever. Thank you for your love, friendship and support every day. In my life I can only dream of finding another bunch of friends half as accepting and nurturing as you all. We have become a family and although we take off on different paths from here, the memories we have shared will always have a special place in my heart.

Lastly, we wish to praise our Father in Heaven, almighty and all-powerful. All things wonderful about this School have come generously from our God. His presence in the teachings, relationships and environment of our School has blessed us all in so many ways. It is my prayer that our brothers and sisters in Christ at Nowra Christian School walk with God each day from now until eternity. For as the walls of the Senior Common Room read “The Lord will be with you wherever you go”.

It has been an amazing blessing to serve together as the 2015 School Captains. We would like to thank everyone for making our time at Nowra Christian School so significant, memorable and special. We wish you God's richest blessings and a wonderful evening. Thank you.

Joshua Parsons and Chelsea Williams – 2015 School Captains

STUDENT PERFORMANCE

SCHOOL PERFORMANCE IN EXTERNAL EXAMS

In 2015, the students of Nowra Christian School participated in the NAPLAN Tests (Years 3, 5, 7 and 9). The School also presented candidates for the Higher School Certificate (Senior Students).

NATIONAL ASSESSMENT PROGRAM IN LITERACY AND NUMERACY (NAPLAN)

Below is a table that represents the percentage of students who achieved at or above the national benchmark for 2014 - 2015.

Note: Numbers in brackets refer to the comparative state average. Students who were absent on the day of the examinations are listed in the figures as students below benchmarks.

YEAR 3	NUMERACY	READING	WRITING	SPELLING	GRAMMAR & PUNCTUATION
2014	96% (86%)	82% (87%)	84% (90%)	76% (85%)	92% (89%)
2015	90% (83%)	100% (90%)	95% (94%)	85% (86%)	90% (89%)

YEAR 5	NUMERACY	READING	WRITING	SPELLING	GRAMMAR & PUNCTUATION
2014	81% (81%)	94% (82%)	82% (83%)	82% (87%)	88% (84%)
2015	81% (82%)	85% (80%)	75% (86%)	85% (85%)	75% (83%)

YEAR 7	NUMERACY	READING	WRITING	SPELLING	GRAMMAR & PUNCTUATION
2014	100% (82%)	100% (84%)	71% (68%)	71% (83%)	100% (78%)
2015	90% (82%)	95% (84%)	63% (68%)	76% (85%)	84% (82%)

YEAR 9	NUMERACY	READING	WRITING	SPELLING	GRAMMAR & PUNCTUATION
2014	83% (80%)	83% (77%)	69% (61%)	69% (81%)	73% (70%)
2015	90% (83%)	83% (75%)	72% (60%)	79% (81%)	76% (69%)

Further information is available on the My School's website; <http://www.mySchool.edu.au/>

The "My School" website provides "Student Gain" graphs that show improvement of matched students from NCS compared with all Schools. For the 2015 NAPLAN results, the "My School" website provides these graphs for Reading, Persuasive Writing, Narrative Writing and Numeracy.

In 2013 the K-2 Department began the implementation of the Literacy and Numeracy Action Plan. This State funded program has enabled the School to implement a greater level of professional development for teachers, provide evidence-based programs that will further enhance our students' learning, purchase a greater array of resources to supplement their learning and provide a more effective learning support program.

RECORD OF SCHOOL ACHIEVEMENT (ROSA)

At the end of 2015, 21 of our 25 Year 10 students (84%) continued on to study for the HSC here at Nowra Christian School.

RoSA Grades – Stage 5 2015

The tables below show the grades submitted to BOSTES for our Stage 5, RoSA (Year 10) students in 2015.

ENGLISH

	A	B	C	D	E
2015	3	5	9	6	2

MATHEMATICS

	A10	A9	B8	B7	C6	C5	D4	D3	E2
2015	1	3	1	3	6	6	2	1	2

SCIENCE

	A	B	C	D	E
2015	3	5	13	4	0

PDHPE

	A	B	C	D	E
2015	3	9	8	5	0

AUSTRALIAN HISTORY

	A	B	C	D	E
2015	2	4	14	5	0

AUSTRALIAN GEOGRAPHY

	A	B	C	D	E
2015	2	3	12	6	2

In 2015, all 25 students were granted their RoSA

HIGHER SCHOOL CERTIFICATE COMMENTARY AND GRADES

We continue to be pleased that the overwhelming majority of our senior students achieved their goals for further studies or employment. Our 2015 cohort performed within the School's expectations, based on the students' abilities, commitment levels to study and aspirations in terms of further tertiary education.

Of the 2015 graduating Year 12 class, 100% gained a Higher School Certificate.

The following chart provides data on the Higher School Certificate results in subjects delivered on site at NCS in 2015 and the preceding three years. This data refers to the percentage number of students who achieved Band 4-6. More than 60% of our students achieved this across the wide range of subjects.

(Note: English Extension subjects are % of E4 & E3 scores and Mathematics Extension subjects are % of E4, E3 & E2 scores.)

In viewing this data, we ask the reader to remember that with the focused approach, we offer different subjects on a two year cycle. Some subjects have a candidature in our School of 10 or fewer students, meaning that one strongly or poorly performing student can skew the data significantly. In any small school, statistical analysis of results against state wide trends must be treated cautiously. Apparently significant aberrations may be more a factor of the size of a class cohort rather than an indicator of either poor, or high, performance.

NCS HSC RESULTS 2015 (BANDS 4-6 combined)

SUBJECT	2012		2013		2014		2015	
	NCS	STATE	NCS	STATE	NCS	STATE	NCS	STATE
Biology	NA		30.77	68.18	NA		44.45	59.96
Chemistry	NA		57.14	73.73	NA		37.50	73.57
English Standard	NA		0.0	34.17	NA		44.44	42.41
English Advanced	NA		50.0	86.11	NA		52.18	91.18
English Extension 1 E3 - E4	NA		75.0	88.49	NA		100	94.26
English Extension 2 E3 - E4	NA		66.66	78.04	NA		NA	
Industrial Technology	NA		80.00	60.79	NA		37.5	55.21
Legal Studies	NA		NA		NA		70.00	68.72
Music 1	NA		72.72	89.38	NA		77.78	88.98
Society & Culture	NA		66.67	79.1	NA		63.64	80.75
Visual Arts	NA		100.00	88.82	NA		88.89	87.96
Business Studies	66.66	67.94	NA		83.33	67.71	NA	
Design & Technology	100.0	77.90	NA		NA		NA	
Earth & Environmental Science	84.62	73.41	NA		56.25	73.38	NA	
Geography	NA		NA		0.0	69.40		
Mathematics General 2	54.55	51.39	NA		12.0	51.32	NA	
Mathematics	55.55	79.26	NA		28.57	81.65	NA	
Mathematics Extension 1 E3 - E4	100.0	85.15	NA		50.0	84.62	NA	
Mathematics Extension 2 E3 - E4	NA		NA		NA		NA	
Modern History	NA		NA		63.64	75.34	NA	
PDHPE	68.75	63.73	NA		50.0	63.44	NA	
Physics	60.0	67.36	NA		33.33	66.69	NA	

TEACHER STANDARDS

All of the teaching staff of Nowra Christian School (34 teachers) 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).

The 34 teachers noted above include three K-6 Co-ordinators, a Head of Secondary, three 7-12 Co-ordinators, and the Principal.

The number of teaching staff was equivalent to 26.7 (FTE).

The average length of employment per teacher is currently 9.6 years with the average step of employment being Step 13 (7 or more years teaching experience).

Overall, these changes have led to a Teaching Staff retention rate for 2014-2015 of 84.5%.

The teacher attendance rate for 2015 was 97%. This rate does not include maternity leave or in-service days and equates to an average of 6.3 days absent per teacher per year.

Professional development is an important aspect of education and the staff is given opportunity and encouragement to participate in a vast array of in-service courses, in the areas of Christian thinking, specific faculty/role development and School based initiatives such as Assessment, ICT and Mental Health. A number of teachers also participated in Higher School Certificate marking. Some staff have also undertaken further study including participation in a Masters of Education program.

In addition to the professional development organised by the School, the Primary Department again undertook additional professional development, funded by the Federal Government's Literacy and Numeracy Action Plan for Low SES communities. Details of the program are available on the School website.

PROMOTING RESPECT & RESPONSIBILITY

Nowra Christian School's biblical foundation continues to provide a firm and unchangeable 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 flows actions and attitudes and values that reflect biblical teaching.

These values continue to be presented frequently in the day to day teaching at the School. Two of these key values, Respect and Responsibility, are integral to the School's community in action. Once again in 2015, these aspects were especially focussed on as we participated in a range of activities including Brekky Club at a local Primary Public School, visiting the elderly at the Aged Care Home adjacent to the School, Slum Survivor, Relay for Life, World Vision's 40 Hour Famine, working with disabled surfers, Operation Christmas Child, and raising funds for Compassion, supporting two children in South America.

Service to others is an integral part of life at Nowra Christian School.

Posters are clearly displayed on the entrance area to the School with information about values for Australian Schooling and the National safe Schools framework.

Respect is an integral part of our Biblical Studies programs

1. Respect for God
2. Respect for others
3. Respect for self.

Responsibility is taught in Biblical Studies, and other subject areas, in terms of godly citizenship, the respect of the community, respect for government and stewardship of the resources given to us by God.

Numerous other programs and activities at our School assist us to promote respect and responsibility. They include; the Primary buddy class program, the Student Representative Council, our House Sport based activities, the Active After-School program, Secondary Prefects running morning devotions for younger students.

ENROLMENT PROFILE

RATIONALE

The Enrolment Policy has been reviewed over the past 18 months.

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

Nowra Christian School was initially set up to cater primarily for children from Christian families.

The School now accepts a percentage of children into the School whose families are not in fellowship with a local church. The maximum percentage of children in this category is 40%.

ENROLMENT PROFILE

In December 2015, the School's enrolment was 338 (184 in K-6, 154 in 7-12) and was within the bounds set by the School Board. In some grades there was room for extra students. We continue to encourage our parents to pray that the School would enjoy full enrolments, which, in the long run, would allow us to implement some more initiatives.

Parents who elect to become a part of the School community agree to support the School's ethos, educational, discipline and uniform standards. This agreement is an ongoing one, and parents need to continue to support these standards. Similarly, it is important that students remain positive community members, as evidenced in their attitude towards others and the School's expectations.

NCS ENROLMENT POLICY/PROCEDURE 2015

Reviewed March

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 recognizes 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 Enrolment Applications at Nowra Christian School.

3. **Applicability**

Principal, Enrolment Registrar, Accountant, 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.

Nowra Christian School was initially set up to cater primarily for children from Christian families.

The School now accepts a percentage of children into the School whose families are not in fellowship with a local church. The maximum percentage of children in this category is 40%.

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. This is followed by an interview with the Accountant to discuss fees. If necessary, the Accountant will make recommendations to the Finance Committee.

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 information for upcoming Enrolment Information Sessions advised.

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 Registrar contacts the family to arrange an appointment with the School Principal.

Students applying for K – Year 6 undertake an assessment with a teacher which is also organised for during 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 (i.e. for progression in Years 6 to 7 and 10 to 11)
- Siblings of students of NCS
- Children of staff
- Children from Nowra Baptist Church
- Children transferring from other Christian Schools
- Children of families from other churches
- Children from families supportive of the School's ethos but not in fellowship 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 re finance, and review of assessment report and/or student reports.

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

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

- Acceptance of Enrolment form
- Invoice Bond
- Relevant letter re Bond
- Information Book
- Bus pass information

6. Notes regarding Offers of Enrolment

- I. 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.
- II. 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 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 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 child'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 and Friends Meetings.
- Attending Parent/Teacher Information Nights.
- Helping in practical ways such as working bees, canteen and practical help in classrooms.
- 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

ACCEPTANCE OF ENROLMENT

Acceptance of this offer requires that you accept the Conditions of Enrolment, agree to actively support the School's ethos, and that you are willing to have your child/ren taught in accordance with the School's Statement of Faith.

CONDITIONS OF ENROLMENT

The Conditions of Enrolment document, which is signed by the parent at the time of accepting the offer, deals with the prerequisites for continuing enrolment. This document forms part of the Enrolment Confirmation for Nowra Christian School.

THE ETHOS OF THE SCHOOL

The ethos of NCS is best understood in conjunction with the School's Statement of Faith. Students and families of our School are required to support teaching that is in line with this statement and its implications. This would mean that families and their children will:

- Live a sober and moral life;
- Co-operate with the School in maximising learning and relationship building opportunities;
- Refrain from the abuse of alcohol and/or medicinal drugs;
- Refrain from the use of illegal substances;
- Show restraint and respect in dealing with potential conflict within the School Community.

OTHER KEY POLICIES

ANTI-BULLYING POLICY

Last reviewed March 2015

Definition

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

- Bullying behaviours may include -
 - Physical Actions: Hitting, kicking, pushing, shoving, property damage, things thrown to inflict hurt;
 - Verbal Actions: Verbal intimidation, jokes made up, comments about looks, ridicule, rude remarks;
 - Exclusion Actions: Isolated from students, ignoring, exclusion from School and out of School activities;
 - Social Relations Manipulation: Manipulation of friends, asking others to exclude, turning friends against each other.

Our roles

Our first role as individuals at NCS is to recognise that every individual, as made in God's image, is to be treated with dignity and respect. Our School has had a policy on relationships in place for many years, and our Anti-Bullying Policy is simply an extension of this in that it provides further detail on how we can and should treat each other in our different roles and the responsibilities that these roles entail.

The role of the students

If students are to fulfil their role as learners in a safe and supportive environment that truly reflects biblical principles, students must:

- Feel safe and happy
- Be in an environment conducive to learning
- Be treated as a person with respect
- Know that their property is safe

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:

- Feel valued as a person and as a professional
- Be allowed to teach without disruption
- Be shown courtesy and consideration by all in the School Community
- Work in a safe, supportive environment
- Have the support of parents of the children they teach

- Have the opportunity to carry out and evaluate a program that caters for all the children in the class
- Have the opportunity for professional development
- Have their property respected

To do this, staff have the responsibility to

- Make every effort to value others in the School Community
- Ensure a professional approach to work
- Provide a quality education program
- Treat all in the School whether parents, teachers or children with care, courtesy and consideration
- Offer support to senior staff and colleagues
- Promote a safe, supportive environment for others
- Regularly inform parents of the program they are conducting with their children and the progress they are making, and offer them opportunities to be involved
- Allocate appropriate time to plan
- Ensure success for all children
- Be actively involved in resource allocation and program budgeting of the School
- Take responsibility for my professional development
- Respect the property of others

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 through all age groups within the School Community.

Provide Information

To do this, we will seek to address the following areas:

- Inform students, staff and parents of what bullying behaviour is and the effects it has on its victims
- Inform students of proactive responses to being bullied
- Monitor and assess the degree of bullying happening at our School
- Inform students with clear instructions of how to proactively react to bullying
- Inform parents of bullying incidents with the aim of gaining their support in the counselling process to both victims and bullies.

Encourage Biblical behaviour

Students, staff and parents are to actively assist in the prevention of bullying by creating a 'whole School' culture that it should not be tolerated and each of us will be proactive in reducing it whether we are the victim, bully or spectator.

- Encourage and counsel bullying victims, bully and related parties.

Reviews

The following regular procedures will be a part of the life of our School.

- Yearly staff review of our Anti-Bullying Policy.
- Yearly investigation of a monitoring of bullying in the student body (K-Year 12) involving:
 - Teacher reinforcement of bullying actions, their effects and proactive ways students can confidently report bullying incidents.
 - Review of survey results in terms of staff playground duty needs.
 - Communication on 'Bullying' to parents through the Chronicle.

- Promoting via School assemblies, class discussions the 'bully free' vision for our School. A mainstay too is the constant public encouragement of students who are positively relating to other students.
- Ensuring an efficient and 'safe' procedure for child to report bullying incidents to teachers.
- Students recorded with frequent bullying incidents.
- The Heads of each Department responsible for discipline need to be informed of students recorded in frequent bullying incidents. The parents and School executive will, in major incidents, be informed and an appropriate plan of counselling be instigated.

Anti-Bullying Strategies

NCS recognises the importance of a positive and supportive School community to the learning process. Students are encouraged to respect all and be tolerant of individual differences. We seek to provide a safe environment. That goal requires both clear guidelines and a commitment from families to work with the School.

If the School is notified of an incident involving the harassment and intimidation of other persons either at School or to and from School, and after investigation we believe it to be a valid issue, then the School will take action.

It is our intention to follow-up any notified concerns and to bring matters to a point of resolution. Issues in relation to bullying are invariably subjective because bullying is about power plays. The School's policy allows for the staff to make a determination about an incident based on their gathered impressions. The staff will then institute a process to resolve any issues relating to bullying should they decide that there is a matter to follow up.

The School will follow a three-stage process.

- Stage One - Involves an initial warning as part of the follow up to reported incidents. Once a student has been formally spoken to, then that student loses the right to discuss or raise the issue with any other student from the School until further notice.
- Stage Two - If a student chooses to ignore previous boundaries, or if they become involved in a separate incident involving intimidation, harassment or bullying, then that student would be temporarily suspended from class until the matter has been resolved. This resolution may well involve a joint interview with the two families concerned.
- Stage Three - A third incident would give the School cause to question whether continued enrolment was beneficial.

Recommendations from the SRC and the wider student body are to be considered by the School Executive.

(A copy of the Anti-Bullying Policy is available from the registered office.)

NCS WELFARE & DISCIPLINE POLICY

Reviewed March 2015

Nowra Christian School is a community of people - students, parents and staff, who are working together in the task of providing and receiving quality Christian education.

The School's motto is that students will "Grow up into Christ" and its mandate from the Nowra Baptist Church (whose ministry the School is) is to reflect Christian principles in every facet of its being.

1. Purpose of Policy

The purpose of this policy is to outline the expected behaviour of students at Nowra Christian School. It also guides the teacher through the process of handling and reporting disciplinary action.

2. Applicability

All staff, students and parents. The Heads of each Department are responsible for overseeing discipline in the School and report to the Principal.

3. Definitions

- **Procedural Fairness**

The principles of procedural fairness are fundamental to the implementation of disciplinary procedures. Procedural fairness is generally recognised as having two essential elements. These are:

- the right to be heard, and
- the right of a person to a fair and impartial decision.

- **Corporal Punishment**

Corporal punishment is the deliberate infliction of pain as retribution for an offence, or for the purpose of disciplining or reforming a wrongdoer, or to deter attitudes or behaviour deemed unacceptable. Corporal punishment is prohibited at Nowra Christian School.

We believe that the Bible teaches that God is the Supreme Authority (Romans 13:1) and that He has charged parents with the responsibility to bring up their children in a Christian manner (Deuteronomy 6:6-7) that will benefit our society. The School supports parents by providing School education in light of these imperatives. The provision of this education requires that adults, and especially teachers, provide modelling and opportunities for all students to identify, develop and use their gifts. Students likewise are to make the most of the opportunities given to them and to make learning a priority -for learning is a key component of why their parents have enrolled them at the School. Parents are urged to remain vigilant in monitoring and encouraging the education of their children, for this is ultimately their responsibility.

The Bible writes of the importance of living in a community where each part plays an important role in the support and nurture of the whole "body" (Rom 12, 1 Cor 12). We believe that in the School community, this means that each and every individual needs to look at his or her actions with the view of seeking out what is best for the "whole", and not simply for them. In such a community, no individual is greater than another, although each holds an "office" which brings with it responsibilities that need to be fulfilled.

The office of teacher, for example, has, as part of its responsibility:

- To love the students and their parents;
- To consistently give of one's best in their teaching; and provide a stimulating, valuable and ordered learning environment for the benefit of all students;
- Clear and grace filled instruction pertaining to the knowledge, skills and attitudes that are required by the School and broader community;
- To grow in Christlikeness through constant fellowship with colleagues and within individual Church fellowship;
- To provide guidance to assist the student to develop Christian character.

The office of student has, as part of its responsibility:

- To honour their teachers and to love and honour their parents;
- To be responsible in the care and respect shown to other students;
- To comply with the directives given by the teacher so that the learning environment remains ordered;
- To complete the work set by the teacher so that they might develop their knowledge, skills and attitudes;
- To consistently give of one's best in their learning, their use of School property and the way in which they present themselves;
- To respond positively to the guidance of their teachers.

The parents hold an important office in our School, even though they might have limited opportunities to be physically present. The responsibilities of the office of parent includes:

- To love their children and to honour the teachers;
- To take an interest in the learning and character development of their children;
- To allow their children to take proper responsibility for their learning and behaviour;
- To support the authority of the teachers and of the School;
- To promptly and appropriately communicate with the School should they have concerns about the learning or behaviour of their son/daughter.

The remainder of this policy covers:

Goals, follow up procedure, Counsellor Contact details, Implementation of the policy, Implementation by Department, including Levels system, Suspensions/Expulsions/Exclusion - K-12, Procedural Fairness, Communicating and Evaluating the Policy.

(A copy of the Student Welfare & Discipline Policy is available from the registered office.)

COMPLAINTS & STAFF GRIEVANCE

Last modified May 2015

From time to time a staff member may have concerns over issues within the School. We believe that it is important that these issues be brought out into the open in a way that will facilitate open and honest discussion with a view to bringing understanding and resolution for all parties involved. For this to happen, we will need to work from the premise that we are not in a position to make assumptions about the motives of others, but we do need to always ensure that our motives are in the best interests of the gospel as it is presented to all members of our School community. To that end, the School is committed to handling grievances in line with Biblical principles and encouraging all parties to act in a way that reflects the fruit of the Spirit as outlined in Galatians 5:22-23:

Love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control.

We recognise that the principles of Matthew 18 are specifically for issues of a Christian being sinned against by another Christian, but we believe that they should also be applied in most cases where one Christian has concerns about a situation.

In seeking to resolve difficult issues, staff are encouraged to follow the [Peacewise principles](#) that the School has adopted.

This policy should be read in light of the School's recognition of the need to look for different ways of bringing mediation into play to help resolve issues, and our need to do so in a humble and forgiving spirit.

- This policy needs to be read with the understanding that the process is not seen only as a "top down" process. All members of the School community are liable to say or do things which may cause others some discomfort. We need to be free to work through this process no matter what the role of those involved is in the School. It is envisaged, for example, that this procedure would equally apply for a junior staff member raising concerns about the actions of senior management. The steps in this policy may be superseded if the matter relates to the ongoing employment of a staff member. In this case, the Staff Corrective Counselling procedure is to be followed.
- Initial contact will be by the party that feels aggrieved with other the person involved, with a view to resolving any conflict. In general, this contact should only be made after the issue and what might be a fair and desirous outcome has been clearly identified by the aggrieved party.
- If this first step fails to bring resolution, further discussions with the person involved should be held. At this point mediation could be requested by either party. On second and/or subsequent occasions, the parties involved may wish to invite into the discussion a second staff member, either in the role as a silent support, a sounding board or as an advocate. Both parties need to be aware of the presence of such a person in advance of any meetings involving that third person.
- Should this second step not adequately address the issue, the staff member may wish to look at the School's governance and management structures and talk to someone about the matter who has greater responsibility for the School's operation. In general, this structure from least responsibility to greater responsibility is Teacher -> Coordinator -> Head of Department -> Principal -> Board.
- In all stages of this process, strategies set in place should be given time to work before progressing to the next stage.
- If a staff member raises a grievance with the Principal against the Principal and feels that it is not resolved, s/he is encouraged to talk the issue through with a relevant Coordinator or the Head of Department. They are further encouraged to talk again with the Principal with that 3rd party present, before considering Board involvement.

- The Board will not normally get involved in issues unless the above path has been followed;
- Throughout the process, and especially should the matter reach the Board, opportunities for mediation, including the use of mediators outside the School, should be fully explored.
- Once an issue that has reached the Board has been resolved, the Board is to review the process that has been followed with a view to advising the School management what might need to be changed to avoid any similar matters from reaching the Board level.

STAFF CORRECTIVE COUNSELLING

Nowra Christian School's mission statement talks of the fact that relationships are more important than structures. As a Christian School, we wish to see every aspect of practice being grounded in biblical principles. This practice is sometimes assumed, but it is helpful to have this spelt out in a formal sense when a policy or practice is also required to closely comply with the world's legal requirements. Policies which require such compliance must be read in light of the fact that as a School we all need to display the fruit of the Spirit which is outlined in Galatians 5:22 - 23:

But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control. Against such things there is no law.

Keeping this in mind, our goal when a teacher is not performing his/her responsibilities to standards and expectations mutually established through the employment contract, with the person they report to (supervisor), or by School policy, a process must be in place which will provide ample opportunities for change, for justice to be done and for forgiveness and reconciliation. These are the principles which under gird the Corrective Counselling Policy, which, at the same time, has to be framed so as to comply with relevant legislation.

When performance does not meet agreed standards of the School (which may include, but are not limited to standards described in its statements of policy), the School will use progressive corrective counselling and discipline procedure to improve employees performance or behaviour to a satisfactory standard. This process aims to ensure that all employees are dealt with fairly in their employment.

This does not detract from the rights of the School to terminate the employment relationship in accordance with the contract of employment. The School may terminate the employment with one month's notice in the event of serious misconduct or failure to perform the duties required.

APPLICABILITY

All School employees, other than those working on probationary contracts and casual employees.

PROCEDURE

The intent of corrective counselling is to provide notice to the employee whose performance or conduct requires improvement. This notice provides the employee with an opportunity to improve performance or to provide an explanation for management's consideration before they progress with this process.

(A copy of the Complaints and Staff Grievance policy is available from the registered office.)

STUDENT ATTENDANCE

When a student is marked absent and no parental notification has been given, parents are notified via SMS or email and a request is made for official notification. Only preregistered 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 Reception Staff, including letters posted home.

Student attendance for 2015 is shown below:

Kinder	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
92.6%	92.2%	92.2%	93.9%	93.0%	94.4%	89.9%

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
93.8%	90.9%	94.6%	93.1%	97.2%	94.5%

Total School
93.2%

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 large quantities of time.

Absences are monitored in the following ways:

At 9am, once the rolls are marked, Reception Staff are to:

- record late arrivals/early departures in First Class (Data Base System),
- record absence notes received by teachers and file in student files once recorded in First Class,
- ensure that all absences are recorded in First Class using the approved NSW Attendance Register Codes,
- confirm student absence by sending an SMS message to parents,
- record reason for absence in First Class,
- unacceptable reasons are to be brought to the attention of the Principal,
- email the Principal and teachers with a daily report on absentees and partial absentees for confirmation,
- email Heads of Department with weekly summary of absentees for follow up.

RETENTION RATES

Retention – Primary to Junior Secondary

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

Year	Retention %
2013	71%
2014	92%
2015	75%

Retention – Junior to Senior Secondary

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

Year	Retention %
2013	88%
2014	74%
2015	84%

POST-SCHOOL DESTINATIONS

Of the NCS students who completed Year 12 in 2015, as at June 2016, 79% have either progressed immediately to tertiary education, including University and TAFE, or deferred for the year, opting to have a gap year first. One student commenced a full time Electrician's apprenticeship. One student is spending a gap year at Anglican Youth Works College, completing a Year 13 course. 16% (3 students) are working before taking up further education or an apprenticeship.

Eight of our 2015 Year 12 students were successful in joining the IN2UNI program at the Shoalhaven Campus of Wollongong University in Terms One and Two this year. Benefits include being mentored, receiving personal assistance in their learning, access to the University resources and the opportunity to be guaranteed an interview for early entry to the University. Overall seven of these students (plus two others) gained early entry to University.

OTHER SCHOOL PERFORMANCE INFORMATION

Commonwealth Government regulations stipulate that the School provide the following information to parents:

INSPECTION BY NSW BOSTES

During May of this year our School was inspected by a representative from the NSW Board of Studies for the purpose of accreditation and registration as an Independent School in NSW. Registration is a non-government School's licence to operate. The main purpose of registration is to ensure that the requirements of the Education Act are being, or will be, met.

Prior to the visit the staff were required to upload to NSW BOSTES documentation pertaining to staffing, delivery of the curriculum, policies and procedures, management and operation of the School, facilities, and premises and buildings. Nowra Christian School was granted Accreditation from the 10th of June 2015 until 31st December 2019.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Teachers at NCS participate in two weeks of in School Conferences; one in January and one in July. These weeks are focussed on professional development for all staff, as well as preparation for the next semester.

We also attend two ATICS (Association of Teachers in Illawarra Christian Schools) meetings. Teachers also have access to AIS (Association of Independent Schools), CSA (Christian Schools Association), CEN (Christian Education National) and DEC (Department Education & Communities) in-service courses, as well as courses run by a range of Professional Associations.

The School continues to encourage teachers to complete their Preliminary Theological Certificate as part of the ongoing training.

In 2015, excluding salaries for in-house training, the School spent approximately \$27,999. Through the LNAP Program a further \$89,101 was spent. Professional development across the School covered the implementation of new syllabi, Leadership development, HSC subject's related learning, Numeracy and Literacy continued learning for K-4 teachers, MindMatters and KidsMatter training, First Aid, Assessment in Years 7-10.

COMMUNITY SENTIMENT OVERVIEW

Satisfaction amongst parents, teachers and students is continually measured through a variety of means. Feedback from parents is welcomed through formal and informal meetings and interviews. Some surveys have been conducted within the School community and the data collected has provided the basis for new projects and initiatives and also supports the justification of existing programs. For example, information gained through the Parent's Satisfaction Survey indicated the need for an Out of School Hours Care program which was then planned for towards the end of 2015 and launched in 2016.

Feedback from staff members is continually sought, both formally and informally.

At the start of this year we relaunched the NCS P&F. It had been inactive for the past 8 years. The Parents and Friends Association meets twice per term. It is an effective way to gain feedback from the parent community. These meetings are well attended and parents have the opportunity to raise questions for the Principal and participate in guiding the direction of the School through providing their thoughts and concerns on projects and policies.

PARENTS SURVEY RESPONSES SNAPSHOT

The School conducted a survey with our parents. Questions from the survey related to communication, perceived weaknesses and strengths and marketing of the School. Parents continue to be very open and extremely positive about their reasons for sending their children to Nowra Christian School.

- When asked about the strengths of the School, parent responses included:
- I feel I can communicate with my child's teacher 82%
- School Communication is very effective 64%
 - (An area we need to address)
- I am pleased with the spiritual focus of the School 91%
- NCS is a caring, supportive School 91%

What are some things you love about your School?

- The caring teachers. The community spirit. The love, care and concern for all despite what happens.
- Staff know and care for students. Jesus is preached and taught. Happy environment.
- The way the teachers really care for the children. Also for the way behaviour concerns are addressed with fairness.
- The teachers welcome the children and respect them and are willing to go out of their way to help the students. It is a family/community atmosphere and God is always part of the School atmosphere.
- Everything - seriously, feel so blessed to be part of this School. The genuine love for the students is evident from the top and this filters through all staff not just my child's own teacher. My not-yet Schooler and I feel so welcome and I love that I'm encouraged to participate in whatever capacity I am able.
- The size (number of students), the layout of the School and the community enrichment activities offered.
- Extra academic support offered for students who require it. Most students feel welcome and valued. Relationship of teachers with their students.
- The support for children from broken homes. The care and concern for each child individually.
- Strong emphasis on a relationship with Jesus. Teachers praying for our kids. Schooling with other kids whose family values are similar.
- Everyone is known and cared for personally. Our teachers work so hard at loving their students, faithfully teaching and encouraging. Great integration of Jesus and the gospel into everyday life for all students.

How would you describe your School to your friends?

- Caring and supportive. Bible based. Proactive in meeting academic needs of students.
- A Christ-centred community in which children are honoured individually rather than an institution.
- A caring, loving environment that has a family atmosphere and staff go out of their way to help anyway they can.
- A family to my child. They care for and love her as we do - this is not only staff but other students too. Great role models for my child to follow.
- A community focused God centred School where every child matters. The teachers are approachable and willing to help no matter what the issue.
- My children love their School and we are thrilled they are able to attend.
- A wonderful place to send your children where they experience a positive community of belonging and inclusion, are well supported by dedicated staff and have the opportunity to learn lots about Jesus.

YEAR 12 STUDENTS – EXIT SURVEY RESULTS SNAPSHOT

Each of the 19 Year 12 students for 2015 completed a survey in Term Three.

Below is a repeat summary of some of the responses from our Senior Students from 2015, when asked about their NCS experience and their teacher memories:

- I think that staying at NCS for Senior Schooling was a good experience 90% agree
- The subject range at NCS has been adequate for my needs 80% agree
- I will look back at Senior School at NCS with fondness 90% agree
- I think that the School is serious about being a Christian School 85% agree
- I have appreciated the deeper relationships that developed with my teachers 85% agree

What is your most positive memory of NCS?

- Having a great relationship with students and teachers.
- Having the opportunity to pursue my gifts with the encouragement of my peers and teachers.
- Growing up with my peers and creating great relationships with them!
- The relationship I have had with the teachers and all the valuable things I have learnt from them.
- There are many. The Community feel for sure and meeting the friends that I have. The characterful teachers were a highlight too.
- My most positive memories tend to revolve around the community of NCS. Thank you for creating this so that I could experience something that was so accepting and loving. It has made me comfortable in my own skin.

SCHOOL-DETERMINED IMPROVEMENT TARGETS

While the School's performance is pleasing in a range of areas, we recognise that further improvement must always be our goal.

REFLECTIONS ON GOALS SET FOR 2015

Goals:

- Keep NCS an authentic Christian School, as a ministry of Nowra Baptist Church.
 - An ongoing priority
- Learning how to love our students and each other even better.
 - An ongoing priority
- Implement KidsMatter and MindMatters structures in both Departments.
 - Both Chaplains heading up respective Committees that involve parents, carers and staff. Professional learning and implementation well underway.
- Through ongoing professional development focus on Better teachers, Better learners
 - Ongoing process
- Greater focus on Stage 6 improvements and outcomes.
 - Targeted professional development
- Assessment of and for and as learning in the Secondary Department
 - Ongoing process
- BOSTES Registration and Accreditation. To be compliant for another five years.
 - Completed and Registration received June 2015.
- Commence Five Year Strategic Plan that involves all stakeholders.
 - Employed external Consultant to assist with this process
- Personal and professional goals in light of Professional Standards
 - Commenced goal setting
 - Seminar from Teacher Accreditation Committee Chair
- Complete fencing of entire property.
 - Completed July 2015
- Re-establish a Parents & Friends Committee.
 - Recommended February 2015.
- Streamlining processes in all aspects of the School campus.
 - An ongoing process
- Complete the Leadership restructure, ie; Head of Secondary and Head of Primary in place by the start of 2016.
 - In place and working very effectively
- Reassess and restructure our IT programs and equipment to better accommodate the needs of our staff and students.
 - Total IT refurbishment completed. Steering Committee planning underway.

DIRECTION & GOALS FOR 2016

Theme for 2016:

“Lives Transformed by Grace”.

Goal Definition	Strategies 2015-2016
Staff Active Learning Staff share responsibility for their own targeted professional learning	Identify staff professional development goals and match with individual PD Develop lesson observations and feedback culture Continue active learning in technology and other areas relevant to NSW BOSTES new syllabi Source, champion and implement Learning Management System by Term One 2017
Academic Achievement Maximize each student's results in internal and external tests including NAPLAN, HSC	Create a culture of teacher lesson observation and feedback Train staff in use of assessment data and in-School test data – NAPLAN, HSC, & competition results Greater use of external resources to help improve academic achievement, especially in Years 7-12
Student Active Learning Students sharing responsibility for their own learning with teachers and parents Engagement in learning processes from students Value adding for each student	Continued implementation of Literacy & Numeracy Action plan through K-2 years and flowing into upper Primary Specific focus on improved Writing program in K-6 Emphasis on Numeracy development in K-6 Continue to differentiate the curriculum Implementation of Individual Learning Plans into Secondary years Mentoring Program in Senior Years Reviewing assessment processes and procedures in Years 7-10 Continue to provide better learning support in Years 7-10
Student Care Pastoral care strategies are in place Resilient students Authentic Christian fellowship	Continue KidsMatter and MindMatters implementation Strengthen positive behaviour programs Review and refine role of Chaplains Investigate way forward to appoint a School Counsellor Train students in self-assessment and goal setting Teachers provide explicit clarity for lesson, unit and semester goals so that students can reflect on their current progress
Staff Care and Human Resource Pastoral care strategies are in place Resilient staff Authentic Christian fellowship Matching people's strengths with their roles The School is staffed according to needs	New Heads of Primary and Secondary departments Strengthen leadership team Implement formal teaching programs in relevant subjects Build Secondary staff team Continue with prayer partners Support staff in accreditation process Continue staff devotions program Increase staff celebrations and collegial enjoyment
Leadership Development	Christian groups within School Continue and grow individuals in other Leadership roles Foster Duke of Edinburgh program

<p>Provide opportunities for students and staff to grow in their own leadership. Leadership models include: servant, transformational, distributed and instructional leadership</p>	<p>Impact community within and outside the School through student leadership development</p>
<p>Strategic Communication Excellence in internal and external communications</p>	<p>Marketing plan - branding Revamp and improve all aspects; signage, tagline, stationery, brochures, website, social media use, newsletter Improve communications protocols and policies Harness technology to improve communication</p>
<p>Discipleship Build the kingdom of God</p>	<p>Continue staff devotion program Continue School theme through Gospel talks at assemblies. Continue commitment to employ Christian staff Continue offering PTC at Year 9-10 level Introduce more specific Senior Christian studies program Continue to offer biblically based counselling Rethink how we “do” Missions Support work of Chaplaincy Focus on building a Kingdom Culture among the staff Grow partnership with Nowra Baptist Church</p>
<p>Facilities and Growth. School facilities that meet current and future needs</p>	<p>Specific targets for enrolments 2016 going into the future; Stages 2 and 4 Ongoing improvements to grounds Air Conditioning program for Primary classrooms Investigate future pre-School opportunities Review ICT tools for all staff Purchase first School bus Address playground development/refurbishment Upgrade reception area Implement uniform changes</p>
<p>Community Partnerships Build connections with community groups including families, churches, academic institutions, other businesses, political structures and interest groups</p>	<p>Improved communication systems with families Continue committing to Relay for Life, Spring Festival, Naval Expo Continue special programs with community groups & Schools Continue growing and fundraising with P&F Strengthen links with local Churches Strengthen links with Politicians Support of and involvement with CSA Continue links with AIS. NCS hosting ATICS (Local Christian Schools Network)</p>
<p>Governance Steer the organisation through wise guidance, discernment and leadership</p>	<p>Appoint Consultant to guide and support Board and Principal Actively review Board Policy Folder Implement succession planning Improve induction for new Board members Appoint new Principal to start 2017</p>

Information Communication & Technology	Implement review recommendations - complete refurbishment of infrastructure; servers, switches and wireless system Commence ICT Steering Committee by start of 2016 Source new School Management System and Learning Management System. Introduce BYOD plan from Term 2 2016 Review management of IT Appoint two ICT Integrators
Administration	Streamline all systems; invoicing, staff leave, reporting, debt recovery, enrolment of new families Standardization

SUMMARY OF FINANCIAL INFORMATION

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

