



**Nowra Christian School**  
Grow up into Christ



Annual Report

20  
22



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## Principal's introduction

Nowra Christian School's theme for 2022 was Our Great God, considering God the creator and his promises to the world revealed through the Psalms. This timeless message was discussed in our AM classes and assemblies in the Secondary School and in devotions in the Primary School.

2022 continued to see growth for Nowra Christian School in both the Primary and Secondary School. Significant numbers of students seeking to join Nowra Christian School required the school to introduce a second class for Year 10 such that all of Years 7 – 10 were double-streamed. Additionally, a class was added to Stage 2 meaning that K – 4 were all double-streamed.

It was with great sadness that Nowra Christian School farewelled, it's much-loved Principal, Mr Rob Bray. Rob's departure from our school family marked the end of a remarkable chapter and left behind a void that will be deeply felt by all who have had the privilege of knowing him.

Under Rob's leadership, Nowra Christian School continued to grow as a vibrant community of faith and knowledge. His steadfast vision and dedication have nurtured the spiritual well-being of our students. Through his guidance, countless lives have been transformed, and the seeds of faith and character have been sown deeply in the hearts of our young learners.

While it is undoubtedly difficult to say goodbye, we trust in God's plan and His timing. We are confident

that Rob and Sharon's next chapter will be filled with abundant blessings as he continues to shine the light of Christ in new ways. As we part ways, we carry with us the lessons learned and the love shared, forever grateful for the imprint Rob has left on our hearts and our school community.

Additionally, Mrs Evelyn Meek concluded her tenure as the Head of Secondary. Her contributions over the years are extremely well-valued and we are certain that she will be a marvelous asset to Calderwood Christian School where she is now the Head of Middle and Senior School. NCS welcomed Mr Asher to the role of Head of Secondary. He has a great deal of experience through his time at Shire Christian School and his wisdom and gentleness speak volumes of his character and experience as a secondary educator.

2023 promises to be a year of new horizons and challenges and the staff are keen and enthusiastic to see what lies ahead.

### **Mr Graeme Jolliffe**

Principal

## Board Chairman's report

2022 was a year of new hope and anticipation of being able to get back to educating our students without the impacts of Covid, allowing uninterrupted, in-person teaching and extracurricular activities.

We recognise and are thankful to God for his continued love and provision for our school, we particularly thank God for the experience and dedication of Mr Bray our principal and our faithful staff, for the positive position the school is in as I write this report in mid-2023.

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

There have been a number of key areas in which the Board has been focused during the 2022 year. These areas have included the process of searching for and securing a new NCS principal. The Board was made aware in late 2021 of Mr Bray's plans to resign from his position of Principal at NCS and that he was retiring from a long and faithful career as an educator in both the public and Christian school system.

The Board engaged Resolve Consulting early in 2022 to work with us in the process of seeking a new principal for Nowra Christian School. From this search process the Board were pleased to announce to the school community that Mr Graeme Jolliffe would be joining NCS as Principal from January 2023.

Another key area of responsibility for the School Board is finances and we were pleased to finish the year in a strong, sound financial position. Such things as strategic plans, building master plans and finances are only part of the means to allowing "Nowra Christian School to partner with families in equipping students for life through the provision of quality Christ-centred education founded on biblical values". Our loving staff and caring school community along with our continued focus on seeking God's will for NCS are the other factors that help fulfil this purpose statement at NCS. I pray this purpose continues to be our focus here at Nowra Christian School and I commend the rest of this report to you as it speaks to the many wonderful things in which our school has been involved over the 2022 year.

Mr Paul Dickinson,  
Chairman NCS Ltd School Board



### Community



### Care





# Contextual information

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

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

## Characteristics of the Student Body

NCS has experienced 43% growth over the last 5 years - a clear indication of the school's healthy reputation for delivering quality Christian education.

Student population at Census Date 2021	Male	Female
Primary Indigenous	8	13
Primary Other	142	114
Secondary Indigenous	1	2
Secondary Other	98	90
<b>Total</b>	<b>249</b>	<b>219</b>

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 2022, 68 students had one or more parents employed full-time in the Australian Defence Force. This accounts for over 14% 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 had many wonderful opportunities to celebrate 'community' in 2022. In June, over 1000 NCS and wider community members attended NCS' Secondary Musical Production of *Charlie and the Chocolate Factory*. The school community also enjoyed coming together at a prayer breakfast early in the year. The school raised funds for our Compassion Australia sponsor children by holding a Colour for Compassion Fun Run attended by our K-12 students and families.

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.

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 willingly 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 - 'Our Great God'

In 2022, our whole-school devotional focus has seen us working through the Old Testament Book of Psalms with the theme 'Our Great God'. During the year, students learned that the God who created heaven and earth, also made a promise to his people that He will never forget; in the Old Testament with His people Israel, and in the New Testament with His people, the followers of Jesus. The Book of Psalms celebrates this promise through songs of praise and worship. Through studying this book throughout the year we have clearly seen that our God is indeed a great God!

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

## NCS Strategic Management Plan

The School Board has responsibility for developing and revising the school Strategic Management Plan. The Strategic Management Plan exists to guide and direct the future development of our school. The NCS Strategic Management Plan will be reviewed in 2023.

## 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 2022

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 2022** in each focus area.

Focus Area	Priorities, Initiatives and Targets in 2022
<p><b>Christian Ethos</b></p>	<p>Further consolidation of the process of designing and delivering curriculum from a Christian worldview perspective, particularly in terms of teaching using the model of God's Big Story and biblical strands</p> <p>Staff professional development was provided by Youthworks to assist staff in addressing complex issues in the classroom</p> <p>Further development of our student leaders has occurred through regular meetings with the chaplain and Head of Secondary</p> <p>Reviewed and refined school events and publications which celebrate our 'Christian ethos' within the NCS and wider communities</p> <p>CRU Groups continued to be run weekly in Primary School</p> <p>Followers in Training (FIT) training was provided for targeted Stage 3 students</p> <p>New Bibles were supplied to all classes</p> <p>Continued to hold bi-annual 'NCS Perspective' Evenings for all new families to NCS. These evenings are designed to introduce all new families to what it means to teach from a Christian worldview</p> <p>Staff continue to meet regularly with a prayer partner and staff devotions were better aligned to the overall annual school theme</p> <p>Specific training with staff concerning integrating biblical perspectives into their teaching programs</p> <p>Held a community prayer breakfast</p> <p>Introduced a new Christian Leadership Program for students in Year 6-10. The aim of this program is to encourage and equip Christian students to be 'Salt and Light' within our school and our world</p>
<p><b>Teaching &amp; learning</b></p>	<p>Continued NAPLAN online</p> <p>Continued to use ACARA Writing Progressions for driving writing improvement (K-6)</p> <p>Refined the use of the SEQTA Learn/Engage (learning management system) for Years 7-12. Including all Secondary teaching programs being placed on SEQTA and checked by executive staff</p> <p>Years 7-12 attended a variety of age-appropriate camps and excursions that are linked to key curriculum topics</p> <p>Continued the professional learning communities established by the Head of Christian Teaching and Learning in 2021. These groups have met throughout the year and explored specific areas for improvement based on their professional goals. They have implemented various strategies in their teaching. Key findings from each group were reported back to all staff</p> <p>Staff attended a whole day with other local schools in the ATICS network to participate in training and networking within their KLAs</p> <p>A number of policies were updated including policies around child protection, social media and gifted and high potential learners</p> <p>Over 80 Secondary students participated in Write A Book in a Day Competition. raising \$6,276. The book, 'The Lost Factory of Zarr', written by a group of Year 9 students, was short-listed for the best story in the Middle School Category</p>





Focus Area	Priorities, Initiatives and Targets in 2022
<p><b>Teaching &amp; Learning (cont)</b></p>	<p>NCS staff conducted NESA accredited professional development around teaching high potential and gifted students. This has allowed teachers to more accurately identify students working: beyond, at grade level, below grade level. Teaching staff have developed strategies to ensure these students make improvement in their annual PAT tests. These strategies are discussed during the 'professional growth and development' interviews with Heads of School</p> <p>A new HSC presiding officer was trained and appointed</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>Continued to update the new report template for academic reporting</p>
<p><b>Community &amp; Service</b></p>	<p>Nowra Christian School endeavoured to provide many opportunities during the year for families to be involved in the life of our school community</p> <p>Key internal community events that happened during 2022 included assemblies, showcases, Secondary Expo, PI Day, community prayer breakfast, Book Week Parade and the musical production of Charlie and the Chocolate Factory</p> <p>Secondary Captains and Prefects organised and ran the Colours for Compassion Fun Run for the entire school community to raise funds for their chosen charity, Compassion Australia</p> <p>Nowra Christian School students also engaged with a number of wider community events within the Shoalhaven Region including the Nowra Show and Shoalhaven Eisteddfod</p> <p>The annual NCS Thanksgiving Evening was held for the first time in the Shoalhaven Entertainment Centre and saw all members of the NCS community gather together at the end of the year to celebrate student achievements in 2022</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. The school Instagram account has been further developed</p> <p>Implemented an NCS Community 'Coffee and Chat' regular gathering aimed at connecting families within the school and with each other</p> <p>Introduced a Student Ambassador Program to help with the smooth running of community and enrolment events</p> <p>Implemented better environmental practice through the placement of bins for food scraps in prominent places around the school. Solar cones were also purchased to recycle food waste</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"> <li>▶ held a school assembly to recognise NAIDOC Week</li> <li>▶ An NCS representative attended regular AECG (Aboriginal Education Council Group) meetings</li> <li>▶ held a reflective Sorry Day ceremony and prayer around the school flagpoles. This involved students placing decorated handmade flowers in the flagpole garden as a way to acknowledge Indigenous individuals and communities affected by the Stolen Generations</li> <li>▶ extended the native bush revegetation project on school grounds</li> </ul>

Focus Area	Priorities, Initiatives and Targets in 2022
<p><b>Pastoral Care</b></p>	<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"> <li>▶ <b>Pastoral Care</b> - 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.</li> </ul> <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. The number of hours available to year advisors to provide this pastoral care was increased in 2022.</p> <ul style="list-style-type: none"> <li>▶ <b>Chaplains</b> - Nowra Christian School employs, under Federal Government funding, a Primary and Secondary Chaplain are on-site part-time each week to provide pastoral care services, Biblical teaching and strategies that support the emotional well-being of the broader school community. The Primary chaplaincy hours were increased in 2022.</li> <li>▶ <b>CRU Group</b> - 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.</li> <li>▶ <b>Small Groups</b> - 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. An additional group was established in 2022 to cater for Year 6 students and is led by senior students.</li> <li>▶ <b>Student care</b> - Other supports for students include morning AM groups and fortnightly assemblies. School counsellors continued to run small group sessions aimed at improving student resilience and general wellbeing. They also continued to provide individual counselling sessions as required.</li> </ul> <p>The Defence School Mentor continued to assist Defence families through the provision of a number of activities in order to get to know and support their children and to directly involve Defence parents where possible. This program is funded by the Department of Defence.</p> <p>A selection of students attended the 'Followers In Training' (FIT) and 'Leaders in Training' (LIT) Christian leadership programs. Students were encouraged in their personal faith and provided with strategies to improve their reading and understanding of the Bible. Senior students attended the 'Synergy' Student Leadership Training Program</p>

Focus Area	Priorities, Initiatives and Targets in 2022
<b>Staffing &amp; Professional Learning</b>	<p>Teaching and support staff participated in a wide variety of professional development activities to ensure that our school is able to continue to deliver quality educational programs. This included participation by all staff in two week-long staff professional development programs</p> <p>Successfully employed a new Head of Secondary</p> <p>Provided NESAs K-2 Syllabus Implementation training for Primary teachers.</p> <p>Employed a full-time casual K-12 teacher to cover staff absences</p> <p>Implemented Professional Learning Communities for collaborative staff professional development</p> <p>Continued to hold regular WHS Committee meetings</p> <p>Other staff development included:</p> <ul style="list-style-type: none"> <li>▶ Child Protection Training</li> <li>▶ CPR Refresher and First Aid courses</li> <li>▶ MacLit training</li> <li>▶ leadership development</li> <li>▶ KLA specific training</li> </ul>
<b>Facilities &amp; Finance</b>	<p>The number of Primary classrooms was expanded through the development of two new demountable classrooms in the Primary area in preparation for 2023.</p> <p>The Administration Building underwent minor refurbishment to accommodate additional office staff and to make our foyer area more inviting to visitors</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"> <li>▶ NCS Open Week</li> <li>▶ Kindergarten Open Mornings</li> <li>▶ Year 7 'Taste 'N' See' Experience Day</li> <li>▶ NCS website</li> <li>▶ NCS Facebook/Instagram</li> <li>▶ Digital display advertising</li> </ul> <p>The final phase of uniform changes was implemented with the introduction of a new dress in Primary and Secondary</p> <p>Improved administrative processes such as staff leave process, attendance management, uniform management, excursion/risk management and accounts</p> <p>Further enhanced the online enrolment application form and customer relationship management system to better handle the growing number of enrolment enquiries</p> <p>Hired additional office staff to accommodate the growth in enrolments and enquiries</p>

## Some improvement targets for 2023

At the time of writing this report, finalisation of improvement targets for 2023 was still under review. Below is a sample of targets and priorities for 2023.

Focus Area	Priorities, Initiatives and Targets in 2023
<b>Faith &amp; Mission</b>	<p>Commence Christian Leadership Programs for students. Continue to train our student leaders to understand what leadership is from a Christian perspective</p> <p>Conduct Christianity Explained courses for interested parents</p> <p>Engage secondary students to assist primary staff with running CRU programs</p> <p>Establish a program where secondary students provide mentoring for fellow students</p> <p>Continue to design and deliver quality curriculum from a Christian worldview perspective</p> <p>Continually review and refine school events and publications which celebrate our 'Christian ethos' within the NCS and wider communities</p> <p>Continue 'NCS Perspective' Coffee and Dessert Evenings for all new families to NCS</p> <p>Staff to continue to meet regularly with a prayer partner</p> <p>Biannual community prayer breakfasts to be held</p>
<b>Community &amp; Service</b>	<p>Begin a partnership with William Campbell College regarding students needing special assistance</p> <p>Hold four staff vs students sporting competitions</p> <p>Establish the NCS Community Connect group and implement school-led Year Facebook Groups. This will be done in conjunction with the introduction of a Parent/Carer Ambassador Program</p> <p>Develop the Student Ambassador Program and conduct associated training. Use students ambassadors to help with the smooth running of community and enrolment events</p> <p>'Madagascar' Primary Production to be held in August 2023</p> <p>Continue to hold school events designed to build a 'connected' community. These events will include Special Assemblies, Twilight Family Picnic, Book Week Parade, Community Prayer Breakfasts, Compassion Fair and Thanksgiving Evening</p> <p>Parents/carers and students to be kept regularly informed and updated via the fortnightly electronic newsletter, NCS Bytes and through the NCS website and Facebook pages. Use of Instagram as a social media platform will be further developed</p> <p>Implement a Social Media Plan which sees all KLA areas and stages regularly represented on social media.</p> <p>Hold a 'Pastors' Appreciation Breakfast' with local clergy and include an invite for churches' children and families ministry personnel</p> <p>Invite interested community members to attend Open Week.</p> <p>Provide the opportunity for Secondary Captains and Prefects to develop and run a community fundraising event to support a charity of their choice</p> <p>Investigate further service opportunities for students both within the school and the wider community</p> <p>Continue to maintain strong ties with our local Aboriginal community</p>



Focus Area	Priorities, Initiatives and Targets in 2023
<b>Teaching &amp; Learning</b>	<ul style="list-style-type: none"> <li>Commence training staff in Daily Reviews</li> <li>Commence training staff in Explicit Teaching</li> <li>Consider a restructure of the Secondary Executive Staff</li> <li>Create Instructional Coaching positions in Primary and Secondary</li> <li>Engage COGLearn to provide Explicit Teaching Professional Development</li> <li>Investigate the viability of delivering Stage 6 English and Mathematics in a traditional format</li> <li>Provide staff with professional development opportunities for new syllabi</li> <li>Provide work and training for university students studying Education</li> <li>Standardise template for Scope and Sequences, Unit Programs and Assessment Plans</li> </ul>
<b>Wellbeing &amp; Culture</b>	<ul style="list-style-type: none"> <li>Engage Insight SRC to conduct surveys with our students, staff and parents to gain baseline metrics and analyse our school culture</li> <li>Provide advice for students with regards to digital media</li> <li>Provide staff with professional development in mental health managements</li> <li>Establish a Senior peer support system for incoming Year 7 students</li> <li>Continue to provide Defence families with support through the Defence School Mentor</li> <li>Year advisors/teachers to follow up students with attendance below 80%</li> </ul>
<b>Stewardship</b>	<ul style="list-style-type: none"> <li>Develop a new Building Masterplan</li> <li>Introduce a new Stategic Plan</li> <li>Engage architects to design our next building</li> <li>Engage with Complispace regarding compliance needs</li> <li>Grow the school to more than 485 students</li> <li>Provide a new learning space for an extra Kindergarten Class</li> <li>Refresh and update the look, feel and functionality of the school website</li> <li>Implement a media managment software with facial recognition to better protect the privacy of staff and students</li> <li>Conduct First Aid and CPR Refresher course training for all staff</li> </ul>

# 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 Compassion 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. In 2022, students also had the opportunity to apply for our Student Ambassador Program and Christian Leadership Program which will commence in 2023.

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

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

Primary students have been involved in a variety of leadership activities. Students have the opportunity to represent NCS as Prefects and Sport Captains. Through our chaplaincy program, students are invited to develop



their leadership skills through the FIT (Followers In Training) program. This program is facilitated by the Crusaders Union of Australia.

Students are regularly encouraged to practise 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 2022 Thanksgiving Evening.)

As a Christian School, our school aims to treat every person in the school community (family, teachers and students) with the same respect and love that Jesus shows us. Thus, our school aims to follow the 'Choose Respect' motto, where respect towards teachers, students, and property is a top priority. Our three core School values are community, care and character as a school.

- 'Community' focuses on the broader school community and how we can become more like brothers and sisters in Christ.
- 'Care' focuses on how we treat each other in and outside of school.
- 'Character' focuses on our faith journeys and how we strive to live like Jesus in our everyday lives.

We are so grateful for the countless amounts of opportunities that we have had throughout our schooling journeys at NCS. As leaders, we have attended some inspiring and insightful events, such as the Christian Student Leadership Training Program 'Synergy', twice during 2022. This helped us to look into how other Christian school captains and prefects are leading their schools to be more like Jesus. We were all able to take lots of valuable ideas away from both of those occasions. Being able to lead Bible Studies and FISH (Fellowship in School Hours) has been an encouragement. We have seen younger girls and boys come to faith, grow in their faith and pursue God in a safe environment.

Nowra Christian School is a safe environment where we can be ourselves and show Jesus's love in the classroom and the playground.

On behalf of the school, we would like to thank all teachers (teaching and non-teaching) for your continued support and encouragement. It has been a tremendous privilege as a student to be taught and mentored by Christian leaders here at Nowra Christian School. We would also like to thank the school board for leading the school from a Christian perspective. And, of course, we would love to give a huge thank you to Mr Bray, who, as most of you would be aware, is retiring at the end of this year. He has been the principal at NCS for six years. You have lead our school and each student to strive for good marks, to be more like Jesus...and to choose the suitable meals at the canteen - basically, anything that doesn't have a fork. However, most importantly, we thank the parents and carers who have shown us unconditional love, support and encouragement throughout our schooling journeys. As prefects and captains, we also want to thank our parents for persevering with our late-night phone calls and VERY early morning bus runs! You guys are amazing.

Thank you, and God bless.

Alec Dobson and Bethany Walker

**NCS Captains 2022**



## Sporting opportunities

NCS students have again been involved in many sporting events and experiences, including AFL, cricket, soccer, gymnastics, athletics, volleyball, netball, basketball, rugby, touch football, cross country, hockey, dragon tag, surf awareness, triathlon, as well as swimming, athletics and cross country carnivals.

This year, we officially 'launched' our new House system and students now belong to one of our three houses – Zion, Sinai and Nebo.

## Shoalhaven Eisteddfod and Concert Band

This is a major local community program, involving numerous NCS students who participate both individually and as group performers. In 2022, students participated in all three disciplines of choral, instrumental and drama. NCS students participated with great success with both our Primary Choir and Secondary Vocal Ensemble winning their sections.

Students continued to develop their instrumental abilities through the Primary Instrumental and Concert Band programs.

## 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 June 2022, the school's secondary musical production of *Charlie and the Chocolate Factory* was a wonderful success! This successful production was the outcome of a huge team effort on the part of students, staff and parents/carers. Over 1000 audience members enjoyed the performance across a number of shows.

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

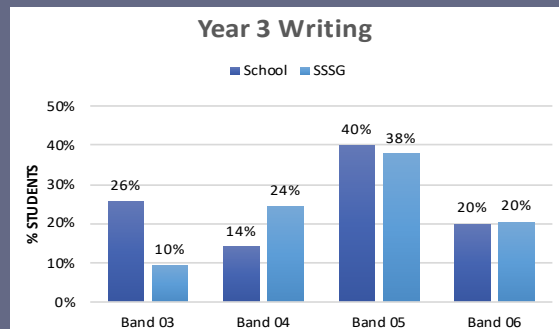
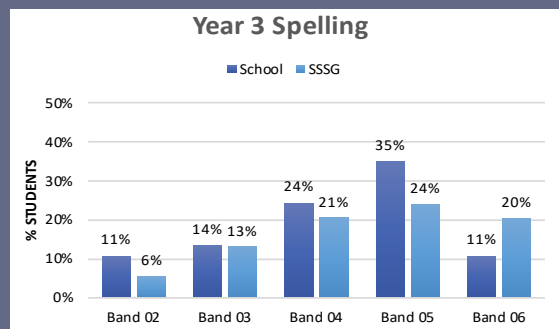
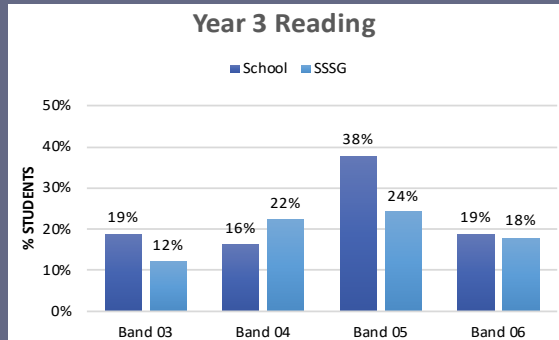
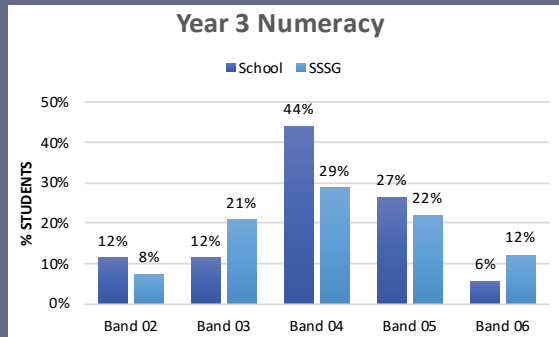
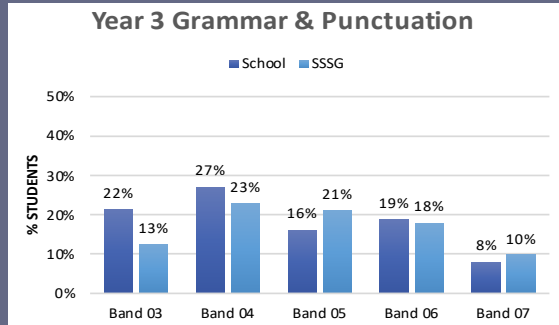
Code of Respect posters will be placed in each teaching space and other public areas within the school so that we can help our students, and all members of the NCS community, to be engaged in choosing respect.

# Student performance

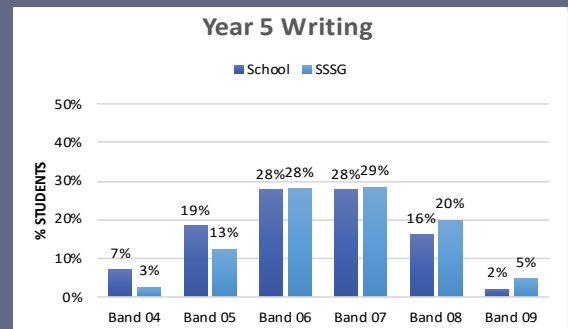
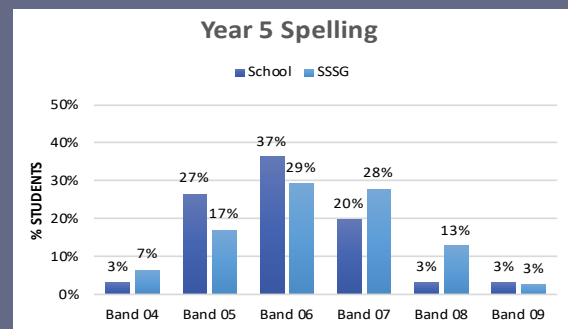
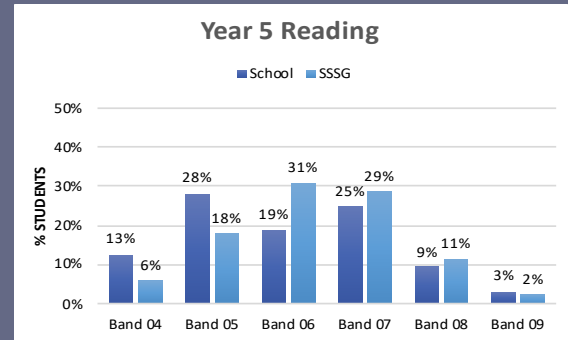
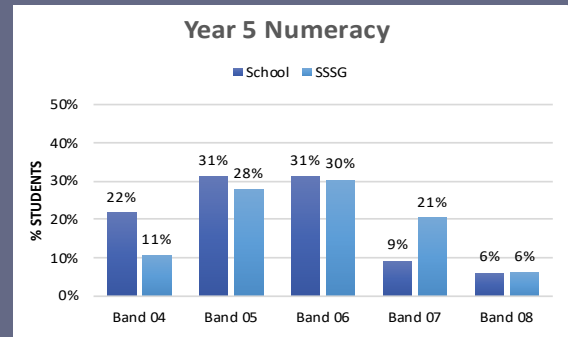
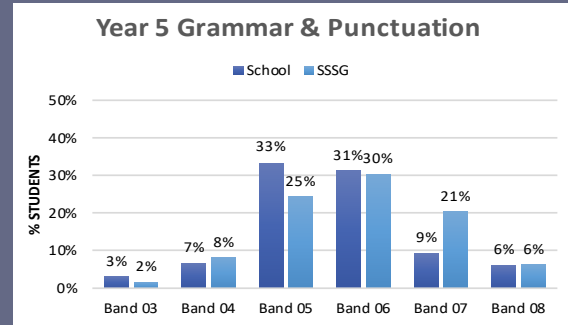
## National Assessment Program in Literacy and Numeracy (NAPLAN)

In 2022, students achieved at or above the national average in the majority of areas assessed across Years 3, 5, 7 and 9.

### NAPLAN: YEAR 3



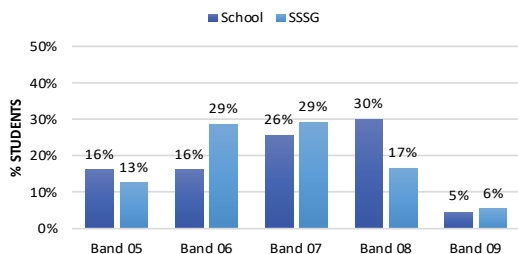
### NAPLAN: YEAR 5



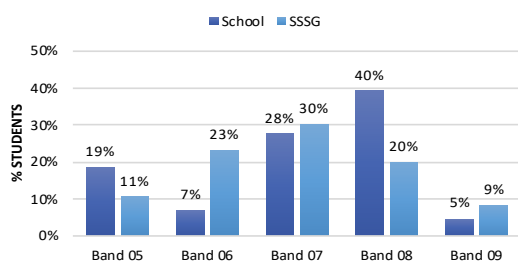


## NAPLAN: YEAR 7

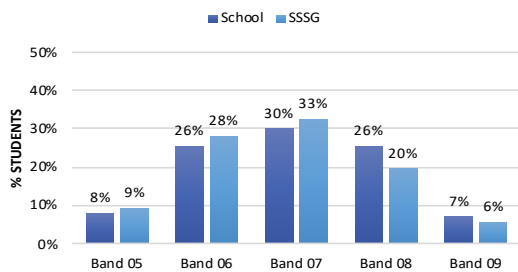
### Year 7 Grammar & Punctuation



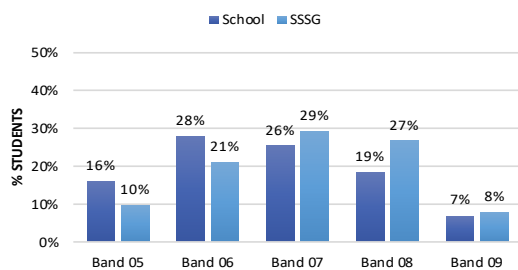
### Year 7 Numeracy



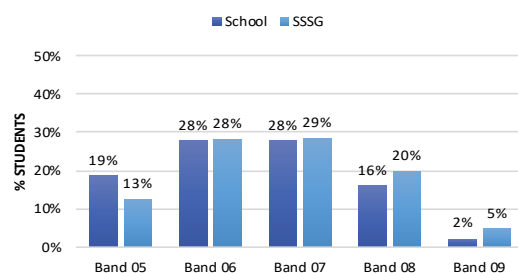
### Year 7 Reading



### Year 7 Spelling

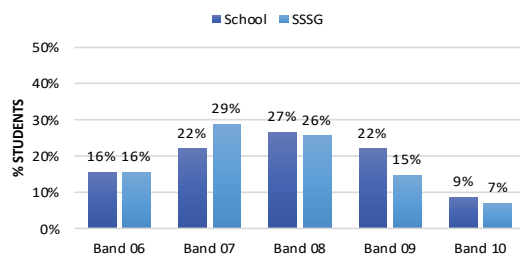


### Year 7 Writing

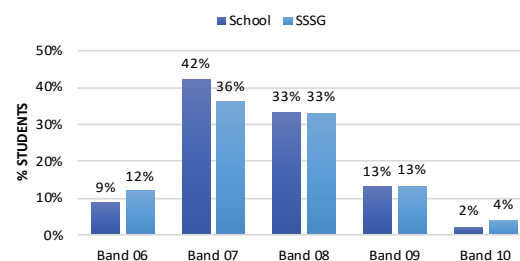


## NAPLAN: YEAR 9

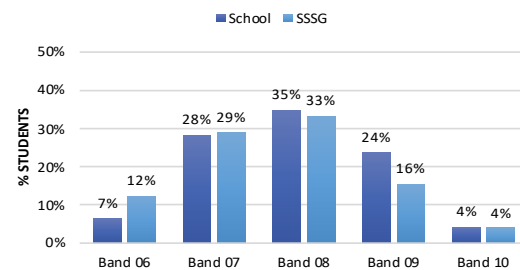
### Year 9 Grammar & Punctuation



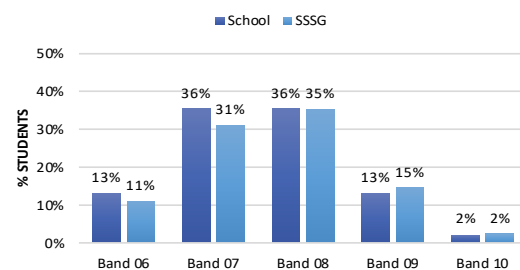
### Year 9 Numeracy



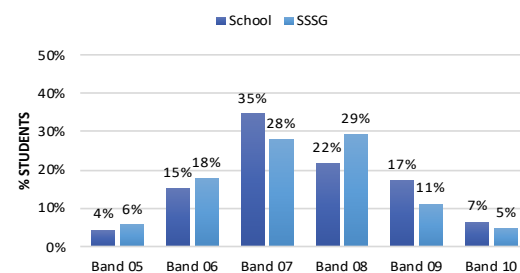
### Year 9 Reading



### Year 9 Spelling



### Year 9 Writing



## Record of School Achievement (RoSA) – Stage 5

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

	A GRADE	B GRADE	C GRADE	D GRADE	E GRADE	TOTAL
English	0	7	11	4	1	23
Science	0	1	11	9	2	23
History	2	6	9	6	0	23
Geography	3	4	12	3	1	23
PDHPE	6	4	6	6	1	23

	A10	A9	B8	B7	C6	C5	D4	D3	E2	N Award	TOTAL
Mathematics	1	0	1	5	4	4	3	2	2	0	29

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.

## Higher School Certificate (HSC)

There were 14, Year 12 students and 33, Year 11 students who attended NCS during 2022. 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 2022, students achieved a higher mean than the State in Mathematics Advanced, Mathematics Extension 1, Mathematics Standard and Earth and Environmental Science. Band 6/E4's were achieved in Mathematics Extension 1, Mathematics Standard and PDHPE.

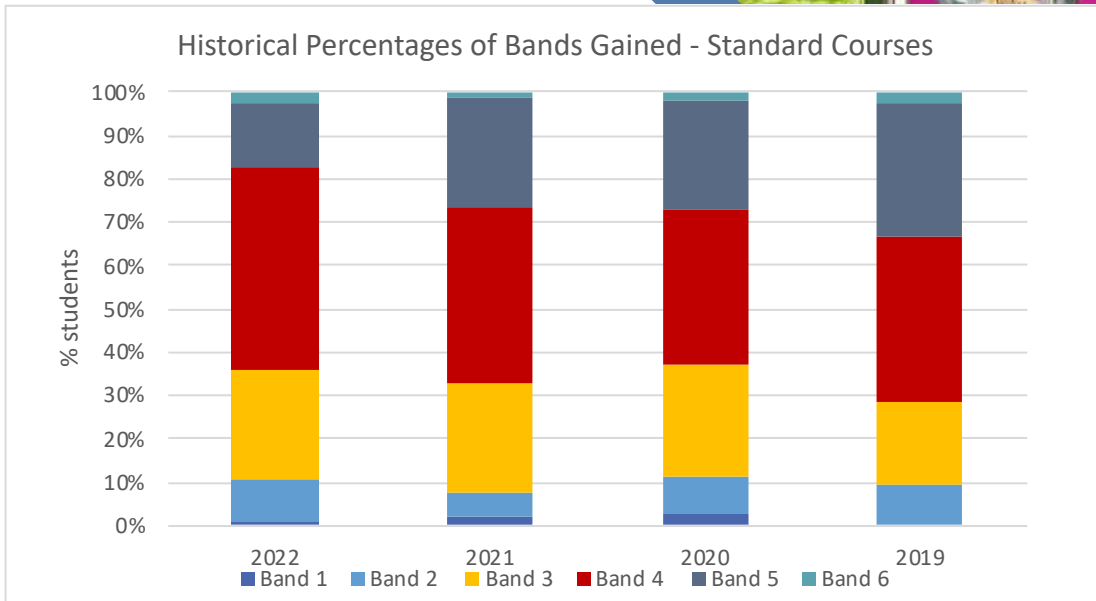
\*This includes both Year 11 & Year 12 students

## Distance Ed/TVET Data\*

Subject	Provider	No. of students
Certificate III in Automotive	TAFE	3
Certificate II in Animal Studies	TAFE	1
Certificate III in Financial Services	TAFE	1
Certificate II Electrotechnology	TAFE	4
Certificate III Make Up - SOA (Beauty Services)	TAFE	1
Certificate III Accounts Administration - SOA	TAFE Digital	1
Certificate II in Kitchen Operations - SOA	TAFE	1
Certificate III Retail (SBAT)	McDonald's	1
Certificate II Supply Chain Operations (SBAT)	Murray Mallee	1
Year 11 Geography	Finigan SDE	1
Year 11 Economics	Finigan SDE	1

## Total number of bands gained by the cohort - Standard Courses

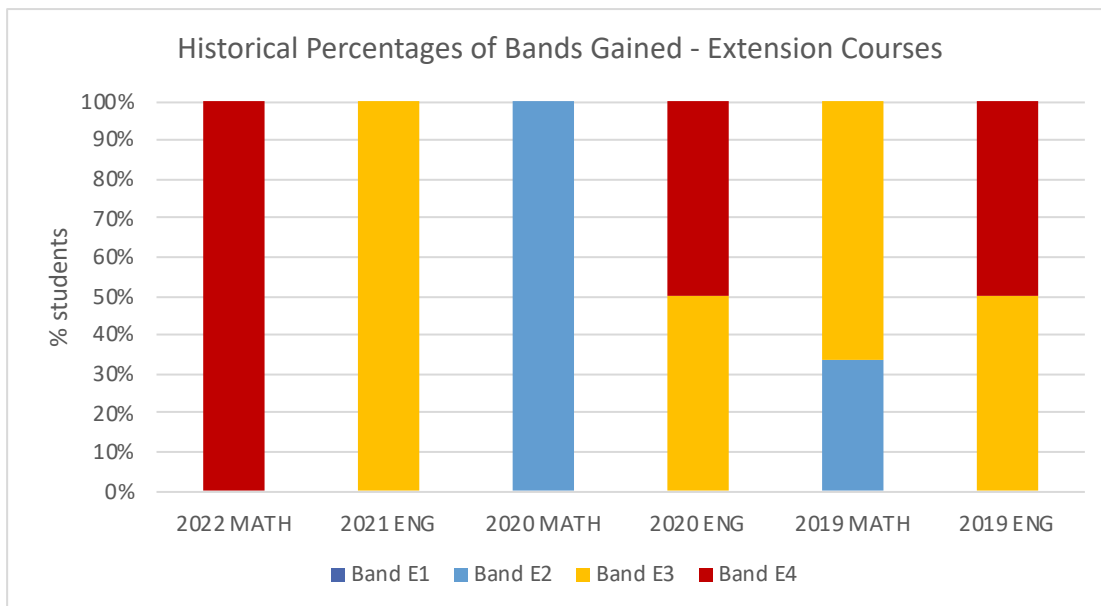
YEAR	BAND 01	BAND 02	BAND 03	BAND 04	BAND 05	BAND 06	TOTAL
2022	1	11	29	54	17	3	115
2021	2	5	24	38	24	1	94
2020	3	9	28	39	27	2	108
2019	0	10	21	42	33	3	109



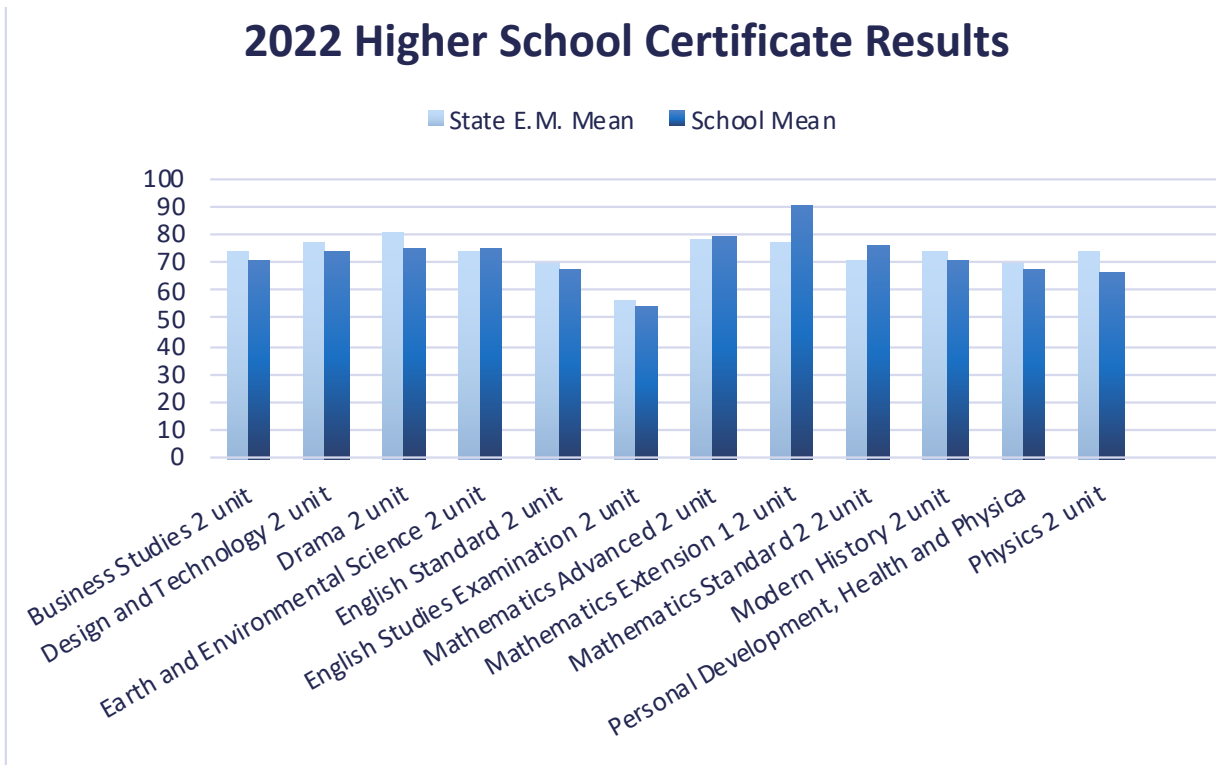
### Total number of bands gained by the cohort - Extension Courses

YEAR	BAND E1	BAND E2	BAND E3	BAND E4	TOTAL	COURSE
2022	0	0	0	1	1	Mathematics Extension 1
2021	0	0	2	0	0	English Extension 1
2020	0	1	0	0	1	Mathematics Extension 1
2020	0	0	1	1	2	English Ext 1
2019	0	1	2	0	3	Mathematics Ext 1
2019	0	0	1	1	2	English Ext 1

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



## 2022 Higher School Certificate Results

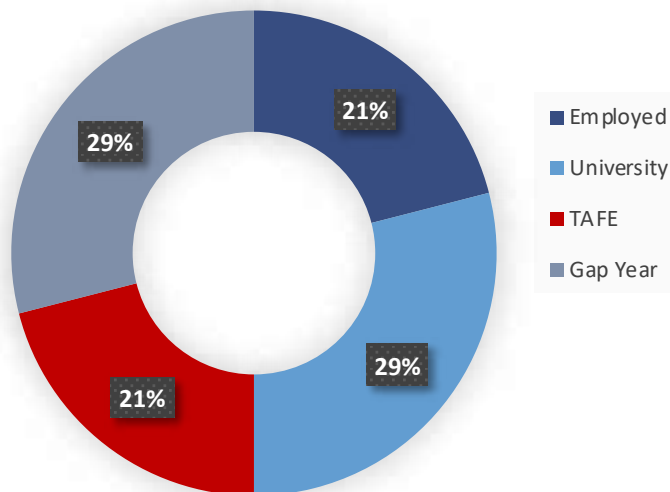


## Post-school destinations

At the time of printing, almost a third of our graduating Year 12 had commenced University. Some of the areas of study they have chosen include: Mechatronic

Engineering, Teaching, Accounting, Technology, Psychology, Occupational Therapy and Law.

## 2022 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 2022 is shown below

Kinder	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
87.05%	88.61%	87.32%	88.65%	87.81%	86.42%	89.29%

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
88.15%	86.28%	84.69%	84.52%	84.26%	75.08%

Total School
<b>86.01%</b>

### 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:

- 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 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 %
2019	97%
2020	85%
2021	94%
2022	91%

### Retention – Junior to Senior Secondary

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

Year	Retention %
2019	73%
2020	85%
2021	88%
2022	71%



## 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 2022 included:

- First Aid
- MacLit Training
- School-based Mentoring sessions for new staff
- Improving Student Writing
- Child Protection Training
- Leadership
- KLA specific training
- TENS Training
- Training regarding the new K-2 Syllabus
- Handwriting and keyboarding in the 21st century
- Aboriginal & Cultural Community Virtual Yarns
- RFS through St Johns
- Stage 4 Teaching Workshop
- Leading the implementation of the new K-12 English syllabus
- Online Risks & Protective Factors
- 2022 Australian Inclusive Schooling Conference
- Teaching for Neurodiversity
- Teaching Assistants in Inclusive Schools
- UOW Careers Advisors Day

- Strategic Approaches to the IRP + CAFS Collective NES Gifted Ed
- UOW Careers Advisors Day
- TAFE Careers Advisors Virtual Event
- Adobe InDesign 2022 MasterClass

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. Community Relations/Admissions staff attended the Educate Plus International Conference and Administration/finance staff participated in Active Listening and Team Building professional development sessions. Primary and secondary staff participated in many subject-specific courses about the new curriculum, as well as programs and courses that enhance our school goals such as improving writing and student wellbeing. Each teaching staff member attends one ATICS (Association of Teachers in Illawarra Christian Schools) meeting each year. ATICS organise two such meetings.

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



## Teaching standards

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

### Teacher Accreditation

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

Accreditation Level	Number of Teachers
Graduate/Conditional	2
Proficient	42
Highly Accomplished (Voluntary Accreditation)	0
Lead (Voluntary Accreditation)	0
<b>Total Teachers</b>	<b>44</b>

## Workforce Composition

NCS Staff 2022	
Teaching staff	44
FTE teaching staff	38.3
Non-teaching staff	36
FTE Non-teaching staff	25
Indigenous	0
Male	20
Female	60

The 44 teachers noted above include a Head of Primary, two K-6 Coordinators, a Head of Secondary, Head of Christian Teaching and Learning, two 7-12 Coordinators and the Principal.

### Teaching staff retention rate

Teaching staff retention rate	%
2021 - 2022	91
2020-2021	90
2019-2020	91
2018 - 2019	94
2017 - 2018	93

# Enrolment Policy/Procedure

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

## Introduction

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

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

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

### *Community*

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

### *Care*

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

### *Character*

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

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

## Definitions

Throughout this Policy, unless the context requires otherwise:

**school** refers to Nowra Christian School

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



**disability**, in relation to a child, means:

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

and includes a disability that:

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

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

## Related Legislation

Disability Discrimination Act 1992 (Cth)

Sex Discrimination Act 1984 (cth)

Race Discrimination Act (cth)

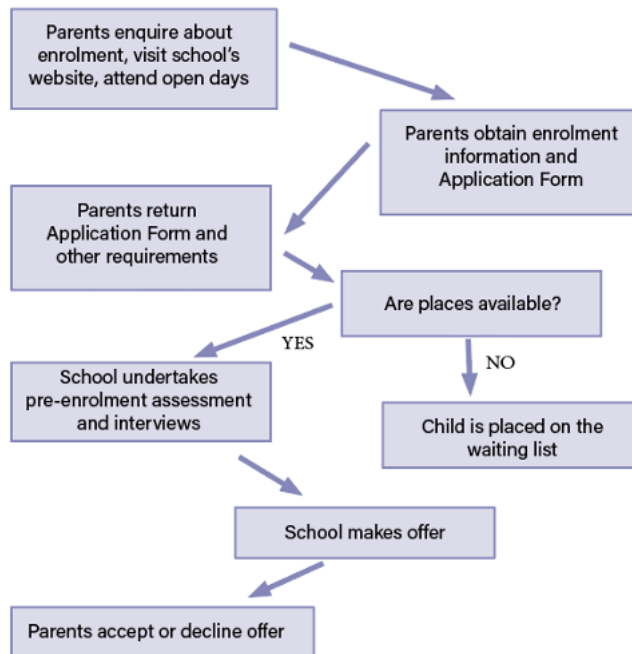
Anti-Discrimination Act 1977 (NSW)

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

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

## Enrolment Process

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



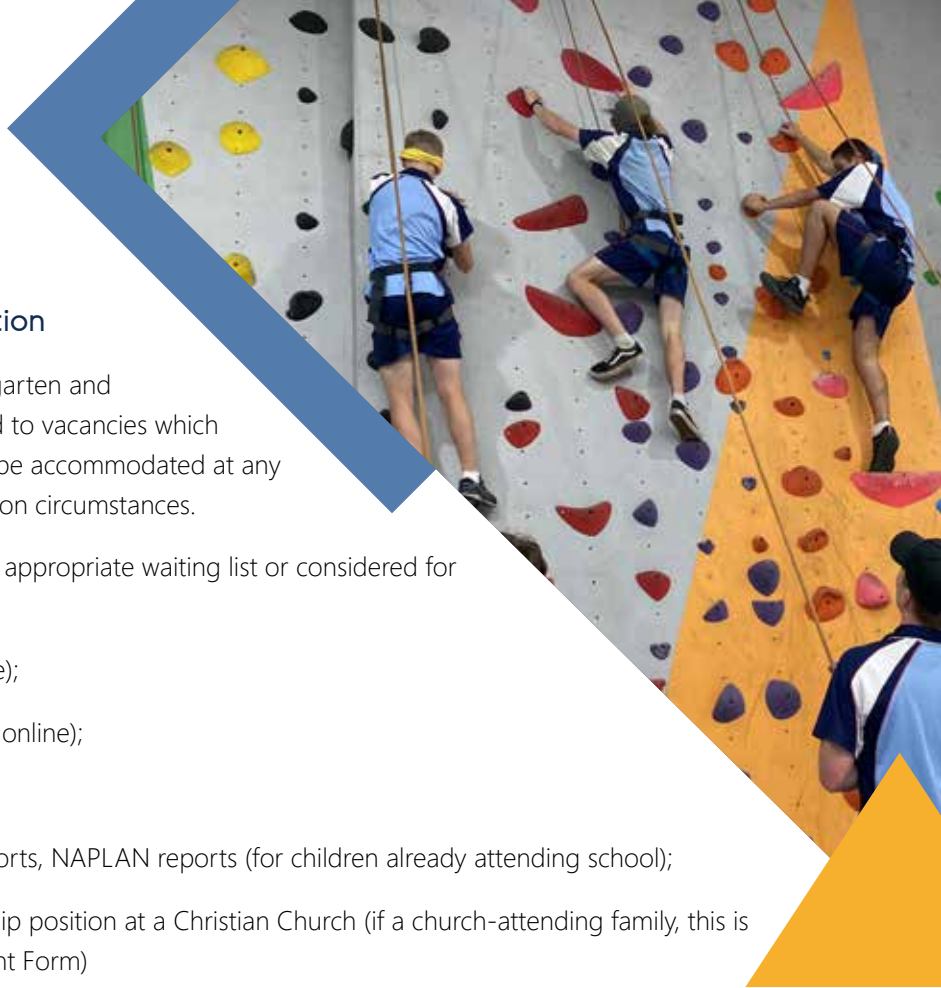
## Role of the Enrolment Officer

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

## New Enquiries

The School will make available on its website:

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



## Application Form and Documentation

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

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

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

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

## Assessment

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

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

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

Where information obtained by the School suggests:

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

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

## Disability

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

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

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


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

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

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

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

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

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

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

### Interview

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

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

### School Reserves Rights

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

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

### School's Considerations

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

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

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

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

The School will also consider:

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

## Offer

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

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

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

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

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

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

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





## Offers for Provisional Enrolment

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

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

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

## Kindergarten Entry

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

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

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

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

## Early entry

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

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

## Related Documents

Learning Support Policy

Student Code of Conduct

School Code of Respect

Disability Standards for Education 2005



## Key Policies

NCS is continually reviewing and developing its policies and procedures. Presented below are summaries of a number of key policies. These are the versions of the policies as they operated throughout the 2022 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

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. NCS recognises that every member of its community is made in God's image and is to be treated with dignity and respect. Consequently, all members of the NCS community have a responsibility to show that they believe that any form of bullying is unacceptable and to set an example that reflects that view. NCS expects all members of its community to create an atmosphere that discourages bullying behaviour in all settings and at all times.

### 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,' comments about looks, ridicule, rude remarks
- Exclusion Actions: excluding from activities, groups or events, ignoring
- Social Relations manipulation: manipulation of friendship groups, turning friends against each other
- Bullying: causing hurt via information and communication technologies, such as the internet, social media, and through the use of mobile and other digital devices

### The role of students

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

- Always be respectful towards other students, staff, and members of the school community.
- Report any instances of being bullied to school staff and parents or carer

- Students who witness, or know of, bullying should report it to a teacher
- Where possible, take appropriate steps to discourage or prevent bullying
- Respect and care for other people's property

#### **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:

- Ensure that there is appropriate early intervention to prevent bullying
- Ensure a commitment through the implementation of proactive strategies that may include:
  - o Social skills programs to build positive relationship skills in students
  - o Informing classroom teachers (K-6) and Year Advisors (7-12) of students who have either been the victims of mistreatment or bullying, or are at risk of being a victim
  - o Providing students who have identified social needs access to a school counsellor or an external specialist program
  - o The implementation of programs designed to build resilience in students so that they will be able to manage situations where they perceive that they have been either mistreated or bullied

To do this, staff have the responsibility to:

- make every effort to value others in the school community
- treat all in the school, whether parents, teachers or students with care, courtesy, and consideration
- promote a safe, supportive environment
- abide by the NCS Staff Code of Conduct
- monitor and assess the degree of bullying happening at our school
- provide students with clear instructions of how to proactively react to bullying
- inform parents and carers of bullying incidents with the aim of gaining their support in the counselling process to both victims and bullies

#### **Role of Parents/Carers**

In accordance with this policy, parents and carers are required to:

- Keep the school informed of concerns about changes of behaviour that may be a sign of bullying
- Report bullying concerns to the school
- Allow the School sufficient time to investigate allegations of bullying according to the procedures set out in this document
- If dissatisfied with the outcome of the investigation and subsequent actions taken by the school, an appeal may be made as described in the Complaints Handling Policy
- Understand that potential bullying behaviour that has occurred outside of school will be considered on a case-by-case basis. Parents also have the right to consider contacting relevant outside authorities (eg police)

## Student Welfare

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

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

## Complaints Handling Policy

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

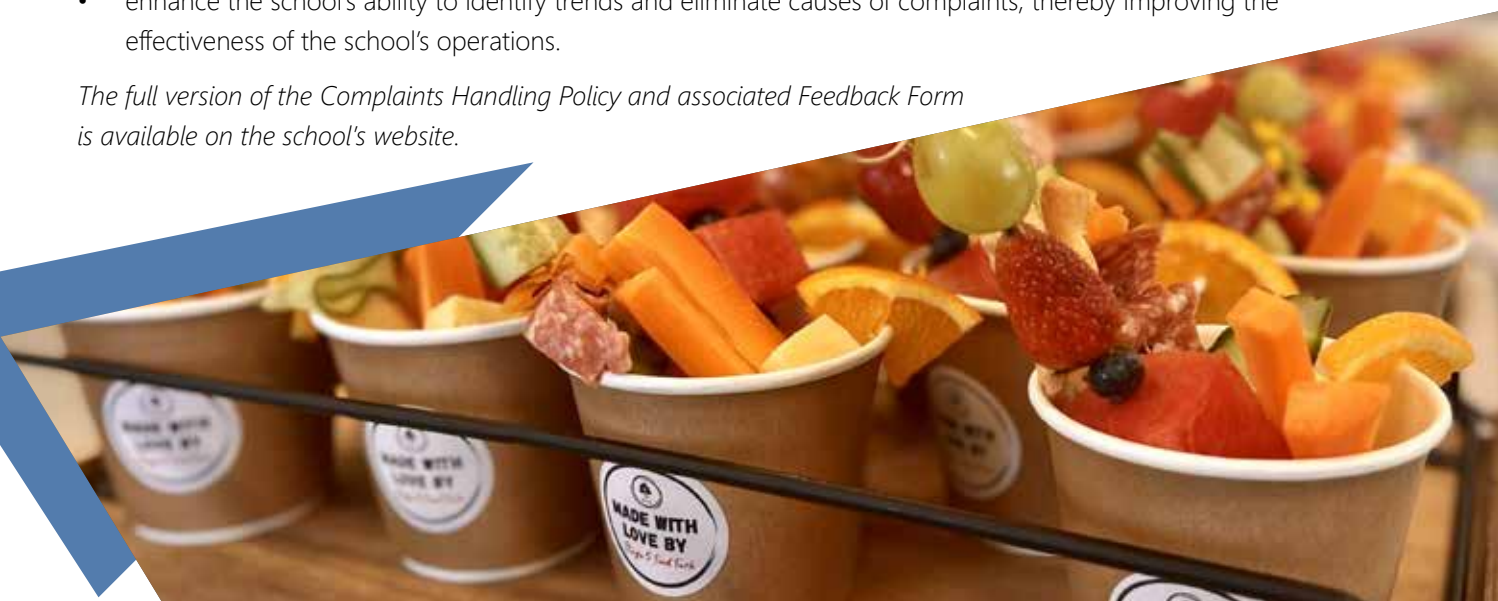
- sustaining relationships that are characterised by honesty, compassion and trust;
- ensuring that all members of the school community are treated with dignity, fairness, courtesy and respect; and
- providing a learning and working environment that is free from unlawful discrimination, harassment, bullying,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

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

The purpose of this policy is to:

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

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



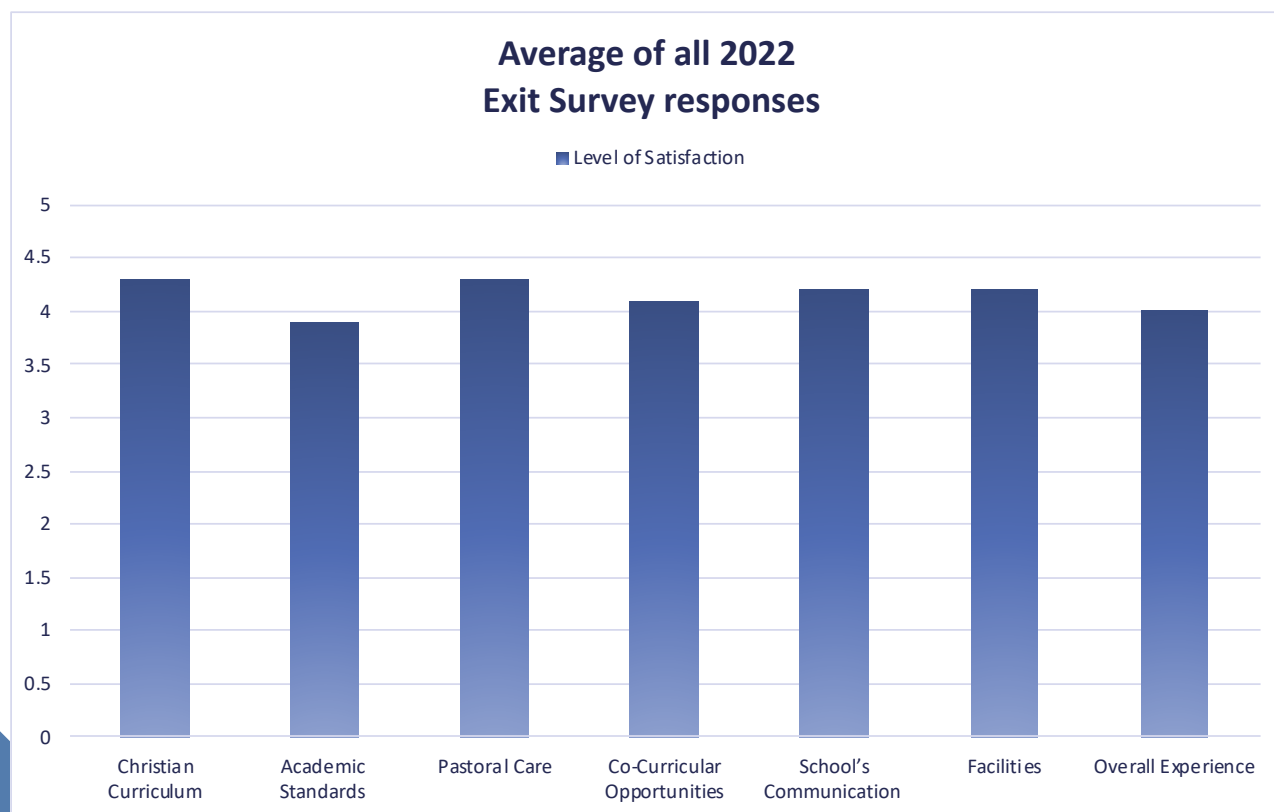
# Parent/carer, student and teacher satisfaction

Satisfaction amongst parents/carers, teachers and students is continually measured through a variety of means. Feedback from parents is welcomed through formal and informal meetings and interviews. The usual Community Sentiment Survey that would normally have taken place during 2022 was postponed to early in 2023 and will be reported in next year’s Annual Report.

Feedback is also encouraged at any time from parents, students and teachers through our Feedback Form which is available on the school’s website.

## School family exit surveys

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

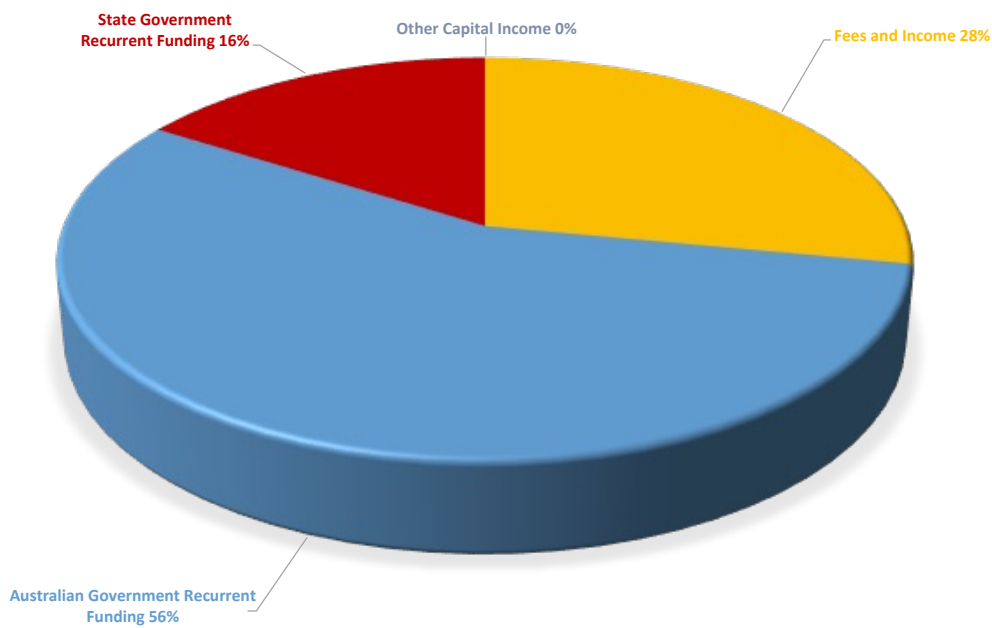


Satisfaction scale 1 - Very Dissatisfied, 5 = Very Satisfied

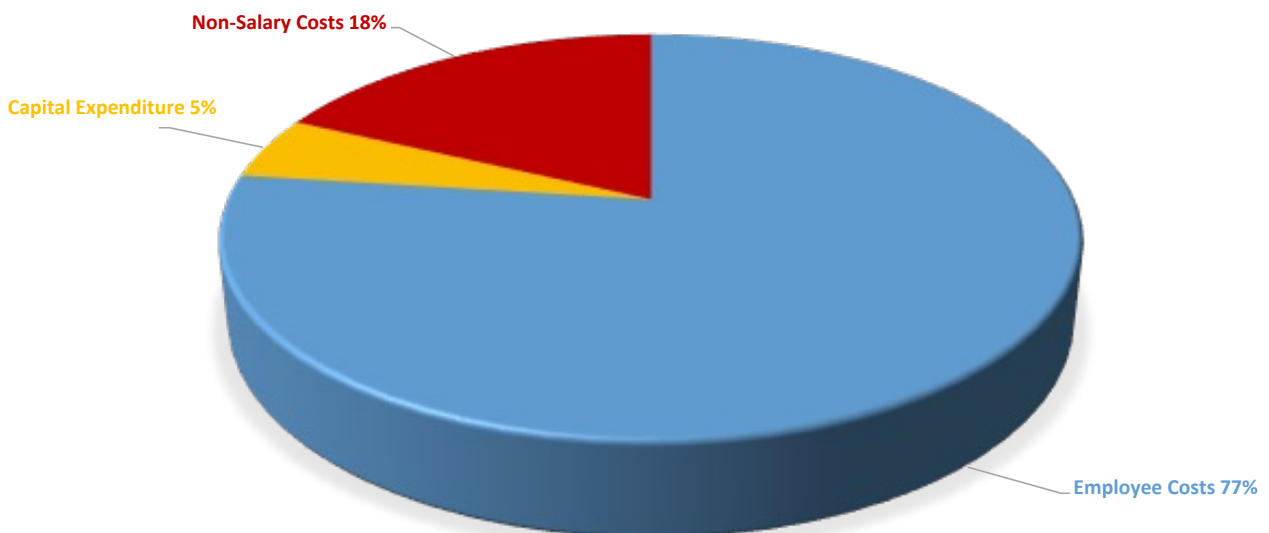
# Summary of financial information

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

INCOME 2022



EXPENDITURE 2022





**Nowra Christian School**

Grow up into Christ