

Nowra **Christian** School



Grow up into Christ



Annual Report

20 19



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Principal's introduction

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

At NCS, it is our aim to ensure that our entire school community is kept well-informed on a regular basis regarding school programs and performance. This intention is clearly reflected in our purpose statement which reads; 'Nowra Christian School partners with families in equipping students for life through the provision of quality, Christ-centred education, founded on Biblical values.' This 'communication' takes on a variety of forms including through the school newsletter (BYTES), via the website, through NCS Facebook, via our NCS Annual General Meeting (AGM), at our 'Insight 2019' parent/carer information and strategic update evening, through SEQTA, via the annual 'Celebrate' school magazine, notes in school diaries (Primary), official written reports, parent/carer/teacher interviews, and via email and telephone contacts. At NCS, we greatly value partnership with parents and carers and believe that one clear sign of healthy partnership is for the school to engage in early, respectful communication with our families.

This report provides the opportunity for us to convey helpful contextual information about NCS and the community that we serve. It aims to highlight the types of educational programs that are being

delivered from a Christian worldview perspective and to demonstrate how these add value to the lives of the students who attend our school.

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

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

Mr Rob Bray
Principal

Chairman of the Board's report

The year 2019 was a time of building on the strong foundations, plans and strategies that had been developed in the preceding years. This has enabled our school to care for our community of families and to continue to grow the character of our students as we teach and learn from a Christian worldview perspective.

Our school continues to be led by Mr Rob Bray as Principal. Mr Bray completed his third year at Nowra Christian School during 2019. We recognise and are thankful to God for his continued love and provision for our school. We thank God for the experience and dedication of Mr Bray and of all our staff, for the school's positive position throughout the 2019 year.

The School Board has been focused on a number of key areas during the 2019 year. These areas have included the full implementation of our NCS Head of Teaching and Learning position, which has greatly assisted our staff and students in the development of best-practice educational programs. The Board has also continued planning and finalising applications and approvals for the new Technological and Applied Studies & Visual Arts Centre, which commenced construction in late 2019 for completion in mid-2020.

During 2019, the Board continued to work with Resolve Consulting on areas of surveying the school community and maintaining good governance. Resolve also facilitated our mandated yearly Board training program for 2019.

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

One major area of responsibility for the School Board is finances and we were pleased to finish the 2019 year in a sound financial position. This sound financial position and our stable caring community allows 'Nowra Christian School to partner with families in equipping students for life through the provision of quality Christ-centred education founded on biblical values'. I pray that this vision continues to be our focus here at Nowra Christian School and I commend the rest of this report to you as it shares the experiences of our school throughout the 2019 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, accepting up to 40% of total enrolments from families who do not regularly attend church. The school is also a member of Christian Schools Australia (CSA), a national 'family' of over 130 like-minded Christian schools spread throughout Australia.

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 21% growth since 2017 - a clear indication of the school's healthy reputation for delivering quality Christian education.

Student population at Census Date 2019	Male	Female
Primary Indigenous	2	5
Primary Other	122	125
Secondary Indigenous	1	4
Secondary Other	85	69
Total	210	203

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 2019, 58 students had one or more parents employed full-time in the Australian Defence Force, representing a total of 34 Defence families.

Character





Key school values

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

In 2019 NCS conducted events designed to focus specifically on ‘Community’. These included: the Twilight Family Picnic, held in mid-February, which saw many NCS families gather on the school lawns to enjoy an outdoor meal in a relaxed social setting. ‘Insight 2019’, held in August, was another successful ‘community’ event which also provided NCS parents/carers with engaging updates on current and future strategic initiatives.

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

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

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

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

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

The school is indebted to the many parents and carers who frequently contribute to the NCS ‘team’ by providing valuable assistance in the classroom, at sporting events, on camps and excursions and via the Parents/Carers and Friends Association (PC&F).

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

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

Company structure

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

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

Senior Executive Leadership Team

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

K – 12 Executive Leadership Team

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

Annual school theme – 'Growing wise with God'

Every year NCS adopts a theme as a focus of devotions throughout K-12. In 2019, the school chose the theme: 'Growing wise with God'. Students learnt that the Bible contains not only God's plan for salvation for his people through Jesus, but instruction on how to live well for God. Students learned that the Bible has guidance and direction for every area of life, including developing personal character and positive relationships, and how to apply those lessons to make positive choices. The talks and devotions throughout the year led students to understand that, in a world of mixed messages, true wisdom comes from God.

For the Lord gives wisdom; from his mouth come knowledge and understanding. Proverbs 2:6

NCS Strategic Management Plan

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

Purpose statement

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

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

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

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

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

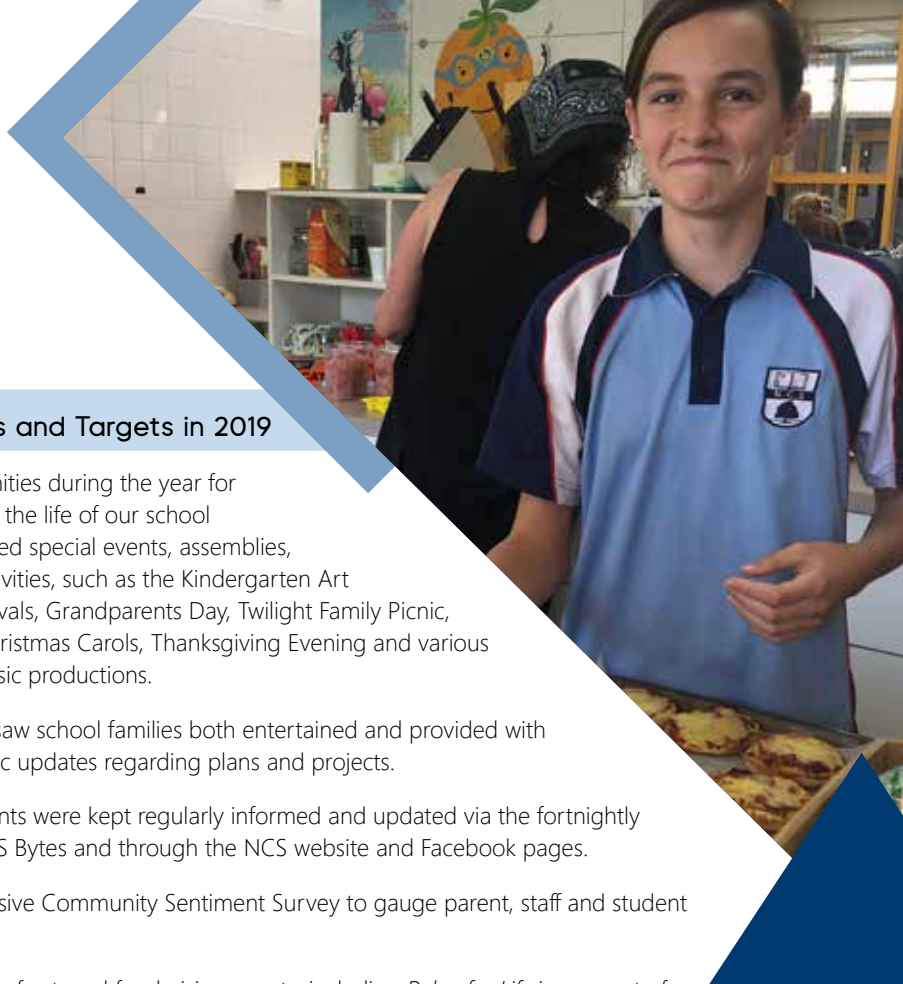
Registered office

194 Old Southern Road
South Nowra NSW 2541

Improvement targets achieved in 2019

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 2019** in each focus area.

Focus Area	Priorities, Initiatives and Targets in 2019
Christian Ethos	<p>Further consolidation of the process of designing and delivering curriculum from a Christian worldview perspective.</p> <p>Further staff training occurred using a curriculum design model developed by Christian Schools Australia (CSA) called 'Connecting learners with God's big story'.</p> <p>Invited Cass Pendlebury NSW (CSA Executive Officer) to address the K-12 Executive team with the aim to further develop an implementation plan 'Connecting learners with God's big story' at NCS from 2020.</p> <p>Continued to review and refine school events and publications which celebrate our 'Christian ethos' within the NCS and wider communities.</p>
Teaching and Learning	<p>After careful inspection by the NSW Education Standards Authority (NESA) Inspection Panel, the school has been re-accredited until December 2024.</p> <p>BYOD program commenced for Year 7 - 12. This program aims to increase engagement with the school and its learning programs for students and parents. The feedback that has been received from parents/carers in relation to these changes has been positive and encouraging.</p> <p>SEQTA Learn/Engage (learning management system) was introduced to Years 7 -10.</p> <p>The newly appointed Head of Teaching and Learning became firmly embedded within the leadership structure of our school. In 2019, the key areas of responsibility have included:</p> <ul style="list-style-type: none"> ▶ analysing standardised test (NAPLAN and PAT) results ▶ identifying areas of strengths and weaknesses ▶ discussing strategies to put in place, which will build on existing skills and understandings ▶ working with key staff members to support the development of enrichment and learning support programs ▶ facilitating the sharing of staff expertise in the areas of differentiation and assessment. <p>AVID (Advancement Via Individual Determination) continued to be systematically 'rolled out' across all levels of our school in an age-appropriate manner. Primary and secondary students continued to develop skills in the five areas of: writing, inquiry, collaboration, organisation and reading through the implementation of various AVID teaching and learning strategies. Further staff have been trained at both the Winter and Summer Institutes, presented by AVID Australia.</p> <p>Students were provided with numerous enrichment and extension opportunities in a wide range of areas. A staff member, who has enrichment as their key responsibility, attended targeted training on identifying gifted and talented students.</p> <p>Excursions 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>Staff training conducted to further enhance learning support skills. Secondary Learning Support staff attended MacQLIT in-service.</p> <p>After investigation and review in 2018, the delivery and structure of the focussed approach to the HSC was amended and implemented in 2019. This particularly related to the delivery of HSC English and Maths.</p>



Focus Area	Priorities, Initiatives and Targets in 2019
Community and Service	<p>Provided many opportunities during the year for families to be involved in the life of our school community. These included special events, assemblies, showcases and other activities, such as the Kindergarten Art Exhibition, sporting carnivals, Grandparents Day, Twilight Family Picnic, Worrigee Community Christmas Carols, Thanksgiving Evening and various school theatrical and music productions.</p> <p>Our 'Insight 2019' event saw school families both entertained and provided with significant school strategic updates regarding plans and projects.</p> <p>Parents/carers and students were kept regularly informed and updated via the fortnightly electronic newsletter, NCS Bytes and through the NCS website and Facebook pages.</p> <p>Undertook a comprehensive Community Sentiment Survey to gauge parent, staff and student satisfaction</p> <p>Participated in a number of external fundraising events, including <i>Relay for Life</i> in support of the Cancer Council, and the <i>Act for Peace Ration Challenge</i>, which aimed to raise awareness of and support refugees. 43 members of the school community took part in the <i>Ration Challenge</i> and achieved an incredible outcome, raising almost \$11,000!</p> <p>Students continued to serve the local community through visits to various nursing homes, weekly assistance at the Nowra East Public School Breakfast Program, participating in ANZAC Day ceremonies, providing food for the 'Caring Box' appeals, assisting the local Landcare group and many other worthwhile projects and endeavours.</p> <p>NCS places great emphasis on training our students to understand what leadership from a Christian perspective involves. All student leadership programs emphasised the example of 'servant leadership' as exemplified through the life and ministry of Jesus. Student leaders participated in various training programs which taught them that authentic Christian leadership involves a desire to serve others and to seek ways to contribute in a positive manner to our wider community.</p> <p>Strengthened connections with our local Aboriginal community through a number of avenues:</p> <ul style="list-style-type: none"> ▶ provision of a dedicated Aboriginal Education Coordinator ▶ ensured our school is represented at the regular AECG (Aboriginal Education Council Group) meetings. ▶ a number of students, staff and parents/carers participated in the annual <i>Sorry Day Walk</i>. ▶ held a school assembly to recognise NAIDOC (National Aboriginal and Islanders Day Observance Committee) Week. ▶ held a special flag raising assembly/ceremony where our school community joined with numerous guests from the local Aboriginal and wider communities to celebrate the raising of the Aboriginal and Torres Strait Islander flags.


Focus Area	Priorities, Initiatives and Targets in 2019
Pastoral Care	<p>Continued commitment to developing strong relationships with students and creating an environment in which every student is engaged in Christian discovery. Some initiatives which the school has implemented to encourage students in their relationship with Christ and also equipped students to share the gospel with others have included:</p> <ul style="list-style-type: none"> ▶ Pastoral Care - All NCS staff are committed to the pastoral care of students. In the Primary School, all class teachers oversee the pastoral care matters of their students. Where there are concerns, staff work collaboratively with our Stage Leaders, the Wellbeing team, Learning Support team and parents/carers to support students academically, socially, spiritually. Where there are concerns in regard to student behaviour, staff seek to support these students through restorative discipline practices. 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. ▶ Chaplains - Nowra Christian School employs, under Federal Government funding, a Primary and Secondary Chaplain to be on-site one day a week to provide pastoral care services, Biblical teaching and strategies that support the emotional well-being of the broader school community. ▶ CRU Group - Led by our Primary Chaplain and student leaders, this event takes place once a week during lunchtimes. Primary students have the opportunity to explore what it means to be followers of Jesus. ▶ Secondary small groups - 'FISH' (Fellowship in School Hours) is run by student leaders assisted by the Secondary Chaplain. These groups provide a great opportunity for students to develop leadership skills whilst discipling younger students. We are also privileged to have a Year 7 and 8 Girls Bible Study group that is organised and run by our senior students. Secondary students are also involved in running a small lunchtime group for Year 6 students. The groups are conducted during lunchtimes, catering for various age groups and genders. ▶ Senior Mentoring Program - Senior students are given an opportunity to meet one-to-one with a member of staff in the mentoring program. The goal of this program is to help students better manage what may be a stressful time for them as they work towards their HSC examinations. Staff will advise how senior students can balance their time between schoolwork, outside part-time work (if any), church commitments and family. ▶ Student care - Other supports for students include morning AM groups and fortnightly assemblies. There is an array of support structures and processes in place as a result of the 'BeYou' Program. <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>NCS hosted 100 secondary students from the local area for the 'My School, My Responsibility' (MSMR) program. Students enjoyed worship together and had the opportunity to participate in a number of workshops throughout the day. The theme for the day was 'Shine your light'.</p> <p>A selection of students attended 'Followers In Training' (FIT) (Youthworks) and 'Leaders in Training' (LIT) (Crusaders). These events give participating students the opportunity to learn about being disciples of Jesus and disciple makers.</p> <p>Review by Head of Teaching and Learning of Year 6 to Year 7 transition processes conducted</p>

Focus Area	Priorities, Initiatives and Targets in 2019
Staffing and Professional Learning	<p>Senior Executive Team reviewed and modified its annual 'Professional Growth and Development' reflection/appraisal program for all teaching staff. This review aimed to change the focus to be more about developing staff professionally through the three domains identified by the Australian Professional Standards for Teachers. These domains are called Professional Knowledge, Professional Practice and Professional Engagement.</p> <p>Teaching staff also had the opportunity to attend one of two major professional development activities run by the Association of Teachers in Illawarra Christian Schools (ATICS).</p> <p>Teaching and support staff participated in a wide variety of professional development activities to ensure that our school is able to continue to deliver quality educational programs.</p> <p>Key staff members attended training on the 'BeYou' program which is a student wellbeing program the school is implementing to replace the KidsMatter and MindMatters programs.</p> <p>The Principal and Head of Secondary attended the Christian Schools National Policy Forum, held in Canberra. This event brings together Christian school leaders from throughout Australia.</p>
Facilities and Finance	<p>Plans for Stage 1 of the Building Master Plan were completed. Stage 1 involves the building of a TAS (Technological and Applied Studies/Visual Arts Centre). These plans include a Food and Wood Technology Centre and a Visual Arts and Ceramics complex. There will also be facilities for plastics and the inclusion of four GPLAs (General Purpose Learning Areas). During the year, staff teams visited other schools to inspect similar facilities. The creation of detailed building plans commenced and a BGA grant application was successfully submitted to help support the construction costs associated with this significant project. In November 2019, building commenced on this site and it is anticipated that construction will be completed by mid-Term 3, 2020.</p> <p>The school's IT infrastructure has been continually upgraded, particularly in relation to the network's ability to cope with the influx of BYOD devices.</p> <p>Marketing strategies aimed at increasing the school's enrolment to double-stream have continued to be developed and enhanced. Some of these mechanisms have included, but are not limited to:</p> <ul style="list-style-type: none"> • An updated NCS Prospectus • NCS Open Week • Kindergarten Open Mornings • Year 7 'Taste 'N' See' Experience Day • NCS website (including a new 360 Virtual School Tour facility developed during 2018 and 'launched' at the beginning of 2019) • NCS Facebook • Radio (and other) promotions <p>NCS Board Sub-committees</p> <p>The NCS Board are regularly involved in the review of school policies as a key part of their strategic governance role. In 2019, they made the decision to begin the process of examining two school policies. These were in the separate areas of uniform and enrolment. As part of this process of investigation, the Board formed two sub-committees. The Uniform Review sub-committee made recommendations to the Board during 2019 and these are being progressively implemented from 2020 onwards. In relation to the Enrolment Policy Review, the Board's primary intention was to ensure that the current policy was still fully appropriate for the needs of Nowra Christian School moving forward. As part of this policy review, the Board consulted directly with key groups from the NCS community. In particular, a number of meetings were held with the Company Members and with NCS staff. The purpose of these meetings was to seek input from these groups (including an invitation for individuals to provide written submissions for the consideration of the Board) in relation to any possible changes to the current policy. The Enrolment Policy sub-committee carried out investigations/research throughout 2019. (This process has been on-going into 2020.)</p>

Some improvement targets for 2020

At the time of writing this report, finalisation of improvement targets for 2020 was still under review. Below is a sample of targets and priorities for 2020.

Focus Area	Priorities, Initiatives and Targets in 2020
Christian Ethos	<p>Further consolidation of the process of designing and delivering curriculum from a Christian worldview perspective</p> <p>Develop an implementation plan for 'Connecting learners with God's big story' at NCS</p> <p>Celebrate the school's 40 Year Anniversary of providing Christian education in the Shoalhaven</p> <p>Continually review and refine school events and publications which celebrate our 'Christian ethos' within the NCS and wider communities.</p>
Teaching and Learning	<p>Review and update school policies, in particular the Student Safety and Welfare Policy, ICT and Social Media Policy, School Communication Policy and Learning Support Policy.</p> <p>Review and refine the BYOD program</p> <p>Increase parent engagement in students' learning through further education regarding SEQTA Engage, Elevate Education and general information evenings</p> <p>Write and implement a 'Gifted and Talented Policy'</p> <p>Head of Teaching and Learning to further enhance the implementation of AVID into all areas of teaching and learning at NCS</p> <p>Provide teaching and learning programs that are differentiated to increase equity so that all students can access learning and to increase student engagement</p> <p>Continue to analyse available data to inform best teaching practice and to ensure accommodations, adjustments and differentiation are provided.</p> <p>Work collaboratively across KLAS and Stages to produce appropriate lessons that promote global citizenship.</p> <p>Continue to further embed the use of technology in all areas of teaching and learning</p>
Community and Service	<p>Further develop and refine student leadership roles</p> <p>Continue to emphasise training our students to understand what leadership is from a Christian perspective.</p> <p>Ensure child protection and WHS training is undertaken and monitored for visiting peripatetic teachers and other regular school volunteers</p>



Focus Area	Priorities, Initiatives and Targets in 2020
Pastoral Care	<p>Implementation of the K-12 'Connecting learners with God's big story' plan</p> <p>Provide targeted PD to staff on Behaviour Management which focuses on ODD, ADHD and ADD</p> <p>Continue initiatives which encourage students in their relationship with Christ and also equip students to share the gospel with others</p> <p>Continue to provide Defence families with support through the Defence School Mentor</p> <p>Further develop the Wellbeing Team, and, in particular, further development of strategies and training in regard to anti-bullying and suicide prevention</p>
Staffing and Professional Learning	<p>Undertake a review and update of the New Staff Induction Policy</p> <p>Continue to conduct staff appraisals using the new staff appraisal system which closely aligns with the NSW Teacher Accreditation.</p> <p>Continue to encourage and provide appropriate PD for both teaching and non-teaching staff</p> <p>Head of Teaching and Learning to coordinate the development of some key targeted PD programs, which will be provided by the school and accredited by NESA.</p>
Facilities and Finance	<p>Celebrate and promote the completion of Stage 1 of the Building Master Plan - the Technological and Applied Studies/Visual Arts Centre</p> <p>Double stream K-2 and Year 7-9</p> <p>Ongoing review of the Enrolment and Uniform Policies by the relevant Board sub-committees</p> <p>Improve administrative processes such as staff leave process, incident management system, uniform management, excursion/risk management and accounts</p> <p>Further embed the new Consent2Go online system for management of excursions and student health information</p> <p>Oversee the school's connection to the National Broadband Network (NBN)</p>

Initiatives promoting respect and responsibility

Many of the activities students participate in promote respect and responsibility for leadership, each other and our community. Serving as a student leader, performing in the school production, raising money for refugees or representing the school in sporting endeavours are just a few of the many opportunities that NCS students have had 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. Student Representative Councils (SRC's) operate at both the primary and secondary levels. There are Prefects, House Captains and School Captains.

NCS cultivates the leadership skills of our students via many methods that involve leadership training programs within the school and beyond. In 2019, our secondary prefects attended the National Young Leaders Day held in Sydney and the Student Leaders Forum held at the NSW Parliament House. 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, Sport Captains and through involvement in the SRC. Through our chaplaincy program, students are invited to develop their leadership skills through the FIT (Followers In Training) program. This program is facilitated by the Crusaders Union of Australia.

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

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

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

STUDENT LEADERS' REPORT

(This report features the comments and reflections shared by our School Captains in their presentation to the school community at the 2019 Thanksgiving Evening.)

Good evening. Lachy and I greatly welcome this opportunity to speak on behalf of the class of 2019, and give thanks for our time at NCS. We are thankful for the memories we've made, and the lessons we've learned, both within the syllabus and about life beyond school.

During our time at NCS, we have been privileged to experience more than just a school. NCS's unique culture has helped shape and grow us into the young adults we are today, with a close focus on God's word. We have found NCS to be a place where relationships are nurtured, between our fellow students and our teachers. These relationships have enabled us to grow in knowledge and faith throughout our high school lives.

As student leaders, we have found ourselves challenged and inspired to look to the perfect example of a servant leader, Christ, and we have strived to model our leadership on his example. As Philippians 2:7-8 tells us "... he made himself nothing by taking the very nature of a servant, being made in human likeness and being found in appearance of a man he humbled himself by becoming obedient to death - even death on a cross!"

Our growth and the school's culture has been made possible by the wonderful people who have taken care of us both directly and indirectly over our time at NCS.

Thank you to the teachers for teaching our classes and providing us with countless extra-curricular activities to allow our diverse gifts and talents to flourish. Thank you for

showing us what a Christ-like life looks like, and for bringing the gospel into the classroom, as well as challenging us to improve academically and spiritually.

Thank you parents and carers for supporting us through the ups and downs of high school life, and for continuing to love us and help us. You have enabled us to learn and grow at school as well as helped us to think 'big' about our post-school lives through your support.

Thank you to the board, for the work you do to make NCS a safe, nurturing and God-focused learning environment.

Thank you to the IT staff, the Librarians, canteen workers, and admin ladies. Thank you to the groundskeepers, the finance advisors and counselors. Thank you for providing the essential roles that our school needs to function, that we often take for granted. And thank you for your encouraging smiles.

Each individual contributes to the community feeling of this school. We would like to thank every student here for being unique individuals who are ready to learn and grow. We would like to encourage you to care for one another and to display a servant-heart just like our saviour Jesus Christ.

Thank you.

Lachlan White & Tamsyn McPhail
NCS Captains 2019



Sporting opportunities

NCS students have again been involved in many sporting events and experiences from AFL gala and skills days to cricket, soccer, swimming, gymnastics, athletics, volleyball, netball, basketball, rugby, touch football, cross country, hockey, dragon tag and triathlon.

2019 will be remembered for incredible results in the sporting arena. Two NCS students represented the school at the NSW Combined All Schools in both cross country and athletics.

Shoalhaven Eisteddfod

This is a major local community program, involving numerous NCS students who participate both individually and as group performers. In 2019, students participated in choral, instrumental and drama sections. A number of NCS students were chosen to perform in the 'Stars of the Eisteddfod' Concert. These included a Year 12 student who presented a vocal solo and three secondary students who formed a saxophone trio. A member of the NCS staff was also presented with the annual 'Gilmore Award', recognising her invaluable services to the Shoalhaven Eisteddfod program over many years.

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.

In 2019, the Stage 3 (Years 5 & 6) students presented the musical, 'Jungle Drums' by Graeme Base; a lovely story of discovering how to find contentment with who God has made you to be.

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, the Student Representative Council, 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

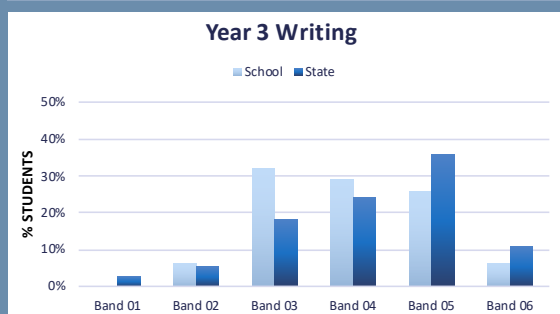
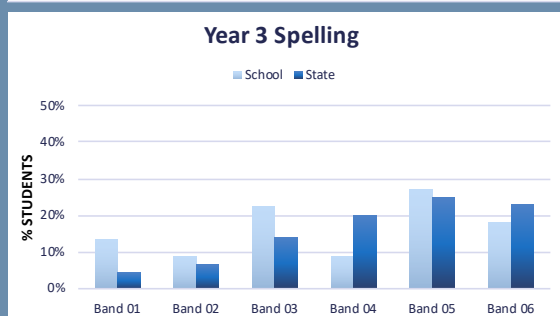
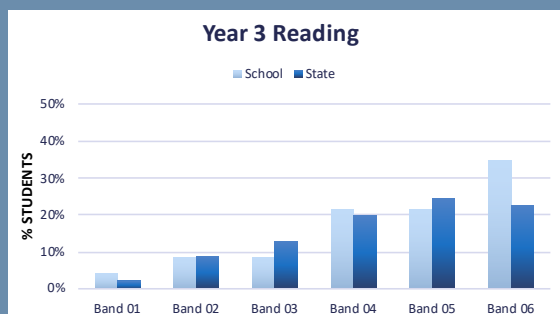
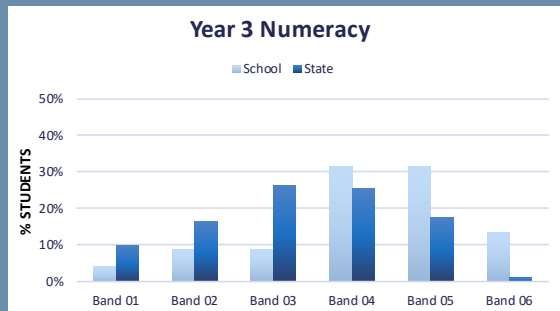
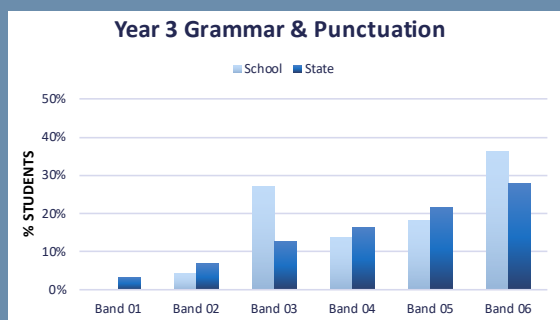
Code of Respect posters will be placed in each teaching space and other public areas within the school so that we can help our students, and all members of the NCS community, to be engaged in choosing respect.

Student performance

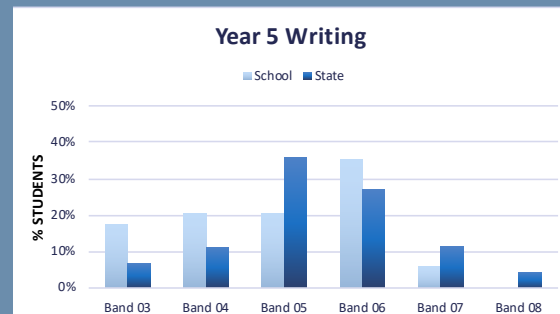
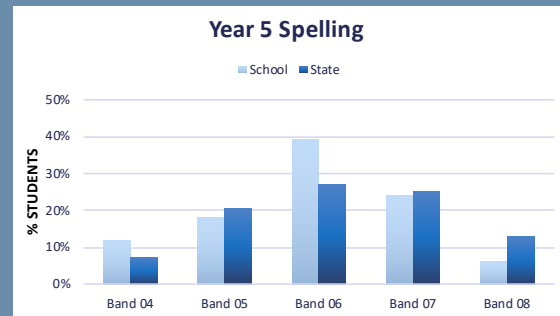
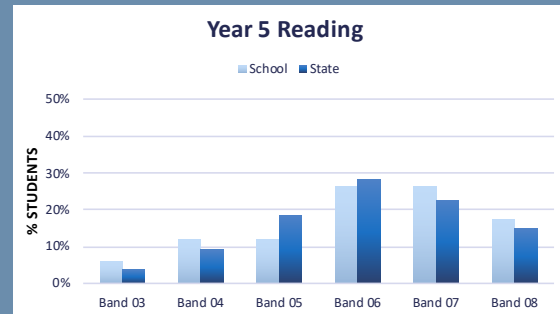
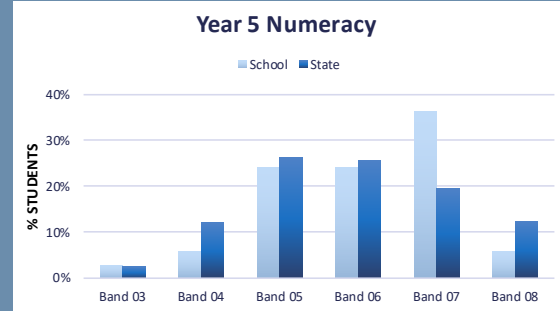
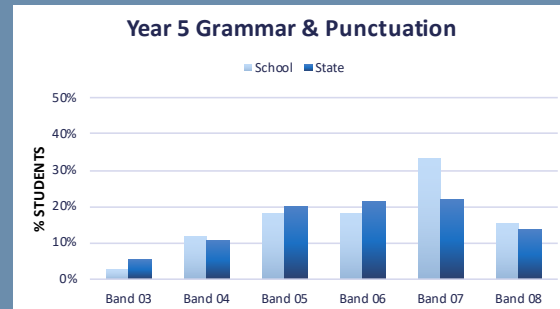
National Assessment Program in Literacy and Numeracy (NAPLAN)

In 2019, students achieved at or above the national average in the majority of areas assessed across Years 3, 5, 7 and 9. Our Head of Teaching and Learning has been analysing the NAPLAN data to identify areas of strengths and weaknesses to continue to grow our students' learning.

NAPLAN: YEAR 3

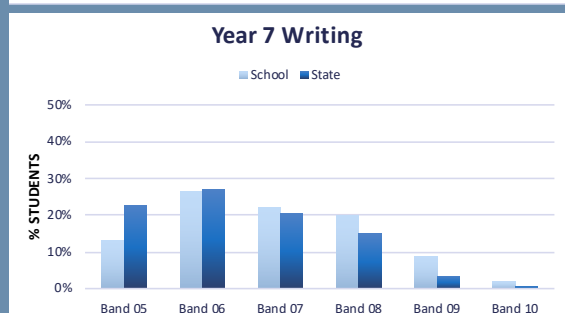
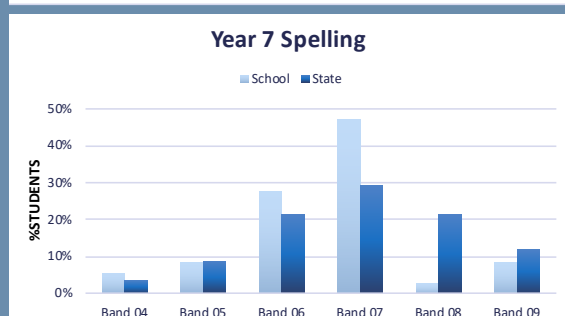
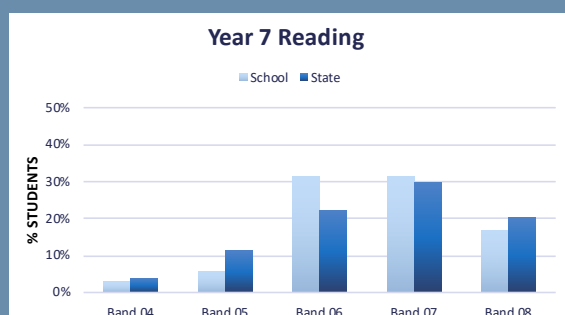
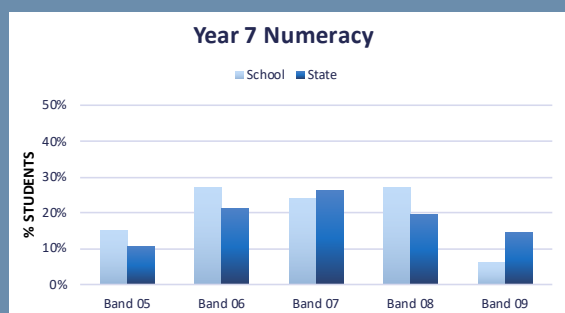
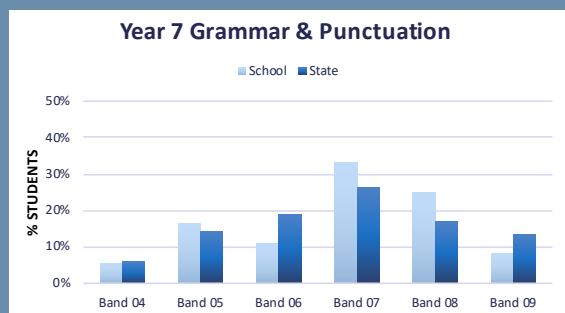


NAPLAN: YEAR 5

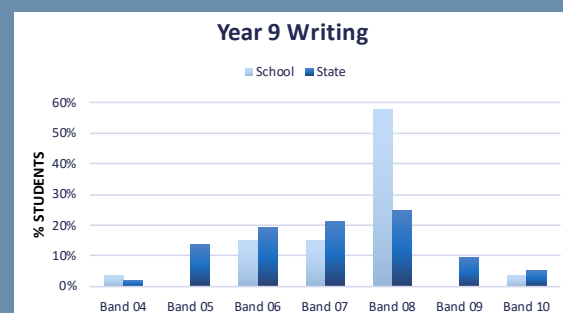
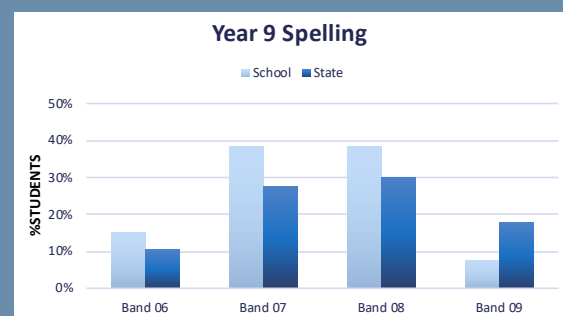
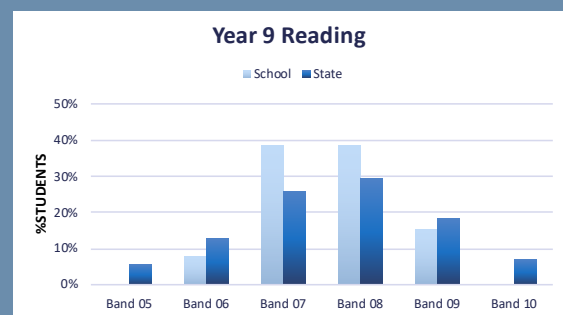
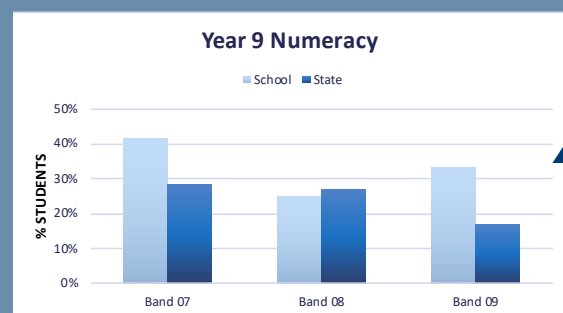
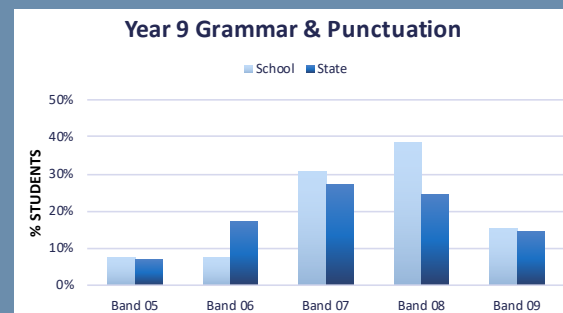




NAPLAN: YEAR 7



NAPLAN: YEAR 9



Record of School Achievement (RoSA) – Stage 5

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

Students also participated in a range of electives

including Industrial Technology - Timber 1 & 2, Physical Activity Sport Studies (PASS), Drama, Music, Visual Arts and Food Technology. One of our students completed an Automotive (Light Vehicle) course at the local TAFE.

	A GRADE	B GRADE	C GRADE	D GRADE	E GRADE	TOTAL
English	2	7	7	8	1	25
Science	1	7	11	6	0	25
History	5	3	8	9	1	26
Geography	1	6	12	6	0	25
PDHPE	4	5	16	0	0	25

	A10	A9	B8	B7	C6	C5	D4	D3	E2	N Award	TOTAL
Mathematics	0	3	3	6	3	3	2	5	0	0	25

Higher School Certificate (HSC)

There were 16, Year 12 students and 22, Year 11 students who attended NCS during 2019. 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.

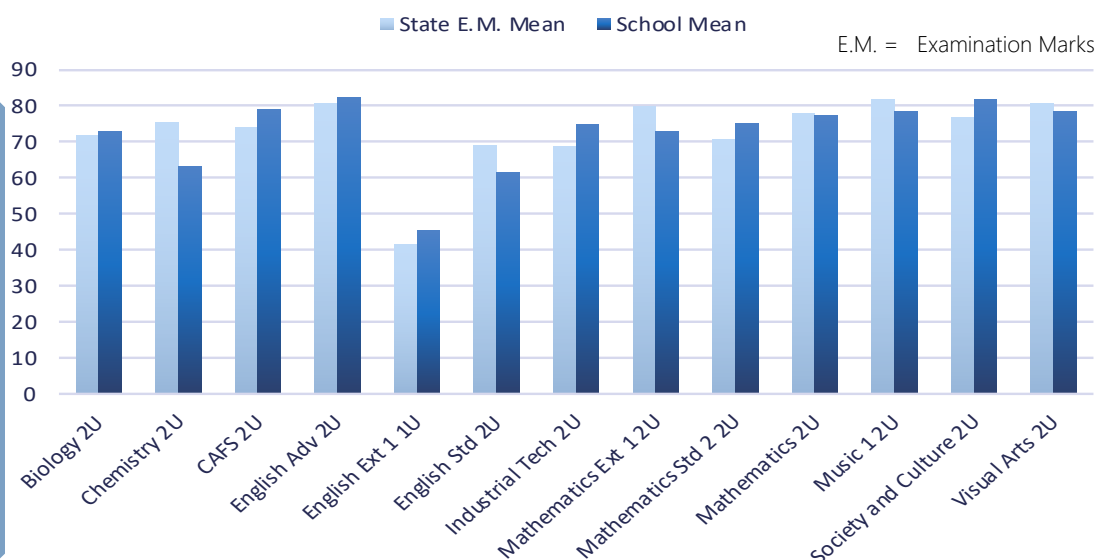
In 2019, students achieved a higher mean than the State in Biology, Community & Family Studies (CAFS), English Advanced, English Extension 1, Industrial

Technology (Timber), Mathematics Standard and Society & Culture.

Distance Ed/TVET Data

Subject	Provider	No. of Students
Certificate III in Events	TAFE	1
Early Childhood Education and Care	TAFE	1
Indonesian Beginners Distance Ed (Open High Schools)	Distance Ed (Open High Schools)	1

2019 Higher School Certificate Results



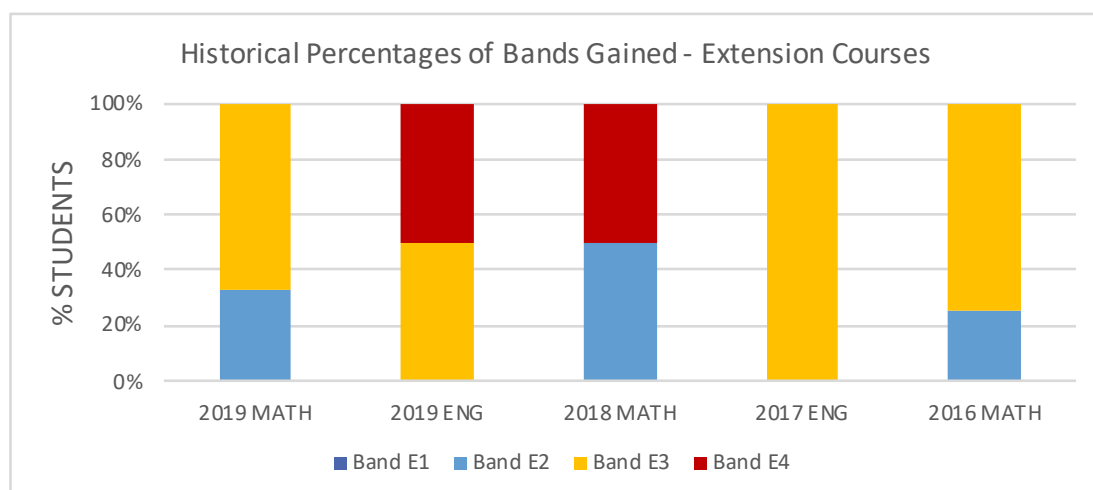
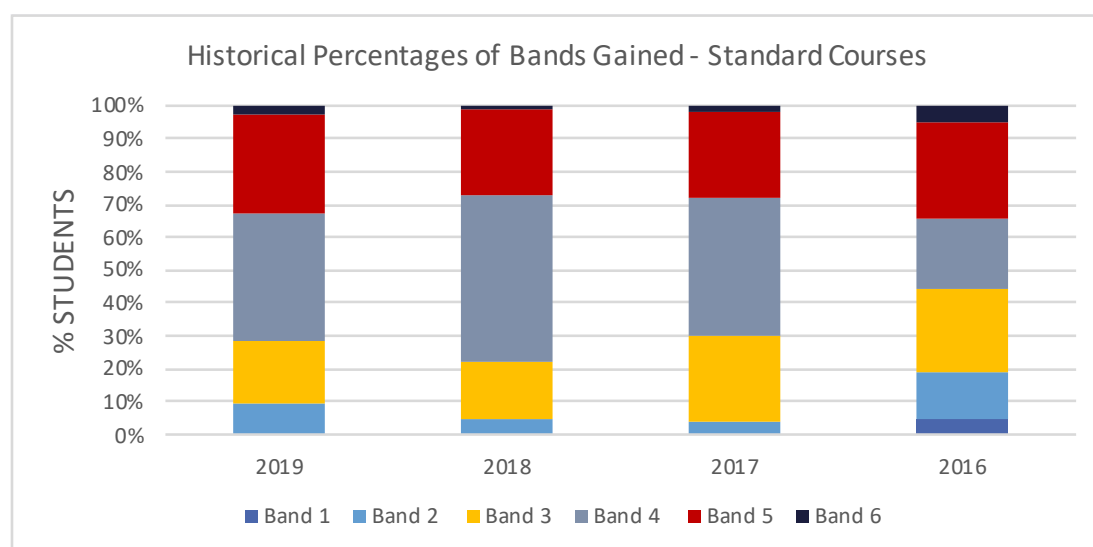
Total number of bands gained by the cohort - Standard Courses

YEAR	BAND 01	BAND 02	BAND 03	BAND 04	BAND 05	BAND 06	TOTAL
2019	0	10	21	42	33	3	109
2018	0	4	14	43	22	1	84
2017	0	4	24	40	24	2	94
2016	4	12	21	19	25	4	85

Total number of bands gained by the cohort - Extension Courses

YEAR	BAND E1	BAND E2	BAND E3	BAND E4	TOTAL	COURSE
2019	0	1	2	0	3	Mathematics Ext 1
2019	0	0	1	1	2	English Ext 1
2018	0	1	0	1	2	Mathematics Ext 1
2017	0	0	3	0	3	English Ext 1
2016	0	1	3	0	4	Mathematics Ext 1

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



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 2019 is shown below

Kinder	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
94.23%	93.28%	92.32%	93.18%	95.03%	93.03%	93.79%

Year7	Year 8	Year 9	Year 10	Year 11	Year 12
90.43%	91.4%	93.28%	94.25%	91.61%	92.76%

Total School
93%

Non-attendance

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

Absences are monitored in the following ways:

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

- record late arrivals/early departures using the SEQTA program

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

Retention rates

Retention – Primary to Junior Secondary

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

Year	Retention %
2016	76%
2017	76%
2018	87%
2019	97%

Retention – Junior to Senior Secondary

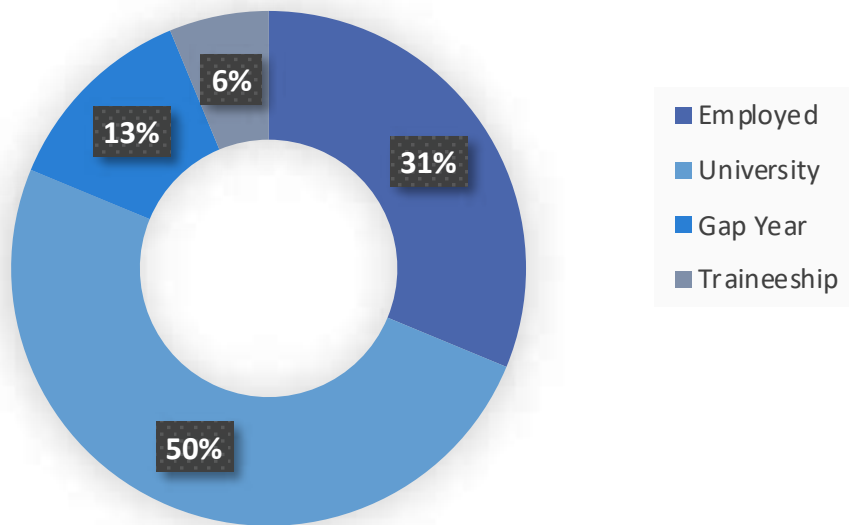
Below is a table detailing the actual retention rates - Junior (Year 10) to Senior Secondary School.

Year	Retention %
2016	78%
2017	95%
2018	73%
2019	73%

Post-school destinations

16 students graduated from Year 12 in 2019. Below is a graph that shows their post school destinations:

2019 Post-school Destinations





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. Topics covered in 2019 included:

- AVID
- SEQTA (Learning Management System)
- First Aid
- Allocating Grades Consistently (NESA)
- Adjustment for students (Secondary) (NESA)
- Consent2Go (C2G)
- Student welfare - Self harm PD (School Counsellor)
- Child Protection Training

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

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

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	0
Proficient	42
Highly Accomplished (Voluntary Accreditation)	0
Lead (Voluntary Accreditation)	0
Total Teachers	42

Workforce Composition

NCS Staff 2019	
Teaching staff	42
FTE teaching staff	33.7
Non-teaching staff	29
FTE Non-teaching staff	18
Indigenous	0
Male	16
Female	55

The 42 teachers noted above include a Head of Primary, two K-6 Coordinators, a Head of Secondary, three 7-12 Coordinators and the Principal.

Teaching staff retention rate

Teaching staff retention rate	%
2018 - 2019	94
2017 - 2018	93
2016 - 2017	92
2015 - 2016	90

Enrolment Policy/Procedure

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

1. Mission statement

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

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

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

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

2. Purpose of policy

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

3. Applicability

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

4. Rationale

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

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

Nowra Christian School was initially set up to cater primarily to 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%.

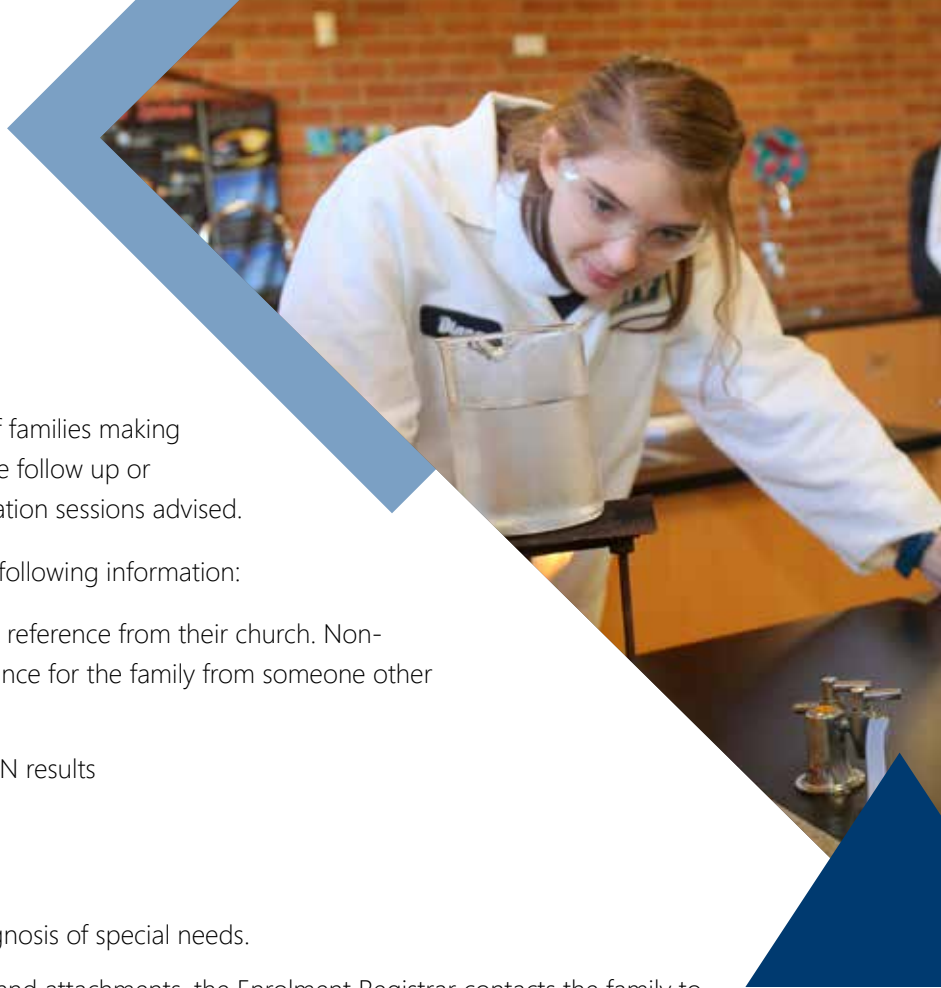
While the policy is as comprehensive as possible, there will inevitably be some situations which are not specifically covered. In such instances, it is the Principal's responsibility to decide the appropriate course to take in the circumstances.

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 and Business Manager.

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

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

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



Successful applicants are advised by telephone by 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 'Enrolment Application Fee'
- 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 student's specific educational needs, decline to declare those needs or to withhold relevant information pertaining to their student.
- 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 student's needs.

7. Parent participation

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

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

8. Fees

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

9. Relevant legislation

Disability Discrimination Act

Race Discrimination Act

Anti-Discrimination Act



Key Policies

NCS is continually reviewing and developing its policies and procedures. Presented below are summaries of a number of key policies. These are the versions of the policies as they operated throughout the 2019 school year. These policies are accessible to all school families via the NCS website or by request to the school office.

Student Behaviour and Discipline Policy

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

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

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

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

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

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



Anti-Bullying Policy

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

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

To do this, children have the responsibility to:

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

The role of the staff:

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

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

Student Welfare

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

In total these two positions amount to almost a 1.0 FTE and allow direct access to the input of our own 'experts' who are able to provide professional advice from a distinctly Christian worldview perspective. Our counsellors/psychologist are key members of the K-12 Wellbeing Team and this group have met on a regular basis to overview the key student wellbeing programs. Throughout 2019 our counsellors/psychologist continued to work directly with numerous students and their parents/carers to ensure that appropriate professional support was provided in a timely manner.

Complaints Handling Policy

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

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

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

The purpose of this policy is to:

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

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



Parent/carers, student and teacher satisfaction

Satisfaction amongst parents/carers, teachers and students is continually measured through a variety of means. Feedback from parents is welcomed through formal and informal meetings and interviews. During 2019, the School Board commissioned an independent consulting organisation - Resolve Consulting - to conduct an extensive Community Sentiment Survey

that directly recorded the responses of staff, students and parents/carers to a wide range of survey questions. These responses have been carefully considered by the School Board and Senior Executive and have helped to shape aspects of the strategic planning process.

Excerpts from the Sentiment Survey Executive Summary and Survey Results

There were 55 parent, 37 staff and 172 student participants. Overall the school should be very pleased with the survey results with no real major areas for concern. As always, there are areas to work on that can be picked up in the Strategic Management Plan.

Parent Survey

Amongst parents, the most important reason for sending a child to NCS was because of the Christian values and teachings, the strength of the school community, the nurturing and supportive environment and the quality of the teaching staff. The parents are generally satisfied with the school with the majority of areas at or above the average for other surveyed schools. Parents sought higher academic achievement through expanded subject offerings and greater learning support, along with continued improvement in communication and discipline.

Staff Survey

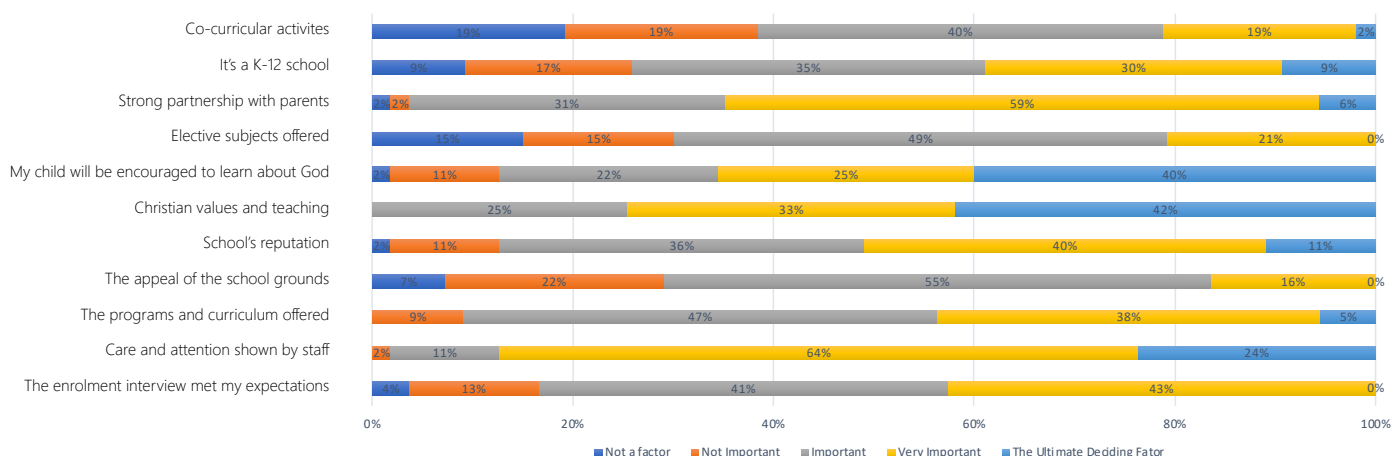
The majority of areas remain above the average for other surveyed schools. Staff were most satisfied with the school's Christian perspective and teaching, the care and support provided to students, the supportive school community and staff network and the increased use of technology. Opportunities for improvement

were identified in student behaviour management, special needs learning support, administration and communications. These areas are all subject to ongoing continuous improvement processes. There were also positive comments for the Principal, School Executive and Board, especially in relation to being led in a positive, effective and caring manner.

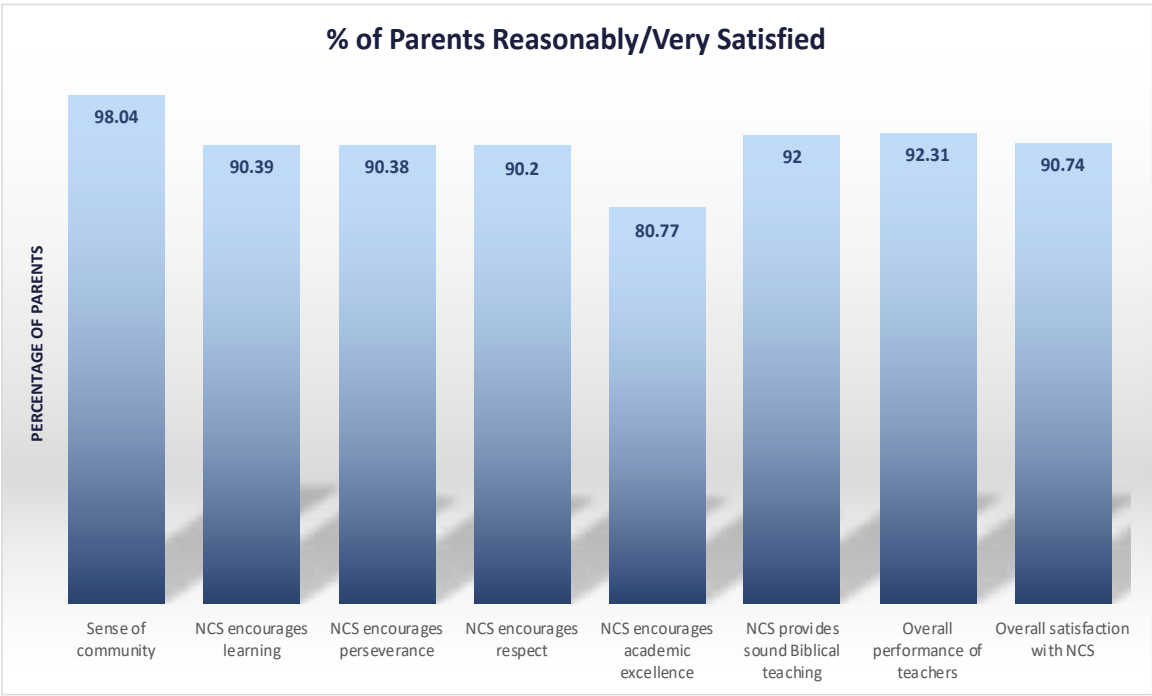
Student Survey

There was strong representation from all grades (Years 5-10). On the whole, students were happy with their school, specifically the education and subject choices, safe environment, quality of facilities and the introduction of Bring Your Own Device (BYOD). Students were also happy with their teachers, who are considered to be modelling the Christian faith while supporting struggling students and demonstrating fairness in discipline. The areas to work on appear to relate to some aspects of student/teacher relationships and student behaviour.

I send my child to NCS because:



Parents satisfaction with the school’s culture

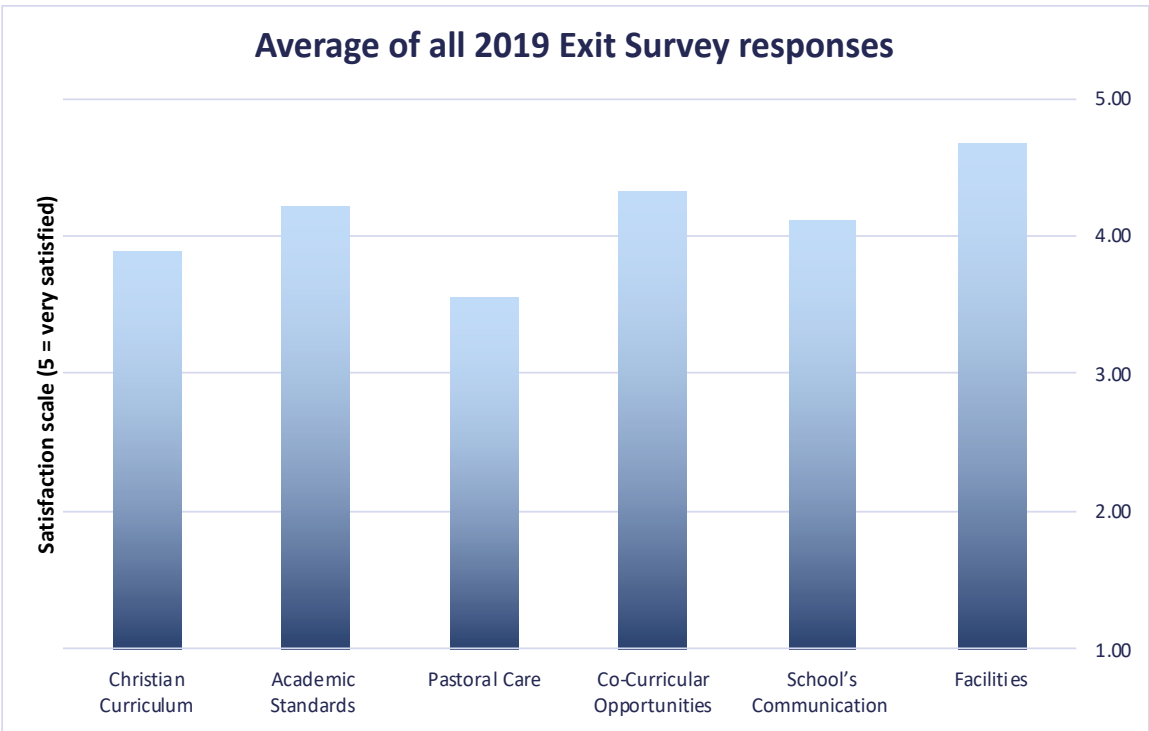


School family exit surveys

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

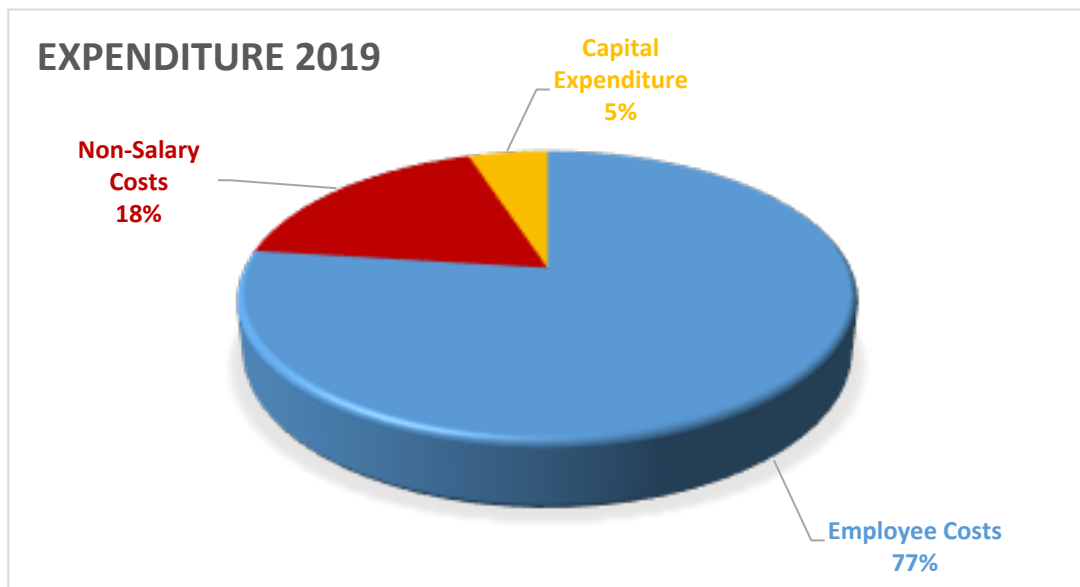
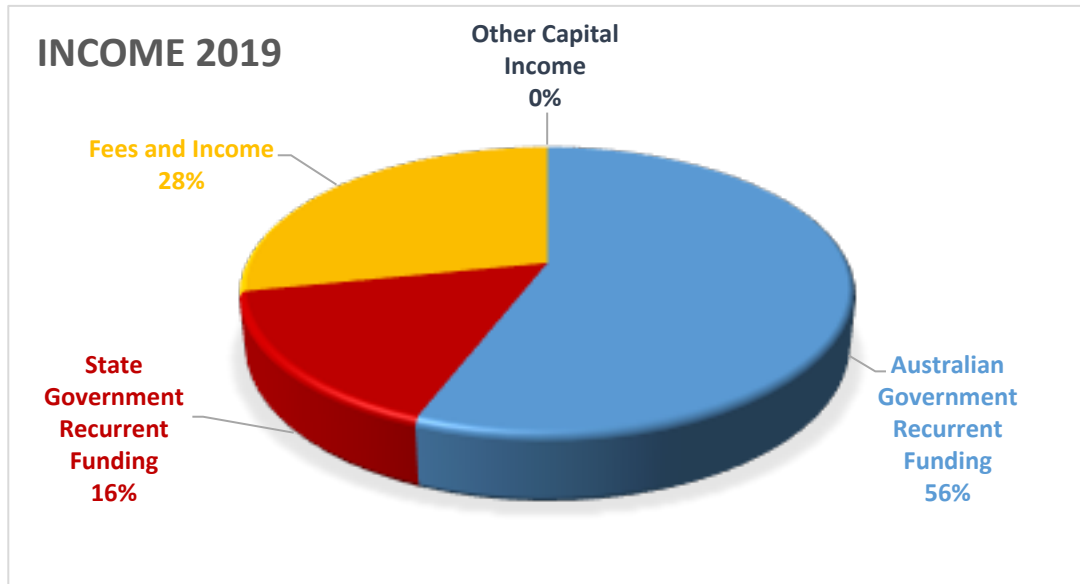
concerns in relation to school community satisfaction. Consideration can then be given to suitable forms of response, including remedial action if seen as being appropriate.

The following are averaged response scores (2019 school year) taken from returned Exit Surveys:



Summary of financial information

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





Grow up into Christ