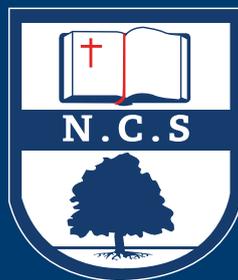


Nowra Christian School

2016 Annual Report



Grow up into Christ



INTRODUCTION

Nowra Christian School is a co-educational K-12 School, established in 1980. It had a student population of 339 students at the end of 2016, with 195 students in Years K-6 and 144 students in Years 7-12. Our workforce composition is made up of three (3) Senior Executive, thirty two (32) teaching staff and eighteen (18) non-teaching staff.

While we are a ministry of Nowra Baptist Church, we provide excellent education in a non-denominational context. Our School accepts enrolments from up to 40% of families who do not attend church. The School is not a selective school and draws students from a wide range of socio-economic and academic backgrounds. NCS draws students from rural, urban and coastal towns and villages in the northern Shoalhaven area.

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

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

Love Integrity Service Compassion Commitment Excellence

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

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

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

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

MISSION STATEMENT

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

- Our School seeks to encourage and assist Christian parents in their God given responsibility of bringing up their children in the Lord Jesus Christ.
- Our School seeks to be Christ focused, recognizing that our authority, derived ultimately from God is delegated to us from the Home, the Church, and the State.
- Our School is a learning community with Christ as its Head, where relationships are more important than structures.
- Our School recognizes that we are created for God's glory, and under His authority to be His witnesses in the world.

REGISTERED OFFICE

194 Old Southern Road
SOUTH NOWRA NSW 2541

COMPANY STRUCTURE

Nowra Christian School is a ministry of Nowra Baptist Church Christian School Limited (NBCCS Ltd). NBCCS Ltd appoints a governing Board of Directors in its Annual General Meeting in May each year. This Board is responsible for establishing and monitoring the School's Budget and Operational Policies. While the Board is appointed from different groups within the School community, their role and legal responsibility, is to always act in the best interests of the whole School, rather than the group of people they are representing.

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

The Board meets once a month from February to November.

CHAIRMAN OF THE BOARD'S REPORT

The year 2016 was a year of working towards setting firm foundations, as we were conscious that Mr Smith would be retiring as Principal at the end of 2016. As with most years it had its challenges. But we are thankful to God and to the work of Mr Smith and our staff for the sound position the School is in as I write this report in mid-2017.

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

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

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

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

Mr Ross Dixon

Chairman NCS Ltd School Board

PRINCIPAL'S REPORT

Nowra Christian School - a Christian community

A key focus over the second half of 2016 was to further develop the effective leadership structure in both the Primary and Secondary Departments. We began 2016 with a new look leadership team. Mrs Evelyn Meek, as Head of Secondary, has brought energy, professionalism and an earnest desire to grow the team. The same can be said for Mr Paul McLennan, as our Head of Primary. These two leaders work exceedingly well together. Our School is in godly and capable hands.

An ongoing focus for the year was to ensure that NCS continues to be an authentic Christian School. Nowra Christian School must be centred on the Gospel of the Lord Jesus in every way.

Our theme for 2016 was "Lives Transformed by Grace". We want our children and young people to more fully understand that their salvation is not in their hands but wholly and solely in God's hands. We want them to understand exactly what grace is and how God transforms us and moulds us to be more like the Lord Jesus.

Student Care

Nowra Christian School is committed to developing strong relationships with students and creating an environment in which every student is engaged in Christian discovery. They are challenged by God's word about where Jesus is in their lives. Some of the initiatives the School has implemented to encourage students in their relationship with Christ and also to equip students to share the gospel with others include:

- **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.
- **FIT and LIT** - These events, Followers In Training (FIT) and Leaders in Training (LIT) give participating students the opportunity to learn about being disciples of Jesus and disciple makers.
- **CRU Group** - Led by our Primary Chaplain and student leaders, this event takes place once a term during lunchtimes. Primary students have the opportunity to explore what it means to be followers of Jesus.
- **Secondary small groups** - Run by student leaders assisted by the Secondary Chaplain, these groups are 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.
- **Pastoral Care** - All staff at Nowra Christian School are committed to the pastoral care of our students. Year Advisors in the High School have oversight of each year group and work with Teachers, Chaplains and our Learning Support staff to help our students. These staff are available to discuss with students and parents any issues that arise. Our Year Advisors communicate with parents 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.
- **Senior Mentoring program** - Our senior students are also given an opportunity to meet one to one with a member of staff in our mentoring program. The goal of this program is to help students 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 school work, outside part time work (if there's any), church commitments and family.
- Other support for our students include our morning AM groups and fortnightly assemblies. There is an array of support structures and processes in place as a result of our MindMatters and KidsMatter programs.

Teaching and Learning

The academic commitment and performance of our students is always an important aspect that also lies at the heart of a Christian education. We continue to work hard on building those essential skills, as well as encouraging students to develop higher order thinking skills and to apply these skills in a wide range of contexts. Academically, we continue to be rightly proud of the achievements of our students. Commentary and information on students' results is included in this report. It is very encouraging to note that the HSC results for 2016 were the best outcomes the School has received in the last four to five years.

The core learning continues in the classroom for all our students. We have had a greater emphasis again this year on professional development for all our staff. The teachers have had, and will continue to have, many opportunities to increase their skills and knowledge as we continue to work towards best practice in all areas of teaching and learning.

In the Primary Department our students and teachers have gained much from our involvement in the Literacy and Numeracy Action Plan which provided NCS with more than \$500 000 of funding over the last four years. The funding came to an end as at the conclusion of 2016 but the resources, resource people and high level of professional development that is in place will ensure sustainable practices into the future.

Our school is committed to setting high standards and realistic learning outcomes for our students that meet the requirements set by NSW Education Standards Authority (NESA). The Register of School Achievement (RoSA) and Higher School Certificate (HSC) results indicate that our students have achieved outcomes that are well above state average. We also want to instill in our students why our motivation is not for our own gain but we want to achieve excellence in individual talents and abilities for the glory of God.

While being committed to providing innovative learning, we also are focused on helping students with their [study skills](#), providing extra [learning support](#) where there are additional needs and providing many [enrichment](#) opportunities for students to explore their gifts beyond the curriculum.

We also provide a [Senior Mentoring program](#) for students in approaching their HSC.

The further development of ICT (Information Communication and Technology) has been a significant focus for 2016 and will be over the next two to three years. Much research and trialling has been carried out to ensure that we have systems for learning and administration that are reliable, relevant and appropriate for a school of our size now and well into the future.

Service to Others

Here at NCS many of our students continue to be involved in a wide range of activities that have them looking past their own needs to the needs of others.

We have continued to be involved in several local and wider community activities such as Relay for Life, the Shoalhaven River Festival, 40 Hour Famine, Operation Christmas Child, and supporting the Disabled Surfers events. The Duke of Edinburgh program is well underway and is growing from strength to strength. There is also the ongoing commitment to Compassion as we support our sponsored children; Jayling and Josue in Nicaragua. Our regular involvement in visiting the folk at Chesalon Nursing Home continues, as well as serving the students on a weekly basis at the Nowra East Public School Breakfast Club.

Engaging our Students

Outside of the classroom, our students have had the opportunity to expand and enjoy their learning and develop self-confidence through a wide variety of excursions and incursions. There is the ongoing participation in the Eisteddfod, Art/Tech and Celebrate Creativity Nights, our Primary Choir, Secondary Ensemble, Concert Band, Music Tuition program, Drama, STEM based events and our Bible Study groups in the Secondary and Primary Departments.

Other activities include: HSC Showcase, Book Fair, Reading Activity Day, Kindergarten Art Exhibition, Year 3-6

Dance Program, Year 10 Rural Fire Service training and First Aid training, My School My Responsibility event, Stage 4 Forensic Workshop, Year 8 Aeronautical Velocity Challenge, Young Scientist Paper Plane Challenge, the Da Vinci Challenge and the Questacon Science Workshop.

Leadership is such an important focus at our School. Students have opportunities as Prefects, House Captains, SRC members and leading a range of groups. Our young leaders also engage in a number of opportunities through local and regional leadership workshops and seminars that will further equip and challenge them as leaders.

Students continue to enjoy a vast array of opportunities and experiences in sport. The variety of sporting events this year has included, Swimming, Athletics, Cross Country, Touch Football, AFL, Football/Soccer, Rugby Union, Rugby League, Triathlon, Volleyball and Netball. Time and again we receive such positive feedback from teachers and parents from other schools, as well as the representatives running these events. They tell us that our students are gracious team members in defeat and in victory, and co-operative at all times.

Other Happenings

During Term Three our first Defence Transition Mentor was appointed; Mrs Adrienne Varga. This program is funded by the Department of Defence. Mrs Varga has set up a number of activities in order to get to know and support our children and young people, as well as the staff and Defence families. NCS has been informed that we will receive funding for 2017 and 2018 so that this service can continue in our School.

The second half of last year featured four very significant events. Firstly, the production of Peter Pan involved students from Years 5-12. It was brilliant and was enjoyed by packed houses at all four performances. Another highlight was the wonderful visit from a group of Japanese students who stayed with local families, engaged in lessons at School and made the most of the opportunity to improve their English language skills and confidence. Thirdly, NCS took possession of its first school bus. This will be of great benefit to our students and staff, the Youth Group at NBC and the wider community. Lastly, the biannual Compassion Fair was another huge success.

Our School Board is made up of faithful men and women who lead and govern our School. The most significant challenge for them in 2016 was to appoint the School's new Principal. Mr Rob Bray has been involved in Christian education for the past 23 years. He comes to our school community with a passion for people, a wealth of knowledge and a fine reputation. Most of all, Mr Bray loves God and wants to see the students and young people at our School, 'Grow up into Christ'.

I am so thankful to God for the Board members and wonderful executive staff with whom I have worked closely. I am also extremely thankful for the teaching staff, as well as the administration and support staff members.

It has been a privilege and an honour to have been part of this Christian community over the past 16 years. My wife and I are so thankful to this community of staff and families that have cared for and nurtured not only us, but our three children who have graduated and are now forging new lives and careers in the light of what they gained from this place. Most of all we are thankful that they continue to; 'Grow up into Christ'.

Mr Phil Smith

Principal 2016

STUDENT LEADERS' REPORT

This report features the comments and reflections shared by our School Captains in their presentation to the School community at the 2016 Thanksgiving Evening.

Students, families, teachers and special guests, as School Captains of 2016, we wish to express our warmest welcome to each of you here and would like to thank you for being a part of this School community. We stand before you tonight as students for the very last time and consider it an honour to share with you the incredible impact that Nowra Christian School has had on each of our lives.

First and foremost, we wish to thank our Father in Heaven. He has provided us not only with a school, but with a community where we have been blessed abundantly. We feel privileged to have attended a school where each student was given the opportunity to 'Grow up into Christ' through witnessing and practicing Christian values.

To our parents, carers, and extended family, we would like to express our deepest gratitude for the significant role you play in the lives of every student. Although this evening recognises the school year, it is the partnership between families and the school that makes this place so wonderful. From making us those peanut butter sandwiches every day, chaperoning us to and from excursions or helping us to keep the stresses of the HSC in perspective, your endless love and support throughout the past thirteen years is appreciated beyond measure. You have always been encouragers, role models and our biggest fans. Without you, we would not be the adults we are today.

To our amazing teachers, all of you, from learning the alphabet with Mrs Hefferan to planning our lives after school with Mr Vidler, words cannot express how thankful we are for your involvement in our lives in and out of the classroom throughout our school years. For us, the title 'teacher' does not begin to describe the role you play; you have been friends, mentors and role models. You have not only taught us to read, to write essays and to try to like Maths, but also life lessons that we will take with us as we leave. You taught us the importance of listening, to learn from our mistakes, to try our best in everything and to always keep Jesus at the centre of our lives. Thank you for celebrating our successes with us, and for showing us grace where we needed it. You always believed in us and pushed us to strive for our greatest potential. Each of you contribute something unique and special to this school, and together you have played a major role in our growth and preparation for our future.

To our Head of Secondary, Mrs Meek. Although we have only known you for a year, you have been a blessing to us and to this school. Thank you not only for providing us with minties every time we visited your office, but more importantly for all the hard work you do to ensure our Secondary department runs smoothly. We want to especially thank you for teaching us that wherever we go from here, God has a purpose for our lives regardless of our grades and that His love endures forever.

We would also like to acknowledge the many others who work tirelessly for our School. To the School Board, thank you for all the work you do behind the scenes and for continually seeking to make the school a better place. Your prayers and hard work do not go unnoticed and we are extremely grateful for your dedication. To our lovely office ladies, you listened to our stories when we grazed our knee in the playground and you helped us sign out of school after our last HSC exam. Thank you for caring and nurturing us all the way through. To our maintenance staff and computer technicians, although as students we do not see all that you do, we reap the benefits of your work daily. Thank you for your commitment. And to our wonderful canteen helpers, thank you for all the time and effort that went into cooking us yummy lunches to replace those peanut butter sandwiches our parents would pack.

To our fellow students, as we stand on this stage, we realise how fast the last 13 years have gone. Although homework isn't necessarily the highlight of your day, it's so important to enjoy school while it lasts. We urge you to make the most of every opportunity and use these years to find your passions and pursue them. Don't be afraid to step out of your comfort zone and remember that God is always constant. Specifically, we would like to acknowledge Year 11. In the past year we have thoroughly enjoyed spending time with you and building close relationships. You have brought a sense of humour and fun to the common room and given us so many memories we will carry with us. We pray that your final year of schooling will be a time of growth and provide you with opportunities to lead the broader school as the senior year group. We see so much potential in each of you and are excited to see God's plan for your lives unfold.

Year 12, our classmates, our friends, our family. The past 13 years have been an adventure and words cannot adequately describe the sentiments we feel at the moment. From snake-break in Kindergarten on a Friday afternoon, to ping-pong competitions in the common room, you have all brought something unique to the Class of 2016. However, as a cohort, we see a group of young adults who are truly world changers. Thank you for your kindness and support, your friendship and love. It has been a pleasure growing up with you all at every stage of life. As you step off the school property tonight, the memories will follow.

While we acknowledge each person in partnership with this school, there is one man who deserves an overwhelming thank you tonight. Mr Smith, our beloved principal. Your leadership, ministry, humility and integrity have led this school to where it is today. We speak on behalf of the school when we say that we are extremely grateful for your service over the past sixteen years, which has exceeded your job description as a teacher and principal. Although your school days and workload are full, you have always put the students first, showing a genuine interest in our lives. You have also been a firm encourager in all that we do, whether it was related to academics, extra-curricular activities, our lives outside of school or our relationship with our Saviour. We share fond memories of singing along with you and your guitar in primary school and chatting to you in the playground as primary students.

Even this year, as Captains we have thoroughly enjoyed our Friday meetings with you, and that isn't just because you shouted us free lunch! We feel privileged to have been given the opportunity to sit under your leadership this year and work with you for the cause of this wonderful school. Furthermore, we would like to acknowledge the fact that you always finished each meeting by praying with us and for us. Throughout your sixteen years here, you have shown yourself to be a Godly man and role model for not only students, but for staff and families likewise. The love that so many share for this school is a credit to yourself. We pray for God's richest blessings and favour over your life as you continue to honour His calling.

It has been a tremendous privilege serving you as School Captains this year. However, as we reflect on our thirteen years of schooling, it is in fact us who have been served. To us, Nowra Christian School has been more than just an educational institution, it has been a community, a family and a home centred on Christ. It exudes love, compassion, faithfulness and integrity, to name just some of the values shared here.

We leave this School with the security that our identity is found in Christ and not in our academic achievements. It has been said that, "Christian schools are the future of Christianity in Australia". This statement applies to each and every one of us and we challenge you to seriously consider your involvement with the school as a responsibility to be that future. Again we say thank you, it has been an honour to serve Nowra Christian School so that as a community we can serve our God and bring glory to his name.

STUDENT PERFORMANCE

SCHOOL PERFORMANCE IN EXTERNAL EXAMS

In 2016, the students of Nowra Christian School participated in the NAPLAN Tests (Years 3, 5, 7 and 9). The School also presented candidates for the Higher School Certificate (Senior Students).

NATIONAL ASSESSMENT PROGRAM IN LITERACY AND NUMERACY (NAPLAN)

Below is a table that represents the percentage of students who achieved at or above the national benchmark for 2015 - 2016.

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

YEAR 3	NUMERACY	READING	WRITING	SPELLING	GRAMMAR & PUNCTUATION
2014	96% (86%)	82% (87%)	84% (90%)	76% (85%)	92% (89%)
2015	90% (83%)	100% (90%)	95% (94%)	85% (86%)	90% (89%)
2016	92% (85%)	88% (88%)	96% (94%)	88% (88%)	100% (92%)

YEAR 5	NUMERACY	READING	WRITING	SPELLING	GRAMMAR & PUNCTUATION
2014	81% (81%)	94% (82%)	82% (83%)	82% (87%)	88% (84%)
2015	81% (82%)	85% (80%)	75% (86%)	85% (85%)	75% (83%)
2016	89% (83%)	83% (81%)	73% (84%)	87% (85%)	87% (85%)
YEAR 7	NUMERACY	READING	WRITING	SPELLING	GRAMMAR & PUNCTUATION
2014	100% (82%)	100% (84%)	71% (68%)	71% (83%)	100% (78%)
2015	90% (82%)	95% (84%)	63% (68%)	76% (85%)	84% (82%)
2016	100% (84%)	100% (80%)	94% (73%)	94% (83%)	100% (87%)

YEAR 9	NUMERACY	READING	WRITING	SPELLING	GRAMMAR & PUNCTUATION
2014	83% (80%)	83% (77%)	69% (61%)	69% (81%)	73% (70%)
2015	90% (83%)	83% (75%)	72% (60%)	79% (81%)	76% (69%)
2016	83% (81%)	87% (78%)	62% (61%)	71% (79%)	79% (73%)

Further information is available on the My School's website; <http://www.mySchool.edu.au/>
 The "My School" website provides "Student Gain" graphs that show improvement of matched students from NCS compared with all Schools. For the 2016 NAPLAN results, the "My School" website provides these graphs for Reading, Writing, Narrative Writing, Spelling, Grammar and Punctuation, and Numeracy.

RECORD OF SCHOOL ACHIEVEMENT (ROSA)

At the end of 2016, 18 of our 24 Year 10 students (75%) continued on to study for the HSC here at Nowra Christian School.

RoSA Grades – Stage 5 2016

The tables below show the grades submitted to BOSTES for our Stage 5, RoSA (Year 10) students in 2016.

ENGLISH

	A	B	C	D	E
2015	3	5	9	6	2
2016	2	9	8	5	0

MATHEMATICS

	A10	A9	B8	B7	C6	C5	D4	D3	E2
2015	1	3	1	3	6	6	2	1	2
2016	1	2	4	5	4	2	4	2	0

SCIENCE

	A	B	C	D	E
2015	3	5	13	4	0
2016	2	5	9	8	0

PDHPE

	A	B	C	D	E
2015	3	9	8	5	0
2016	3	8	11	2	0

AUSTRALIAN HISTORY

	A	B	C	D	E
2015	2	4	14	5	0
2016	2	8	10	3	1

AUSTRALIAN GEOGRAPHY

	A	B	C	D	E
2015	2	3	12	6	2
2016	5	6	6	7	0

In 2016, all 24 students were granted their RoSA.

HIGHER SCHOOL CERTIFICATE COMMENTARY AND GRADES

We continue to be pleased that the overwhelming majority of our senior students achieved their goals for further studies or employment. Our 2016 cohort performed within the School's expectations, based on the students' abilities, commitment levels to study and aspirations in terms of further tertiary education.

All of the 2016 graduating Year 12 class, 100% gained a Higher School Certificate.

The following chart provides data on the Higher School Certificate results in subjects delivered on site at NCS in 2016 and the preceding three years. This data refers to the percentage number of students who achieved Band 4-6. More than 60% of our students achieved this across the wide range of subjects.

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

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

NCS HSC RESULTS 2016 (BANDS 4-6 combined)

SUBJECT	2013		2014		2015		2016	
	NCS	STATE	NCS	STATE	NCS	STATE	NCS	STATE
Biology	30.77	68.18	NA		44.45	59.96	NA	
Chemistry	57.14	73.73	NA		37.50	73.57	NA	
English Standard	0.0	34.17	NA		44.44	42.41	NA	
English Advanced	50.0	86.11	NA		52.18	91.18	NA	
English Extension 1 E3 - E4	75.0	88.49	NA		100	94.26	NA	
English Extension 2 E3 - E4	66.66	78.04	NA		NA		NA	
Industrial Technology	80.00	60.79	NA		37.5	55.21	NA	
Legal Studies	NA		NA		70.00	68.72	NA	
Music 1	72.72	89.38	NA		77.78	88.98	NA	
Society & Culture	66.67	79.1	NA		63.64	80.75	NA	
Visual Arts	100.00	88.82	NA		88.89	87.96	NA	
Business Studies	NA		83.33	67.71	NA		60.0	64.18
Design & Technology	NA		NA		NA		76.91	76.83
Earth & Environmental Science	NA		56.25	73.38	NA		40.0	68.96
Geography	NA		0.0	69.40			NA	
Mathematics General 2	NA		12.0	51.32	NA		29.16	52.08
Mathematics	NA		28.57	81.65	NA		80	76.63
Mathematics Extension 1 E3 - E4	NA		50.0	84.62	NA		75.0	79.58
Mathematics Extension 2 E3 - E4	NA		NA		NA		NA	
Modern History	NA		63.64	75.34	NA		71.42	73.17
PDHPE	NA		50.0	63.44	NA		55.5	62.80
Physics	NA		33.33	66.69	NA		71.42	65.98

TEACHER STANDARDS

All of the teaching staff of Nowra Christian School (34 teachers) have teacher education qualifications from a higher education institution within Australia or are recognised within the National Office of Overseas Skills Recognition (Category (i) under NSW Institute of Teachers regulations).

The 35 teachers noted above include a Head of Primary, two K-6 Co-ordinators, a Head of Secondary, three 7-12 Coordinators, and the Principal.

The number of teaching staff was equivalent to 26.6 (FTE).

The average length of employment per teacher is currently 9.4 years with the average step of employment being Step 13 (7 or more years teaching experience).

Overall, these changes have led to a Teaching Staff retention rate for 2015-2016 of 97%.

The teacher attendance rate for 2016 was 96.8%. This rate does not include maternity leave or in-service days and equates to an average of 6.2 days absent per teacher per year.

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

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

PROMOTING RESPECT & RESPONSIBILITY

Nowra Christian School's biblical foundation continues to provide a firm and unchangeable platform on which Christian character can be built. Christian character starts with the acknowledgement of the saving work and ongoing Lordship of Jesus Christ, and from this flows actions and attitudes and values that reflect biblical teaching.

These values continue to be presented frequently in the day to day teaching at the School. Two of these key values, Respect and Responsibility, are integral to the School's community in action. Once again in 2016, these aspects were especially focussed on as we participated in a range of activities including Brekky Club at a local Primary Public School, visiting the elderly at the Aged Care Home adjacent to the School, Slum Survivor, Relay for Life, World Vision's 40 Hour Famine, working with disabled surfers, Operation Christmas Child, and raising funds for Compassion, supporting two children in South America.

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

Posters are clearly displayed on the entrance area to the School with information about values for Australian Schooling and the National Safe Schools framework. Respect is an integral part of our Biblical Studies programs.

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

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

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

ENROLMENT PROFILE

RATIONALE

The Enrolment Policy has continued to be implemented.

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

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

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

ENROLMENT PROFILE

In December 2016, the School's enrolment was 339 (195 in K-6, 144 in 7-12) and was within the bounds set by the School Board. In some grades there was room for extra students. We continue to encourage our parents to pray that the School would enjoy full enrolments, which, in the long run, would allow us to implement some more initiatives.

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

NCS ENROLMENT POLICY/PROCEDURE

Reviewed March 2015

1. Mission Statement

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

Our School seeks to be Christ focused, recognizing that our authority, derived ultimately from God is delegated to us from the Home, the Church, and the State.

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

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

2. Purpose of Policy

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

3. Applicability

Principal, Enrolment Registrar, Accountant, Finance Committee, all other staff.

4. Rationale

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

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

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

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

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

5. Procedure

The Principal interviews every family who has applied for enrolment to determine suitability of student/family at Nowra Christian School. This is followed by an interview with the Accountant to discuss fees. If necessary, the Accountant will make recommendations to the Finance Committee.

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

It also can be emailed if requested. Details of families making enquiries etc. are recorded for possible future follow up or information for upcoming Enrolment Information Sessions advised.

Applications must be accompanied with the following information:

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

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

Students applying for K – Year 6 undertake an assessment with a teacher which is also organised for during the time of interview. Current School reports and other supporting documentation are used to assess students in Years 7 – 11.

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

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

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

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

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

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

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

6. Notes regarding Offers of Enrolment

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

declared or have withheld known information pertaining to their child's needs.

7. Parent Participation

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

- Attending Parents and Friends Meetings.
- Attending Parent/Teacher Information Nights.
- Helping in practical ways such as working bees, canteen and practical help in classrooms.
- Most importantly, through regular prayer for our School.

8. Fees

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

9. Relevant Legislation

- Disability Discrimination Act
- Race Discrimination Act
- Anti-Discrimination Act

ACCEPTANCE OF ENROLMENT

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

CONDITIONS OF ENROLMENT

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

THE ETHOS OF THE SCHOOL

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

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

OTHER KEY POLICIES

ANTI-BULLYING POLICY

Last reviewed March 2015

Definition

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

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

Our roles

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

The role of the students

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

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

To do this children have the responsibility to

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

The role of the staff

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

- Feel valued as a person and as a professional
- Be allowed to teach without disruption
- Be shown courtesy and consideration by all in the School Community
- Work in a safe, supportive environment
- Have the support of parents of the children they teach
- Have the opportunity to carry out and evaluate a program that caters for all the children in the class
- Have the opportunity for professional development
- Have their property respected

To do this, staff have the responsibility to

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

As a School we believe that bullying is wrong and we will endeavour to consistently take actions to create a School culture that disapproves of it in all its forms and through all age groups within the School Community.

Provide Information

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

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

Encourage Biblical behaviour

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

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

Reviews

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

- Yearly staff review of our Anti-Bullying Policy.
- Yearly investigation of a monitoring of bullying in the student body (K-Year 12) involving:
 - o Teacher reinforcement of bullying actions, their effects and proactive ways students can confidently report bullying incidents.
 - o Review of survey results in terms of staff playground duty needs. o Communication on 'Bullying' to parents through the Chronicle.
 - o Promoting via School assemblies, class discussions the 'bully free' vision for our School. A mainstay too is the constant public encouragement of students who are positively relating to other students.
- Ensuring an efficient and 'safe' procedure for child to report bullying incidents to teachers.
- Students recorded with frequent bullying incidents.
- The Heads of each Department responsible for discipline need to be informed of students recorded in frequent bullying incidents. The parents and School executive will, in major incidents, be informed and an appropriate plan of counselling be instigated.

Anti-Bullying Strategies

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

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

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

The School will follow a three-stage process.

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

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

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

NCS WELFARE & DISCIPLINE POLICY

Reviewed March 2015

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

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

1. Purpose of Policy

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

2. Applicability

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

3. Definitions

- **Procedural Fairness**
 - The principles of procedural fairness are fundamental to the implementation of disciplinary procedures. Procedural fairness is generally recognised as having two essential elements. These are:
 - the right to be heard, and
 - the right of a person to a fair and impartial decision.
- **Corporal Punishment**
 - Corporal punishment is the deliberate infliction of pain as retribution for an offence, or for the purpose of disciplining or reforming a wrongdoer, or to deter attitudes or behaviour deemed unacceptable. Corporal punishment is prohibited at Nowra Christian School.

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

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

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

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

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

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

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

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

The remainder of this policy covers:

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

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

COMPLAINTS & STAFF GRIEVANCE

Last modified May 2015

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

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

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

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

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

- This policy needs to be read with the understanding that the process is not seen only as a "top down" process. All members of the School community are liable to say or do things which may cause others some discomfort. We need to be free to work through this process no matter what the role of those involved is in the School. It is envisaged, for example, that this procedure would equally apply for a junior staff member raising concerns about the actions of senior management. The steps in this policy may be superseded if the matter relates to the ongoing employment of a staff member. In this case, the Staff Corrective Counselling procedure is to be followed.
- Initial contact will be by the party that feels aggrieved with other the person involved, with a view to resolving any conflict. In general, this contact should only be made after the issue and what might be a fair and desirous outcome has been clearly identified by the aggrieved party.
- If this first step fails to bring resolution, further discussions with the person involved should be held. At this point mediation could be requested by either party. On second and/or subsequent occasions, the parties involved may wish to invite into the discussion a second staff member, either in the role as a silent support, a sounding board or as an advocate. Both parties need to be aware of the presence of such a person in advance of any meetings involving that third person.

- Should this second step not adequately address the issue, the staff member may wish to look at the School's governance and management structures and talk to someone about the matter who has greater responsibility for the School's operation. In general, this structure from least responsibility to greater responsibility is Teacher -> Coordinator -> Head of Department -> Principal -> Board.
- In all stages of this process, strategies set in place should be given time to work before progressing to the next stage.
- If a staff member raises a grievance with the Principal against the Principal and feels that it is not resolved, s/he is encouraged to talk the issue through with a relevant Coordinator or the Head of Department. They are further encouraged to talk again with the Principal with that 3rd party present, before considering Board involvement.
- The Board will not normally get involved in issues unless the above path has been followed;
- Throughout the process, and especially should the matter reach the Board, opportunities for mediation, including the use of mediators outside the School, should be fully explored.
- Once an issue that has reached the Board has been resolved, the Board is to review the process that has been followed with a view to advising the School management what might need to be changed to avoid any similar matters from reaching the Board level.

STAFF CORRECTIVE COUNSELLING

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

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

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

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

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

APPLICABILITY

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

PROCEDURE

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

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

STUDENT ATTENDANCE

When a student is marked absent and no parental notification has been given, parents are notified via SMS or email and a request is made for official notification. Only preregistered SMS or email contacts are used and parents are required to ensure that these communication channels are quarantined from student access. If no response is received by the School, subsequent communication with the parents is instigated by the Reception Staff, including letters posted home.

Student attendance for 2016 is shown below:

Kinder	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
93.2%	94.4%	93.1%	92.4%	93.7%	94.2%	93.1%

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
93.8%	94.1%	92.9%	93.6%	90.4%	94.6%

Total School
93.7%

Non-Attendance

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

Absences are monitored in the following ways:

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

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

RETENTION RATES

Retention – Primary to Junior Secondary

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

Year	Retention %
2013	71%
2014	92%
2015	75%
2016	76%

Retention – Junior to Senior Secondary

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

Year	Retention %
2013	88%
2014	74%
2015	84%
2016	78%

POST-SCHOOL DESTINATIONS

We had a class of 20 students graduating last year from Year 12. Below is a table that shows you what they are doing.

Where are the Year 12, 2016 students?	Percentages
Further tertiary education (University, TAFE, College) <ul style="list-style-type: none">• 3 students are taking a GAP year and have deferred their university/college acceptance	60
Employment: Apprenticeship, Defence Force, Traineeship, Retail	40

OTHER SCHOOL PERFORMANCE INFORMATION

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

TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

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

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

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

Professional development across the School covered the implementation of new syllabi, leadership development, specific HSC subject in-services, Numeracy and Literacy continued learning for K-4 teachers, MindMatters and KidsMatter training, First Aid and Assessment in Years 7-10.

COMMUNITY SENTIMENT OVERVIEW

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

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

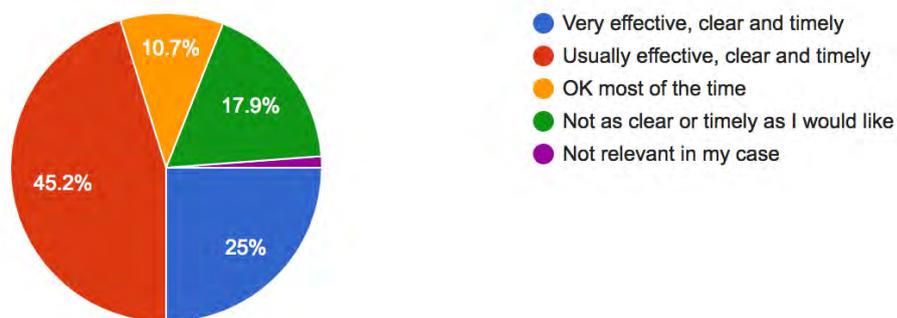
At the start of this year we relaunched the NCS P & F (Parents & Friends). It had been inactive for the past 8 years. The P & F meets twice per term. It is an effective way to gain feedback from the parent community. These meetings are well attended and parents have the opportunity to raise questions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

PARENTS SURVEY RESPONSES SNAPSHOT

The School conducted a survey with our parents. The aim of the survey was to provide School Leadership with some feedback about how we are performing. Questions from the survey related to communication indicated that we have improved. About 84 parents filled in the survey last year via google form. They have continued to be very open and extremely positive. Here are some samples of the questions we asked.

How effective is our teachers' communication with you?

84 responses



Name two things that you would not change about our school

- HSC pathways program, pastoral care
- The loving caring environment and help/guidance from teachers/staff when dealing challenging behaviour
- Christian emphasis; K-12 community; Primary Special Education
- Christian teachings in every subject & HSC done over 2 years.
- The way the HSC is implemented
- Pastoral Care, relationship between students and staff
- Canteen options (homemade is great), attention to detail
- (At least 2!) 1. Christian Emphasis 2. Involvement with the local church (eg. combined carols event) 3. Encouraging kids to outreach (eg. Compassion fair)
- The small setting & the Christian atmosphere
- The closeness of the primary and infants sections also the secondary sections. They all know and look after one another.
- The fostering of a nurturing and peaceful environment with compassion and care not to put pressure on students. NCS is a place which accepts each child as is, a place where comparisons in ability have been minimal and there is a focus on building confidence and a love of learning.

How would you describe your School to your friends?

- Community based school, friendly helpful teachers, no one falls through the gaps!
- Overall good supportive school with good facilities
- A decent Christian school with a good culture and reasonable education outcomes. Also that it's small enough that most of the teachers know the majority of students, which is a plus.
- It's a small Christian school where the christian faith is part of your child's day. Christian teacher who are there to help and encourage your child.
- Friendly, small, great way in doing HSC
- Caring, professional staff that listen and act in the best interest of students
- Community feel with a gospel focus
- My children love it! I love the family like atmosphere.
- great school - but there are pros and cons (in particular doing HSC in the current format). I can honestly say NCS has helped shaped my children into the great people they are today :)
- NCS is a peaceful and nurturing school. The teachers speak kindly to students and encourage each other. Staff genuinely care about students, have a lot of patience and love what they do. What I love about NCS is that they understand that education is a partnership with parents and it's not about benchmarks. While other schools put pressure on students, dragging them through a curriculum discarding students that need more support, NCS looks at the big picture through a Godly perspective.
- NCS is an excellent and quality school environment. Children are valued for their individual gifts and abilities and each child is respected and nurtured educationally to grow into their God given identity. NCS has a strong focus on community and caring for each other as part of the School community.

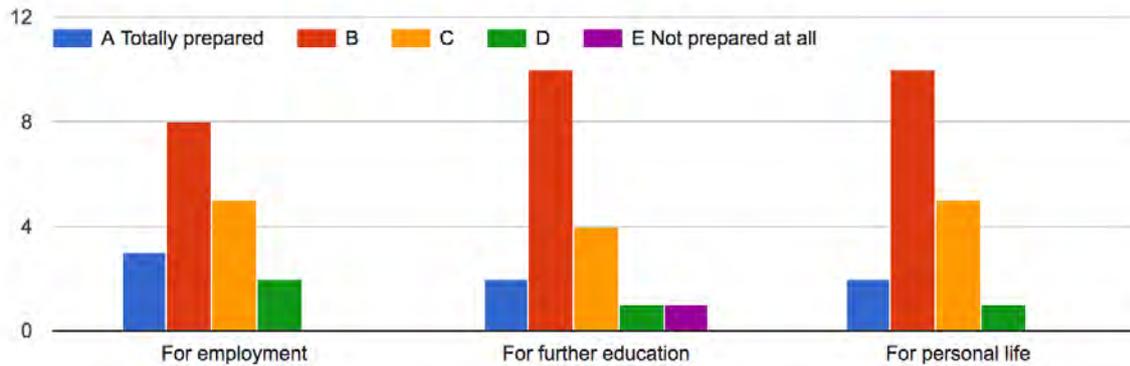
YEAR 12 STUDENTS – EXIT SURVEY RESULTS SNAPSHOT

18 out of the 20 Year 12 students for 2016 completed a survey in Term Three.

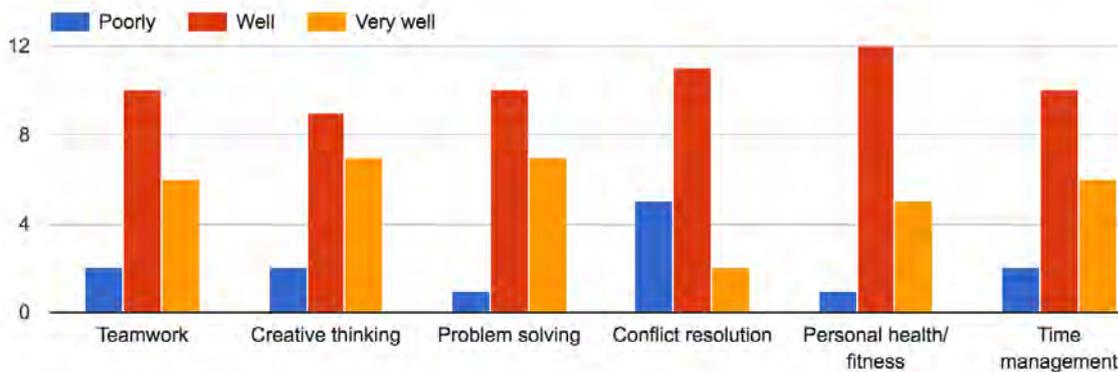
Below is a summary of some of the responses from Year 12 Students from 2016, when asked about what they are thankful for.

What are you thankful for	Percentages
Relationship with God	61
Opportunity to grow as a Christian	78
Extracurricular activities NCS offers	72
Relationship with classmates	89
Enjoyment of learning	67
School being a safe place	78

Think about how well prepared you feel for your future. Please grade your high school on how well you think it prepared you. For each question, select ONE grade.



How well did NCS help you develop knowledge and skills in the following areas?



When students are asked what they would like us to know, a couple of them wrote some really encouraging thoughts.

- Although the School, like any, isn't perfect, I have thoroughly enjoyed my time here and in speaking with friends from other schools around here, I am very thankful for everything that this School is and stands for.
- For me, choosing to stay at NCS for my senior years was the best choice I have made. Although it was challenging and stressful at times, I couldn't have had a better school to stay at for an environment that supported me and believed in me and my capabilities.

SCHOOL-DETERMINED IMPROVEMENT TARGETS

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

REFLECTIONS ON GOALS SET FOR 2016

Goal Definition	Strategies 2015-2016	Reflections
Staff Active Learning <ul style="list-style-type: none"> Staff share responsibility for their own targeted professional learning 	<ul style="list-style-type: none"> Identify staff professional development goals and match with individual PD Develop lesson observations and feedback culture. Continue active learning in technology and other areas relevant to NSW BOSTES new syllabi. Source, champion and implement Learning Management System by Term One 2017. 	<ul style="list-style-type: none"> Ongoing priority. Executive and teacher directed. Lesson observations and mentoring in place. This is dependent on implementing an LMS across the grades. Decision made to implement SEQTA for 2017.
Academic Achievement <ul style="list-style-type: none"> Maximize each student's results in internal and external tests including NAPLAN, HSC 	<ul style="list-style-type: none"> Create a culture of teacher lesson observation and feedback Train staff in use of assessment data and in-School test data – NAPLAN, HSC, & competition results. Greater use of external resources to help improve academic achievement, especially in Years 7-12 	<ul style="list-style-type: none"> This continues to be a challenge but small progress being made. Matched with ongoing PD but also key input from external provider with senior students and this will expand to all secondary years in 2017. Implementation of RAP for future planning. Primary - implementing English & Maths competitions. Secondary - commenced Elevate Education with Seniors.
Student Active Learning <ul style="list-style-type: none"> Students sharing responsibility for their own learning with teachers and parents Engagement in learning processes from students Value adding for each student 	<ul style="list-style-type: none"> Continued implementation of Literacy & Numeracy Action plan through K-2 years and flowing into upper Primary. Specific focus on improved Writing program in K-6. Emphasis on Numeracy development in K-6 Continue to differentiate the curriculum Implementation of Individual Learning Plans (ILPs) into Secondary years Mentoring Program in Senior Years 	<ul style="list-style-type: none"> A hugely successful program that has placed NCS in a strong position going forward. Ongoing process. A Numeracy Coordinator was appointed at the start of 2016 and has been extremely essential to bring about better outcomes for both students and teachers. ILPs are a significant part of both departments in the School now.

	<ul style="list-style-type: none"> • Reviewing assessment processes and procedures in Years 7-10 • Continue to provide better learning support in Years 7-10 	<ul style="list-style-type: none"> • NCS provided for resources in terms of personnel for both English and Mathematics. Board commitment in Secondary for 3 years. • Reviewing assessment processes and procedures in 7-10.
Student Care <ul style="list-style-type: none"> • Pastoral care strategies are in place Resilient students Authentic Christian fellowship 	<ul style="list-style-type: none"> • Continue KidsMatter and MindMatters implementation • Strengthen positive behaviour programs • Review and refine role of Chaplains • Investigate way forward to appoint a School Counsellor • Train students in self-assessment and goal setting • Teachers provide explicit clarity for lesson, unit and semester goals so that students can reflect on their current progress 	<ul style="list-style-type: none"> • Important programs firmly planted in the School. SEL program purchased for implementation in 2017. • Canteen vouchers aligned with positive behaviour. • Continue to think about and discuss these roles. Proposal put forward to the Board for further resources/personnel for pastoral care across the School; that is a Counsellor. • School prepared for fees on a needs basis for the short term • This has not been enough of a focus yet but will be an essential part of ongoing PD about quality teaching progress. •
Staff Care and Human Resource <ul style="list-style-type: none"> • Pastoral care strategies are in place Resilient staff Authentic Christian fellowship • Matching people's strengths with their roles • The School is staffed according to needs 	<ul style="list-style-type: none"> • New Heads of Primary and Secondary departments • Strengthen leadership team • Implement formal teaching programs in relevant subjects • Build Secondary staff team • Continue with prayer partners • Support staff in accreditation process • Continue staff devotions program • Increase staff celebrations and collegial enjoyment 	<ul style="list-style-type: none"> • All staff have better and easier access to decision maker's streamlined processes. Heads focus on K-12 matters. Able to build cohesive primary secondary teams. Senior execs have attended worthwhile PDs by AIS as well as mentoring and feedback from Principal all year. • Developing role clarity, identifying and matching leaders in secondary team. • Needs to be refocussed with the new Learning Management System. • Positive initiatives and practices such as regular devotions, involvement in extracurricular events.

		<ul style="list-style-type: none"> Initial steps taken with greater emphasis for next year in readiness for pre 2004 teachers. Greater range of activities on whole school as well as department basis from coffee van visits to regular prayer walks around the School.
Leadership Development <ul style="list-style-type: none"> Provide opportunities for students and staff to grow in their own leadership. 	<ul style="list-style-type: none"> Christian groups within School. Continue and grow individuals in other Leadership roles Foster Duke of Edinburgh program Impact community within and outside the School through student leadership development 	<ul style="list-style-type: none"> Exciting level of activity across the School. Now an integral part of secondary calendar Numerous staff members involved in fostering students through Christian groups, Prefects, House Captains, SRC and external providers
Strategic Communication <ul style="list-style-type: none"> Excellence in internal and external communications 	<ul style="list-style-type: none"> Marketing plan - branding Revamp and improve all aspects; signage, tagline, stationery, brochures, website, social media use, newsletter Improve communications protocols and policies. Harness technology to improve communication 	<ul style="list-style-type: none"> New website launched, extensive signage around the School, social media used constantly, radio advertising ongoing, newsletter revamp most successful. Excellent feedback from school and wider community
Discipleship <ul style="list-style-type: none"> Build the kingdom of God 	<ul style="list-style-type: none"> Continue staff devotion program Continue School theme through Gospel talks at assemblies. Continue commitment to employ Christian staff Continue offering PTC at Year 9-10 level Introduce more specific Senior Christian studies program Continue to offer biblically based counselling Rethink how we “do” Missions Support work of Chaplaincy Focus on building a Kingdom Culture among the staff Grow partnership with Nowra Baptist Church 	<ul style="list-style-type: none"> Integral part of each day. Staff and invited guests constantly involved in presenting the Gospel to our children and young people. Continue to apply this policy to all new employed staff. Part of Biblical Studies program. Board agreed at this stage to contracting outside Christian counsellor when required. An area that does not have clarity as yet. Achieved through the theme of Grace this year. Principal meets weekly with Senior Pastor. Church School connection growing.

<p>Facilities and Growth</p> <ul style="list-style-type: none"> School facilities that meet current and future needs 	<ul style="list-style-type: none"> Specific targets for enrolments 2016 going into the future; Stages 2 & 4 Ongoing improvements to grounds Air Conditioning program for Primary classrooms Investigate future pre-School opportunities Review ICT tools for all staff Purchase first School bus Address playground development/refurbishment Upgrade reception area Implement uniform changes 	<ul style="list-style-type: none"> By midway through the year it was clear that the School would need to plan for a second Kinder class as well as the possibility of three Stage 2 and three Stage 3 classes for 2017. NCS grounds look brilliant - excellent planning, purchasing and gardening program. Completed by year end. Ongoing discussion at staff and Board level. Roll out of new laptops for staff plus rollout of Wi-Fi. Successful at the beginning of term Three. 5 year lease. Ongoing project. Master plan being devised. Sports uniform K-12 introduced. New tracksuits on order and new blazers being sourced.
<p>Community Partnerships</p> <ul style="list-style-type: none"> Build connections with community groups including families, churches, academic institutions, other businesses, political structures and interest groups 	<ul style="list-style-type: none"> Improved communication systems with families Continue committing to Relay for Life, Spring Festival, Naval Expo Continue special programs with community groups & Schools Continue growing and fundraising with P&F Strengthen links with local Churches, politicians. Support of and involvement with CSA Continue links with AIS. NCS hosting ATICS (Local Christian Schools Network) 	<ul style="list-style-type: none"> See note above. Integral part of School calendar. Key support group in the School doing a fine job. Principal attempts to keep connected with some local pastors and politicians. Essential part of our Christian distinctive as a Christian School. Hosted a most successful event in March.
<p>Governance</p> <ul style="list-style-type: none"> Steer the organisation through wise guidance, discernment and leadership 	<ul style="list-style-type: none"> Appoint Consultant to guide and support Board and Principal Actively review Board Policy Folder Implement succession planning Improve induction for new Board members Appoint new Principal to start 2017 	<ul style="list-style-type: none"> Company called Resolve appointed to assist, guide and equip both the Board and the Principal in areas listed here as well as initiating the commencement of an effective a strategic plan. Committed in October 2016 to a further 15 months. Mr Rob Bray appointed to commence in January 2017.

Information Communication & Technology	<ul style="list-style-type: none"> • Implement review recommendations - complete refurbishment of infrastructure; servers, switches and wireless system • Commence ICT Steering Committee by start of 2016 • Source new School Management System and Learning Management System. • Introduce • BYOD plan from Term 2 2016 • Review management of IT • Appoint two ICT Integrators 	<ul style="list-style-type: none"> • Completed refurbishment. • Commenced ICT Steering Committee at start of year. • Continuing with previous SMS for the duration. • LMS selected any implementation underway. • Steering Committee constantly planning and making decisions re these matters.
Administration	<ul style="list-style-type: none"> • Streamline all systems; invoicing, staff leave, reporting, debt recovery, enrolment of new families • Standardization 	<ul style="list-style-type: none"> • School Accountant and Board Treasurer implemented more efficient systems and practices for accounting, staff, families and reporting purposes.

DIRECTION & GOALS FOR 2017

Theme for 2017

As has become our practice at Nowra Christian School, we have again progressively explored a key Biblical theme during 2017. This theme is 'Who is this King?' This has already proven to be a richly rewarding theme for our whole School community to explore as summarised in the key aim of this program that states, 'To demonstrate through Bible reading and teaching in our assemblies and devotions that Jesus Christ is King and Lord, and to work through the application of that in the lives of our staff, students and families in our School community.'

As the newly appointed NCS Principal for 2017, I would wish to commend Mr. Phil Smith for his diligence in ensuring that an effective transition process was in place to facilitate this leadership change. This included the embedding of a new School Executive Leadership structure with the appointment of both a Head of Secondary and Primary.

Key Directions/Goals for 2017 include:

Senior Executive Leadership Team

- One of the key goals for 2017 has been the further consolidation of this model.

K – 12 Executive Leadership Team

- Given that NCS is a K – 12 School, this year has seen an increased emphasis on further developing effective whole-school lines of communication through the holding of regular K – 12 Executive Team Meetings.

Curriculum Development

- Teaching and Learning is the core business of any school and NCS is no exception. 2017 is seeing an increasing focus on how to effectively design curriculum from a Christian worldview perspective. NCS are closely examining the use of a curriculum design model developed by Christian Schools Australia (CSA) called 'Connecting Learners with God's Big Story'.

Community Sentiment Surveys

- NCS has partnered with an organisation called Resolve Consulting to develop a series of surveys that have been completed by parents/carers, staff and students (Years 5 – 12).

Strategic Planning

- The Board, again in partnership with Resolve Consulting, have initiated a major strategic planning process. This will continue throughout 2017.

Building and Grounds Master Plan

- After careful analysis of the Community Sentiment Surveys and via direct reference to the strategic plan, the Board will also develop a Master Plan in 2017 to inform future building developments at the School, including landscaping and the layout of the School grounds.

NCS Policies and Procedures

- The process of revising these, in consultation with the Board, is continuing throughout 2017.

Review of key School Departments

- The following three areas are being carefully reviewed through a variety of means to determine the most effective service provision for 2018 and beyond:
 - 1) ICT
 - 2) Learning Support
 - 3) Chaplaincy/Counselling

School Promotion to the wider community

- In consultation with the Media and Communications Manager, a number of new initiatives are being developed in 2017. These include, but are not limited to:
 - 1) NCS Open Week
 - 2) Kindergarten Open Mornings
 - 3) Experience Year 7 'Taste and See' Days
 - 4) Launch of new NCS website
 - 5) Hosting of a Power FM Breakfast Show

School promotion to the NCS community

- (Note: NCS already has many well established programs in this area but we are aiming to continually develop new initiatives.) It is vitally important to seek innovative ways of fostering opportunities for current School families to meet and strengthen relationships. The P and F continues to be one avenue through which these aims can be achieved. In 2017 we renamed this group to become the P/C and F in recognition of the vital role played by carers within our School community. There was a deliberate shift in emphasis from fundraising to 'relationship-raising'. A whole-School 'Twilight Picnic' was also planned but this was cancelled due to inclement weather – we will aim to hold this event in 2018.

Student Leadership

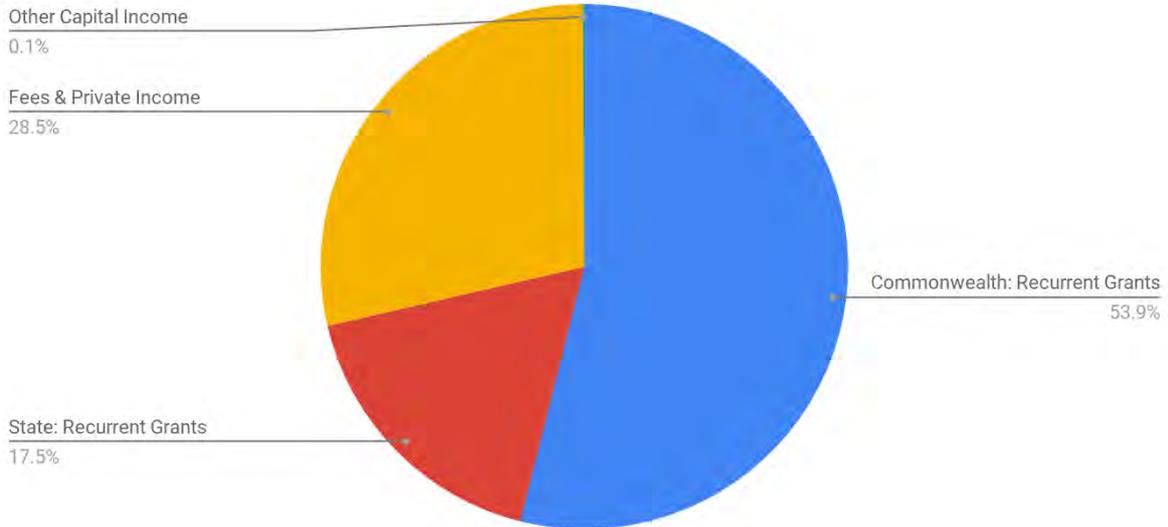
- NCS has long been committed to the fostering of leadership skills within our students across all levels of the School. This year we have introduced the 'Synergy' Student Leadership Program. This initiative will see the Senior School Captaincy Teams from five Christian schools in the wider Shoalhaven/Illawarra area coming together for breakfast in order to discuss the topic of student leadership and especially what it means to lead 'Christianly'.

Mr Rob Bray
Principal 2017

SUMMARY OF FINANCIAL INFORMATION

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

Income 2016



Expenditure 2016

