



# Senior School Student Diary

23

RESPECT • COMPASSION • WISDOM

## COVER ART

**Mayatili Snelling**, *Gadhu (rough sea) Rising*. Textiles and fibre.

This work provokes the audience to consider their part in interacting with the water, surrounding bushland and mankind's encroaching imprint on Jervis Bay. It references the Dhurga language, Gadhu, meaning rough seas and explores contrasting ways in which different cultures relate to the land.

The beauty of the artwork works as a 'mask' for deeper meaning and encourages the audience to search for a strong, underlying message. In the web of life, we must enact our appreciation and sustenance of our natural environment. Action must be taken. Gadhu is rising.

### **Nowra Anglican College**

Corner West Bunberra Street  
and Princes Highway  
Bomaderry, NSW, 2541

### **Postal Address**

Nowra Anglican College  
PO Box 2382  
Bomaderry 2541

**P:** 02 4421 7711 (Administration)

**F:** 02 4421 7722

**E:** [office@nac.nsw.edu.au](mailto:office@nac.nsw.edu.au)

**[www.nac.nsw.edu.au](http://www.nac.nsw.edu.au)**

### **Office Hours**

8.00am - 4.00pm

**NAME**

**YEAR**

**HOUSE**

**HOMEROOM**

**HOMEROOM  
TEACHER**

**YEAR  
COORDINATOR**

## **USING YOUR DIARY**

**The Student Diary has been prepared to assist you in the planning of your studies and to provide you with other information which is useful for you as a student of Nowra Anglican College.**

1. Take your diary to class each day and take it home at night.
2. Your diary will be checked by your Homeroom Teacher once a week.
3. Parents/Carers are encouraged to view your diary once a week.
4. If you need to leave class for any reason, ask your teacher to record it in your Out of Class Log at the back of your diary.
5. If you lose or vandalise your diary, you will be required to purchase a new diary from School Services.

# 2023 Calendar

## TERM 1

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Mon 23 - Wed 25 January	Staff Professional Development Days
<b>Thu 26 January</b>	<b>Australia Day Holiday*</b>
Fri 27 January	Year 7 commences with Year 11 peer support leaders
	Junior School 'Meet the Teacher' for new students in Years 1-6
	Kindergarten assessments commence (as per appointment)
Mon 30 January	Years 8-12 and Years 1-6 commence
Wed 1 February	All of Kindergarten commence half days
Wed 8 February	First full day for Kindergarten
Thu 6 April	Term 1 ends
<b>Fri 7 April</b>	<b>Good Friday*</b>
<b>Mon 10 April</b>	<b>Easter Monday*</b>

## TERM 2

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Mon 24 April	Staff Professional Development Day
<b>Tue 25 April</b>	<b>ANZAC Day*</b>
Wed 26 April	Students commence
<b>Mon 12 June</b>	<b>Queen's Birthday*</b>
Fri 23 June	Term 2 ends

## TERM 3

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Thu 13 - Fri 14 July	Staff Professional Development Days
Mon 17 July	Students commence
Mon 21 August	Mid-term break
Fri 22 September	Term 3 ends

## TERM 4

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Mon 2 October	<b>October Long Weekend*</b>
Mon 9 October	Staff Professional Development Day
Tue 10 October	Students commence
Fri 8 December	Term 4 ends
Mon 11 - Wed 13 December	Staff Professional Development Days

### \* Public Holidays

*In 2023, the College office is open from 16th January to 6th April, 17th April to 23rd June, 10th July to 22nd September and 3rd October to 15th December (excluding public holidays and mid-term break). Normal office hours are: Monday to Friday 8:00am to 4:00pm.*



## Vision

TO BE A COMMUNITY OF LEARNERS  
LIVING AND SERVING IN CHRIST'S WORLD

## Mission

*To provide a high quality Christian education within a welcoming community where all individuals are valued and belong. As a community of learners we strive for excellence, unlocking the potential of each individual, developing confident, active learners who improve their world.*

## Values

RESPECT  
COMPASSION  
WISDOM

*We are a respectful community grounded in Christ's compassion, learning to live with wisdom.*

# College Staff

## COLLEGE EXECUTIVE

Principal.....	Mrs Lorrae Sampson
Deputy Principal (Learning and Innovation).....	Mrs Therese Connor
Deputy Principal (Wellbeing and Growth).....	Mr Ben Bridges
Business Manager.....	Mrs Leisa Ebdon
Director of Community Relations.....	Mrs Gina Black
Head of Senior School.....	Mr Nathan Bell
Head of Junior School.....	

## YEAR COORDINATORS AND PASTORAL CARE

For students and parents, the Homeroom Teacher is the first point of contact for student wellbeing matters. Year Coordinators are the second point of contact and are responsible for overseeing matters concerning each year group.

Year 7 Coordinator.....	Mr David Nicholls
Year 7 Assistant Coordinator.....	
Year 8 Coordinator.....	Mr David Grundy
Year 8 Assistant Coordinator.....	Miss Emily Sinden
Year 9 Coordinator.....	Mrs Jenny Wilson
Year 10 Coordinator.....	Mr Daniel Toole
Year 11 Coordinator.....	Ms Gabrielle Morey-Hype
Year 12 Coordinator.....	Mrs Kim Knowles
Defence Mentor.....	Mrs Kimberley Wadey
Director of Student Wellbeing.....	Mr Ethan Hogan

## ACADEMIC HEADS OF DEPARTMENT

Heads of Department (HoDs) are responsible for matters concerning your subject area. They are the second point of contact for curriculum matters after the class teacher.

Christian Studies.....	Mr James Vimpany
English.....	Ms Catherine Richardson
Diverse Learning.....	Mrs Bronwyn Payne
Humanities.....	Ms Felicity Reynolds
Mathematics.....	Mr Bruce Macdonald
Science.....	
Social Sciences.....	Mr Colin Mitchell
Performing Arts.....	Ms Jane McIntosh
PDHPE.....	Mr David Ball
TAS and Visual Arts.....	Mr Richard Whitehouse
VET.....	Mr Graeme Ewing
Head of Studies.....	Mrs Narelle Valentine

## STAFF WITH ADDITIONAL RESPONSIBILITIES REGARDING STUDENTS

Chaplain.....	Rev. Joshua Murphy
Duke of Ed Coordinator.....	
Pathways and Partnerships Coordinator.....	Mrs Natalie Witenden
Sports Coordinator - Internal.....	Mr Alex Mackay
Sports Coordinator - Representative.....	Mr Greg Baker
Coordinator of Library Services.....	Mr Richard Rebel

# Student Support

## HOMEROOM / CLASS TEACHERS

Homeroom or Class teachers are responsible for the pastoral care of the students in their Homeroom/class. These staff are the first point of contact for any student or their parents for pastoral or wellbeing matters.

In addition to teachers there are many staff to assist you and guide you through your schooling. The staff have been listed in the order that we would encourage students and parents to make contact for Senior School.

POSITION	NAME	CONTACT
<b>Year Coordinators and Assistant Year Coordinators (Senior School)</b>	Mr David Nicholls – Yr 7 Mr David Grundy – Yr 8 Miss Emily Sinden – Yr 8 Mrs Jenny Wilson – Yr 9 Mr Daniel Toole – Yr 10 Ms Gabrielle Morey-Hype – Yr 11 Mrs Kim Knowles – Yr 12	dnicholls@sras.nsw.edu.au dgrundy@sras.nsw.edu.au esinden@sras.nsw.edu.au jwilson2@sras.nsw.edu.au dtoole@sras.nsw.edu.au gmoore@sras.nsw.edu.au kknowles@sras.nsw.edu.au
<b>Director of Student Wellbeing K-12</b>	Mr Ethan Hogan	ehogan@sras.nsw.edu.au
<b>Head of Senior School</b>	Mr Nathan Bell	nbell@sras.nsw.edu.au
<b>Deputy Principal Wellbeing &amp; Growth</b>	Mr Ben Bridges	bbridges@sras.nsw.edu.au
<b>Deputy Principal Learning &amp; Innovation</b>	Mrs Therese Connor	tconnor@sras.nsw.edu.au
<b>Principal</b>	Mrs Lorrae Sampson	principal@nac.nsw.edu.au



The following staff can also support students and parents should they wish to contact them regarding pastoral matters.

<b>POSITION</b>	<b>NAME</b>	<b>CONTACT</b>
<b>Chaplain</b>	Rev Joshua Murphy	<a href="mailto:jmurphy@sras.nsw.edu.au">jmurphy@sras.nsw.edu.au</a>
<b>Assistant Chaplain</b>	Mrs Debra Baker	<a href="mailto:dbaker@sras.nsw.edu.au">dbaker@sras.nsw.edu.au</a>
<b>School Psychologist</b>	Mrs Ann-Maree Wheeler	<a href="mailto:counsellor@sras.nsw.edu.au">counsellor@sras.nsw.edu.au</a>
<b>School Provisional Psychologist</b>	Mrs Rebecca Walker	<a href="mailto:counsellor@sras.nsw.edu.au">counsellor@sras.nsw.edu.au</a>
<b>School Counsellor</b>	Miss Danah Collier	<a href="mailto:counsellor@sras.nsw.edu.au">counsellor@sras.nsw.edu.au</a>
<b>Defence Mentor</b>	Mrs Kimberley Wadey	<a href="mailto:kwadey@sras.nsw.edu.au">kwadey@sras.nsw.edu.au</a>
<b>Pathways and Partnerships Coordinator</b>	Mrs Natalie Witenden	<a href="mailto:nwitenden@sras.nsw.edu.au">nwitenden@sras.nsw.edu.au</a>

# Student Leaders 2023

## SCHOOL CAPTAINS



**Luke Courname**



**Gwendolyn Eyland**

## CONTACT STUDENT LEADERS

### Captains, Year 11 & 12 Prefects

[nac-prefects@sras.nsw.edu.au](mailto:nac-prefects@sras.nsw.edu.au)

### SRC Leaders

[nac-srcss@sras.nsw.edu.au](mailto:nac-srcss@sras.nsw.edu.au)

## WELLBEING & BELONGING TEAM



**Ian Herne**  
Vice Captain



**Parri Barrel**  
Year 12 Prefect



**Annabelle Ingeman**  
Year 12 Prefect



**Josie Russell**  
Year 11 Prefect



**Harrison Baxter**  
Year 11 Prefect

## CHRISTIAN COMMUNITY TEAM



**Madelyn Black**  
Vice Captain



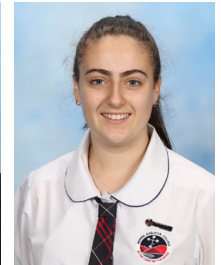
**Emma Whitehouse**  
Year 12 Prefect



**Ben Gordon**  
Year 12 Prefect



**Nell Hughes**  
Year 11 Prefect



**Sarah Goldman**  
Year 11 Prefect

## BUILDING POWERFUL LEARNERS TEAM



**Elizabeth Peabody**  
Vice Captain



**Alex Fletcher**  
Year 12 Prefect



**Shay Middleton**  
Year 12 Prefect



**Thoshni Wijendra**  
Year 12 Prefect



**Harrison Wood**  
Year 11 Prefect

# General Information

## ASSESSMENT HANDBOOKS

Information can be found in **Canvas** on your Homeroom page.

## ATTENDANCE

### Whole Day Absences

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Your parents should notify the school if you were absent by:

- Accessing the Edumate Parent Portal; or
- Recording the reason through the NAC App after 5:00pm; or
- Providing a written note to School Services

Parents will be notified via SMS and email if you are absent. It is a NSW legislation requirement that all absences are explained in writing within seven days; this includes weekends and school holidays. If your absence is unexplained after seven days, the absence will be listed on your school report as unexplained.

### Late Arrival

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The school day commences at 8:30am (Roll Call) except when Year 11 or 12 students have a before-school lesson, which commences at 7:25am.

Students who arrive after 8:30am are considered late. Students who are late to school are expected to present to School Services on their arrival. A note of explanation from your parent/carer is required and includes students who are late to a before-school lesson. Lateness to school can be explained up to seven days later. Parents are unable to change attendance via the portal after this seven-day window. Your parent/carer will be notified via email if you had a partial absence, i.e. late arrival, without written explanation.

Exceptions to this will include any instance when there has been a confirmed public transport issue.

Students are not permitted to leave the school in between lessons when they have study periods except with written permission from their parent/carer which is to be signed by one of the Deputy Principals and given to School Services prior to their departure.

**NOTE:** Under exceptional circumstances, where students have a significant number of study periods during the middle of the day due to numerous before school and after school lessons, these students **ONLY** will be allowed to leave the College grounds during the day. This will be communicated to School Services and the Year Coordinator at the beginning of the year when new timetables are issued. **Students are expected to sign out and back in at School Services if this situation applies to them.**

## Leaving Early

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A student who needs to leave school early must present a note signed by their parent/carer to School Services, or email [attendance@nac.nsw.edu.au](mailto:attendance@nac.nsw.edu.au) before 8:30am. The student can then collect a **Leaving Early Pass** from School Services before departing. The early leave slip is shown to the relevant teacher and retained by the student.

Students report to the School Services office and wait for their parent/carer to pick them up before they leave the school grounds.

For students in Years 11 and 12, the same procedure is followed if the student is to leave prior to their last lesson of the day.

**NOTE:** This also includes students in Years 11 and 12 who have an after-school lesson that finishes at 5:10pm.

Year 11 and 12 students are expected to attend before and after school lessons even when attending an excursion during normal school hours. Students will be marked absent from those classes and a note of explanation will be required if they do not attend.

## Application for Leave

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### *(Holidays outside school holidays)*

If you are going to be away from school for an extended time of three days or more, due to family commitments, overseas travel, or holidays outside of scheduled school holiday times, parents should complete an **Extended Travel Leave Application** form at least two school term weeks in advance. This form can be found on the Parent/Carer page of the College website.

## Exemption from Attendance

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There may be times when you are away from school for an extended time due to long-term illness, participation in an elite sporting event or elite arts program, or employment in the entertainment industry.

On these occasions, parents/carers should complete a **School Attendance Exemption** form at least two school term weeks in advance. This form can be found on the Parent/Carer page of the College website.

If the exemption from attendance is granted, this absence will not be included in the 'Total Days Absent' on your school report. Both the **Extended Travel Leave Application** and **School Attendance Exemption** forms ask the School Principal for permission for you to be absent for an extended time.

**NOTE:** You will need to organise alternative arrangements with the Head of Studies for any formal assessment task that will be missed while you are on leave or have an exemption from attendance. This **MUST** be completed and signed by the Head of Studies regardless of whether any assessments are due. You are also responsible for organising work to complete with your class teacher(s) for the time you are on leave.

## CAFFEINATED BEVERAGES AND SOFT DRINK

Water is our preferred drink. Water in clear bottles may be consumed in lessons and during examinations. No other drinks will be permitted in class, except for medical reasons. Students are not permitted to bring energy drinks or sugary soft drinks into school. Students with these drinks at school will have them confiscated and disposed of by staff. For further information see the '*Caffeinated Beverages and Soft Drink Policy*'.

## CAMPS AND EXCURSIONS

Annual camps are held for Years 7-12.

- **Year 7** begins with a friendship camp.
- **Years 8 and 9** camps give experiences in outdoor living and opportunities to step outside your comfort zone and to choose challenging activities. They can help to develop independence and team-building skills.
- **Year 10** camp has a major focus on leadership skills.
- **Year 11** retreat is designed to provide good coping skills for your final year of school. It focuses on stress management and study skills while still having some fun.
- **Year 12** retreat is designed to reflect on your schooling and celebrate your achievements.

## CANTEEN

The school canteen is staffed by the school with the help of parent volunteers. We have a healthy-food policy and the canteen is open for breakfast, recess and lunch every day, providing a variety of nutritious foods. Lunch orders are processed online through Flexischools which is accessible through the NAC website. Additionally there is the option of paying via cash or Eftpos.

**Orders can be placed in advance with Flexischools but must be submitted before 9:00am on the day of the order.**

## CAREERS

The Pathways and Partnerships Coordinator is available to assist and advise students and parents regarding careers and post-secondary school courses.

Advice is also available from the Executive team and Heads of Department for Senior students when they are making school subject selections.

## CHAPEL

As a Christian school in the Anglican tradition, we see coming together to learn from God's Word, praying, and singing to God, as an important and vital part of each week. As such, we commence the start of each term and conclude each term with a Chapel service. During term time Chapel is held during 'THRIVE' time. Students assist with aspects of this service, including reading the Bible, praying and leading the Chapel music.

## CHRISTIAN GROUPS

'Dig In' is a Christian group that runs each week at lunchtime to dig deeper into God's Word and encourage each other to live following Jesus.

## CHEWING GUM

Due to its destructive nature, chewing gum is not to be used at school. Students caught shewing gum will be asked to remove the gum immediately and place in the bin. Repeat offenders will receive a formal lunchtime restoration.

## COMMUNICATION

As we are a busy school, we communicate directly with you via email. Please ensure you read your emails at the beginning of each day and respond appropriately to the emails if a question is asked of you. If it is just information for general knowledge, do not respond to the email. Make sure you keep your parents informed of what is going on, as this is part of developing responsibility for your education.

### Social Media

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For students who are over the minimum age (13 years for Facebook and Instagram, and 16 years for LinkedIn) and have accounts with the following social media outlets, we encourage you to follow our Nowra Anglican College pages:

- **Facebook**  
[facebook.com/nowraanglicancollege](https://facebook.com/nowraanglicancollege)
- **Instagram**  
[instagram.com/nowraanglicancollege](https://instagram.com/nowraanglicancollege)
- **LinkedIn**  
[linkedin.com/school/nowra-anglican-college](https://linkedin.com/school/nowra-anglican-college)

### Newsletter

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**NAC News** is emailed to parents and all students fortnightly during term time. This is a vital means of communication containing important updates and information as well as upcoming calendar dates and news. Student contributions to the newsletter are always welcome. Send your article to [newsletter@nac.nsw.edu.au](mailto:newsletter@nac.nsw.edu.au) for inclusion.

## COUNSELLING

As part of the Pastoral Care Team, our dedicated School Psychologists and Counsellor work to provide excellent support for you on a daily basis. The School Psychologists/Counsellor provide a caring, supporting, respectful, and professional service to students who may need additional support, and assist in creating and maintaining a safe and supportive environment for you. Referrals for counselling can be made directly to the School Counsellors via email [counsellor@sras.nsw.edu.au](mailto:counsellor@sras.nsw.edu.au).

## CYBER-SAFETY

While we want you to take advantage of the best technology has to offer, we also want to provide protection against the dangers and undesirable behaviour associated with being online. NAC uses industry-grade network security measures to prevent access to undesirable websites and social media when students are using the school's WiFi network.

### What is expected of students?

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Our school has very clear guidelines and policies outlined in the **Information Communication Technology Policy**. Students are expected to comply with these rules and participate in the school's cyber-safety and digital citizenship programs. NAC is committed to helping you achieve positive wellbeing and educational outcomes.

## DUKE OF EDINBURGH'S AWARD

The Duke of Edinburgh's International Award is available to all students 14 years (Year 9) and above. The Award comprises three levels (Bronze, Silver, Gold) each progressively more challenging. Participants are required to complete four sections at each level: service, skill, physical recreation and adventurous journey. Gold-level participants also complete a residential project.

The challenges of the awards help foster self-confidence, the ability to cope with change (resilience) and leadership. Participating in the award programs is an exciting journey for young people and their families. For further information contact the **Duke of Edinburgh Coordinator** [dukeofed@sras.nsw.edu.au](mailto:dukeofed@sras.nsw.edu.au)

## EMERGENCY PROCEDURES

### Evacuation

To evacuate the Main campus, the bell system will sound continuously in all buildings.

#### Responding to a continuous bell:

- Cease work.
- Close all windows and doors.
- Prepare to leave your bags and other belongings behind but collect any personal medication to carry with you (eg. an asthma ventilator).
- Your supervising teacher will review the emergency evacuation map located in each room for your classes designated assembly area in Apex Park.
- Your teacher will then escort you in an orderly fashion to the assembly area via the most direct and safe route as indicated on the evacuation route map.
- At Apex Park assemble in your homeroom

and your homeroom teacher will mark the roll and account for any student absences.

- Return to the buildings only when instructed to do so by the Principal or person running the evacuation.

### Lockdown

#### Responding to an alarm:

- All staff, students, visitors and guests must remain in classrooms or offices. The classroom door must be closed and if possible locked. Close windows, blinds and shutters and turn lights off. Mobile phones should not be used and should be turned off. Stay calm, quiet and away from doors and windows.
- Anyone who is using the toilet should remain where they are and lock the toilet door.
- If out of class, students should move to the closest classroom or safe area and follow the above procedure.
- When the deactivation signal is made, wait for specific instructions from the Principal or emergency services.

## FIRST AID, ILLNESS AND MEDICATIONS

The staff at NAC take the responsibility for our student's health and wellbeing very seriously. Working in partnership with parents and/or carers helps us to ensure our students are cared for in the best possible way.

The School Services Staff are responsible for sickbay, administering medication, and first aid. If you present to School Services, it will be at their discretion as to what action to take. This includes, but is not limited to, first aid, rest or time out.

If you become ill at school you need to speak to your supervising teacher, who will sign the "Out of Class Log" in your student diary, and then

send you to School Services. You will be allowed to rest in sickbay for a short period of time, and then if unable to return to class, your parents and/or carers will be contacted by School Services.

**NOTE: Students are not to contact their parents and/or carer to come and collect them under any circumstance. Students who are not well should not attend school.**

The parents/carers of any student who receives regular medication for ongoing health management need to inform the school by filling out the **Prescription Medication Form** (available on the College website) and returning to School Services to ensure continuing duty of care.

Students who have allergies, Anaphylaxis or Asthma are required to submit a doctor-signed **Medical Management Plan**.

It is the responsibility of parents and/or carers to provide accurate and up-to-date medical information. Information regarding medication is required at the beginning of each year and any time a medication routine is changed.

## IMMUNISATION AND SCREENINGS

Schools are required to have a student's immunisation status on file. This is generally provided when enrolling at the College. Students who are not vaccinated can still be enrolled at the College but can be excluded from school at the direction of a Public Health Officer for the duration of an outbreak of a vaccine-preventable disease in the school. If an unimmunised student comes into contact with a vaccine-preventable disease outside school, they may also be asked to stay home during the incubation period to reduce the risk of starting an outbreak within the College community.

An approved Immunisation Certificate can be requested online by going to:

[www.servicesaustralia.gov.au/individuals/services/medicare/australian-immunisation-register/how-get-immunisation-history-statement](http://www.servicesaustralia.gov.au/individuals/services/medicare/australian-immunisation-register/how-get-immunisation-history-statement) and using your MyGov account.

Please provide a copy of this certificate to School Services where it will be uploaded and the details recorded against your student record.

## HOME LEARNING

Home learning is vital to equip students to be effective independent learners, as well as to consolidate knowledge learned in school time. Students need to practice study skills, learn how to manage their time and ensure that revision becomes habitual rather than incidental.

Home learning is especially valuable for focusing on areas of weakness that can become cemented if not addressed. Teachers can individualise and facilitate this process if you are able to articulate the areas in which you are struggling well before formal assessments reveal the difficulty.

Home learning helps students learn how to prioritise tasks, problem solve and take responsibility for their own learning. It is also an important way for parents to be part of the learning process and to emphasise and value that learning is an ongoing endeavour.

A regular program of home learning and home study is essential for all students. Senior School students must learn to work independently to ensure that they cover all work set for them.

Home learning includes work set by teachers, preparation for the following day's lessons, long-term assignments and revision of each day's lessons. Guidelines for time to be spent on home learning each night are as follows:



YEAR GROUP	EXPECTATION
Years 7 & 8	Up to 1½ hours
Years 9 & 10	Up to 2 hours
Year 11	Up to 3 hours
Year 12	Up to 3 hours

If set home learning is not completed, your teacher will address this issue with you. If the matter becomes serious, parents will be notified and restorations may be required. Year Coordinators and Homeroom teachers will assist students at regular times during the year with planning for study. **NOTE:** Students in Years 7-9 will not be expected to do home learning, other than reading novels, during holiday times.

### What students can do

- **Read ahead:** You should read ahead in your textbooks, read the prescribed text or read relevant source material well before this material is addressed in the classroom. This will assist you with the content in class as the information will be more familiar to you.
- **Prepare study summaries:** You should prepare study summaries each week including daily dot points for students in Years 11 and 12. Some subjects have very specific content that must be learnt, and dot point summaries in these subjects can be highly beneficial. Summaries should be brief and concise, and they should be "written" in a way that best suits your learning style(s). Pictures, tables, mind maps, short notes and flow charts can all be used. Simply re-writing notes without modification or adaptation is not helpful. These summaries should be reviewed on a regular basis so the content is lodged in the long-term memory.
- **Write questions to clarify:** If there are areas that need clarification write down your questions so you can ask your teacher the next day.

## HOMEROOM

### *Student Wellbeing time*

Nowra Anglican College's strong student wellbeing program means that each student's personal and academic progress is monitored. Homeroom is formed based on houses and is a small group of students who meet each day for roll call and THRIVE time. The Homeroom Teacher is the first point of contact for any concerns that you have.

### **Roll call occurs at the start of most days.**

During this time, you meet with your Homeroom teacher and get your name marked off, hear announcements and attend to other administrative tasks such as having your uniform checked.

### **THRIVE occurs each day just after recess.**

During this time different activities occur. The basic structure is:

- M** Chapel
- T** Homeroom Group
- W** Wellbeing Wednesday/Year Meetings
- T** Homeroom Group
- F** Friendship Friday/Year Meetings and a fortnightly cycle of Assemblies

Students meet twice each week with their Homeroom teacher and while in Year 7, with Year 11 student leaders once a week.

In THRIVE time, you will focus on activities that upskill you in Social-Emotional Capabilities and the precepts of Positive Education. During this time, your group will look at goals, character strengths, stresses and how to deal with them in a resilient manner. You will learn how to re-frame setbacks, look for solutions and plan your way forward.

## HOUSE SYSTEM

The College Houses are named after Anglican Ministers who served in the Parish of Nowra since its inception in 1833. The Houses are Best, Hargrave, Procter and Trickett.

All students in the Junior School and Senior School belong to a house. Staff members also belong to a house. The house system within the College does not just serve a sporting purpose. It also serves as the basis of the pastoral support system within the College. Secondary School roll groupings are based on the House to which students belong.

### House Colours

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<b>Best</b>	blue and white
<b>Hargrave</b>	red and white
<b>Procter</b>	yellow and black
<b>Trickett</b>	green and white

## LIBRARY

The NAC Library is a vibrant and busy space that supports students' reading, study, social and overall learning needs.

### Library Hours

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<b>Monday</b>	8:00am - 4:30pm
<b>Tuesday</b>	8:00am - 4:30pm
<b>Wednesday</b>	8:00am - 4:30pm
<b>Thursday</b>	8:00am - 4:30pm
<b>Friday</b>	8:00am - 3:30pm

Students have access to a wide variety of both physical and digital resources in the Library or at home. Most items can be borrowed. Borrowing restrictions may vary, depending on the demand for particular resources.

Photocopying, printing, scanning, electronic chargers and laptop services are available in the Library.

The Library manages the acquisition of physical resources, databases, access to eTextbooks, the school's eBook collection (multiple providers) and our digital video collection through ClickView.

Students in Years 10-12 also have access to the **Independent Learning Centre**. They may use this space for private study and research projects.

## LOCKERS

Each Senior School student (Years 7-11) is allocated a locker that must be kept in good condition as per the locker agreement terms and conditions. Each student is issued with a padlock to keep for as long as they are at NAC. Bags and other personal items such as mobile phones, are to be placed in your locker at the beginning of the day. Students should go to their lockers at the end of each break time to collect equipment needed for the next lessons. For example, prior to roll call, organise equipment needed for Periods 1-2. Prior to the end of recess, organise equipment for THRIVE and Periods 3-4. You are responsible for ensuring your locker is securely locked at all times for the safekeeping of your personal possessions.

## MOBILE PHONES AND SMART WATCHES

The use of mobile phones or smart watches for communication on school premises or on school activities is banned. Incorrect use of these devices will result in you being asked to hand the device into School Services. The device can be collected at the end of the day.

**Students may only use mobile phones after 3.15pm.**

If you wish to bring a mobile phone to school, you should store it in your locker. The College will not accept responsibility for the loss or damage of any electronic equipment brought to school.

Students wishing to make a private call during school hours may only do so in cases of emergency and in this case, you should go to School Services and give your reasons to the office staff who will give you access to a phone.

**You are not to use your personal mobile to do this.**

## NUT AWARE SCHOOL

Given the number of food allergies, it is not possible to remove all allergens from our community. However, **NAC is a Nut Aware School**, understanding the risks associated with allergies and implementing practical, age-appropriate strategies to minimise exposure to known allergens particularly peanuts and tree nuts. This includes removing nut spreads and products containing nuts from the school canteen but does not include removing products that 'may contain traces' of peanuts or tree nuts.

In order to ensure that NAC is a safe and healthy environment for all of our students, we seek your support in the following ways:

- Do not bring peanut butter/nut products or anything containing nuts to school.
- Wash your hands with soap and water both before and after eating.
- Do not swap, or share your lunch or recess with other students.

## REPORTS

Formal Reports are issued twice each year and offer summaries of the ongoing assessment results, which are represented in full detail on the Edumate portal.

## SCHOOL OCCASIONS

Our College runs and facilitates a large number of events throughout the year and it is essential that you attend these. All students must attend Foundation Day, Chapel, Assemblies, Swimming Carnivals, School Photo Day, Cross Country, School Camps, Athletics Carnivals, Presentation Day and subject-specific excursions/incursions.

## STUDENT LEADERS

At NAC we believe that every student has the capacity to become a leader. By helping you grow in your leadership capacity we seek to build your competence, confidence, character and connectedness to others.

- **Leadership is about serving others.** Some students are natural leaders who love helping others, serving them as Christ served us by giving His life so that we might be saved.
- **Leaders are authentic,** they are confident in who they are and don't try to be someone other than themselves.
- **Leadership is an action.** It requires considered thought, awareness of self, the skills and behaviours required to achieve success, interpersonal connection and the confidence to put these things into action.
- **Leaders require a 'Growth Mindset'.** Goal setting and reflection tap into your ability to develop and sustain this Growth Mindset as well as develop the metacognitive tools to achieve success.

## LEADERSHIP POSITIONS

### Prefects

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Prefects are elected representatives of NAC from Years 11 and 12. They have responsibilities for maintaining the high spiritual and behavioural standards of the College. They should be given the respect they deserve and any instructions they give should be observed promptly.

### Senior Leaders

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Year 11 and 12 students have the opportunity to serve the College by working with members of staff. They will work as a team within their chosen area of interest to help serve the College community. Some areas of past opportunity include:

- CAPA
- Chaplaincy
- Defence
- Humanities / Social Sciences
- Indigenous
- Learning
- Science
- Sport

### Year 11 Peer Support & THRIVE Leaders

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Students may elect to lead THRIVE time for Year 7. These students run specific activities, designed as an integral part of THRIVE, once a fortnight. They are supported by the teachers who train them and the THRIVE teachers.

### House Captains

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The student body of each House elects Year 11 House Officials every year. They are responsible for assisting with the organisation and implementation of Foundation Day in Term 2 and House Spirit at carnivals.

## **Student Representative Council**

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The Student Representative Council (SRC) has members elected from across Years 7-12. SRC members conduct meetings with their Year Groups once a term. These are designed to enable each student to develop their leadership skills and to build and facilitate relationships within their year group. They also provide an avenue for communication about student initiatives and receive feedback about school matters.

## **Service and Social Justice Leaders**

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This leadership group works together during THRIVE to promote and assist with areas of service and help raise awareness of social justice issues within and outside of the school.

## **STUDENT DRIVING**

**Collegians (Years 11 and 12) are able to drive to the College once they have the appropriate licence.**

A 'permission to drive' form (available on CANVAS on your homeroom page and also on the NAC website) must be completed before driving to school. The permission to drive form sets out the various rules in relation to this area including rules regarding where students park and access to cars during the day. Access to parking is restricted to the student car park at the southern end of the College parking area.

# Student Code of Behaviour

Nowra Anglican College is a respectful community grounded in Christ's compassion, learning to live with wisdom. We expect our students to align their behaviour with the school values of **Respect | Compassion | Wisdom**. This is expected in all aspects of their lives, when at school or out in public, in person or online.

## RESPECT

Honouring and showing regard for others, yourself and God. All students at the College have the right to receive respect and are expected to respect others:

STUDENT RIGHTS	STUDENT RESPONSIBILITIES
Feel secure and happy and be treated with respect, understanding, kindness and courtesy	Treat others politely, with respect, displaying understanding and not to tease or hurt others emotionally or physically Be truthful in all their dealings
Expect that personal property will be safe	Respect the property of others
Benefit from the good reputation of the College	Wear the college uniform correctly Look after the college environment Choose behaviours that reflect well on self and maintain the College's good reputation.

## COMPASSION

Showing love, concern and awareness for others and yourself informed by Christ's example. All students at the College have the right to receive compassion and are expected to show compassion to others:

STUDENT RIGHTS	STUDENT RESPONSIBILITIES
Seek reconciliation and renewal	Display empathy and understanding to others
Feel welcomed and included at the College	Actively ensure others feel welcomed and included

## WISDOM

Using knowledge and experiences to inform your choices for the betterment of yourself and others, in line with God's word. All students at the College are encouraged to make wise choices for themselves or others.

STUDENT RIGHTS	STUDENT RESPONSIBILITIES
Learn and not be deprived of this right and opportunity by the behaviour of others	Be organised, prepared and willing to learn
	Be in the right place at the right time
Enjoy a healthy environment	Create a safe and healthy environment for others
	Act in a safe and considerate manner

## BREACHING THE STUDENT CODE OF BEHAVIOUR

Breaching the student Code of Behaviour may result in consequences at the discretion of the teacher such as the loss of privileges. Serious breaches and /or repeated breaches may lead to a behaviour card.

TEACHER'S ROLE	STUDENT'S ROLE
Reward positive behaviour upholding College values	Participate in the College awards system
Remind the student of the importance of College values	Reflect upon his/her actions and give an apology as appropriate
Student informed of their breach of the Code of Behaviour and its consequences in line with the NAC discipline Levels	Accept responsibility and consequences, including the discipline card system

## EXPECTATIONS AND RESPONSIBILITIES OF STUDENTS

Students are expected to uphold our values of **Respect | Compassion | Wisdom** in all aspects of their lives – at school, out in public, in person or online. Students are therefore required to acknowledge and accept the following responsibilities:

### Spiritual Responsibilities

- **Reciprocity** – Willingness to show concern for others by showing courtesy, kindness and giving assistance.
- **Restoration** – Honesty of opinion, open-minded attitude to Christianity and respect for the Christian basis of the College.

### Academic Responsibilities

- **Reflectiveness** – Commitment to a regular study program (home study/revision)
- **Resilience** – Perseverance, absorption, noticing and managing distractions in class.
- **Acceptance** of the rules for use of the Library and Senior Study area.
- **Willingness** to seek help from Teachers, Heads of Department, Year Coordinators.
- **Commitment** to principles of good scholarship, academic honesty and ethical practices.
- **Respect** for the fundamental rights, rules and procedures that promote honesty, equity and respect for the integrity of their own learning and the learning of others.

### Social Responsibilities

- **Acceptance** of the Code of Behaviour, including rules regarding uniform, grooming and conduct within and outside of the College.

### Extra-Curricular Responsibilities

Willingness to be involved and participate in the broader life of the school including sporting and cultural activities. The College expects students to be involved in at least one co-curricular or extra-curricular activity per term.

**NOTE:** Increasingly, selection into tertiary education considers factors additional to, or in lieu of, the ATAR. Tertiary providers are looking for 'all round' individuals whose interests and other abilities are additional to their HSC results. Particularly this is the case when applying for early entry schemes.

### Travel Responsibilities

**The College has the following expectations of students when travelling to and from school:**

- Students are courteous to and considerate of others travelling in public, at all times.
- Students use language that reflects well on themselves and the College.



## At-School Responsibilities

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**The College has the following expectations of students in class:**

### Resourcefulness

Always try to continually learn and improve, setting a high personal standard when completing class work.

### Reflectiveness

Plans so that they arrive prepared for class by:

- being punctual,
- bringing a positive attitude,
- bringing the correct equipment and
- completing all set home learning.

### Reciprocity

Relates well to their teachers and fellow students by:

- being polite and courteous,
- engaging with others constructively,
- allowing everyone to learn.

### Restoration

Respects their teachers and fellow students by:

- using technology in an appropriate and responsible manner. See *Information Technology: Student Computer Use Policy*,
- keeping mobile phones in their lockers/bags and not used within the school day,
- looking after the property of others including the College.

**The College has the following expectations of students while at school:**

- Students arriving late must report to School Services to sign in (includes before school lessons).
- Respect others' opinions.
- Students use language that encourages others and is free of offensive intent and swearing.
- All students are responsible for maintaining litter-free school grounds and classrooms.
- Respect the personal space of others, and maintain a 'hands off' approach when interacting with others.
- Walk respectfully around the College campus providing space to others.
- All school bags are to be kept in lockers/hooks at all times.
- Lockers should only be used before and after school and at the beginning and end of recess and lunch. They must be kept securely locked at all times.
- All students are to stay within the set boundaries at recess and lunchtime. Driveways and parking areas are out of bounds.

**The College has the following expectations for students during Assembly and Chapel:**

- Attend all Chapel services and assemblies.
- Be punctual and enter and exit quietly.
- Participate as an audience member appropriately.
- Stand and sit without talking.

# Acknowledging Students

## COLLEGE VALUES

The College is committed to teaching students positive behaviours. As such we seek to recognise students who uphold the values of **Respect | Compassion | Wisdom** in and outside the classroom.

Students are acknowledged in different ways, including:

- **The College Merit System**  
i.e. Light of the Cross Awards
- **Class or Year Group Incentives**  
e.g. movie afternoons
- **Individual or Group Recognition**  
e.g. special celebratory lunches, celebratory events

Staff are encouraged to recognise students who uphold these values and award:

### Behaviour

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Demonstrating school spirit.

- Reflectiveness – shows wisdom in actions (makes positive choices)
- Restoration – compassion/kindness to others
- Restoration – respectful to staff/students
- Restoration – standing up for others
- Represents the College positively to outside commitments
- Service to others

### Learning

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Demonstrating application to learning.

- Reciprocity – able to learn from and with others
- Reflectiveness – demonstrating growth mindset
- Resilience – perseveres and takes risks when learning
- Resourcefulness - takes control of own learning

### General

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- Respect - perfect uniform

## COLLEGE MERIT SYSTEM

Students who achieve significantly either academically, through co-curricular achievements or service & character aspects of College life are recognised.

### Light of the Cross Awards

One way they are recognised is through the 'Light of the Cross' Award Program which seeks to:

- recognise and encourage sustained academic excellence
- acknowledge and encourage persistent endeavour in students according to their abilities
- create a consistent, positive and cooperative learning atmosphere within the classroom
- encourage continued application to academic study and active class participation
- encourage behaviour which contributes to a sense of well-being and community
- recognise God given gifts and abilities and encourage students to use them effectively with humility'

AWARD		
Merit Award		3 Merit Awards earns a Merit Certificate
Merit Certificate		3 Merit Certificates earns a Bronze Award
Light of the Cross	Bronze	3 Bronze Awards earns a Silver Award
	Silver	3 Silver Awards earns a Gold Award
	Gold	3 Gold Awards earns a Platinum Award
	Platinum	

## HALL OF FAME

From time to time students' achievements will be exceptional and be worthy of special recognition beyond the established merit system. For this reason, the "Nowra Anglican College Hall of Fame" was established.

# Breaching the Student Code of Behaviour

## SENIOR STUDENTS ONLY

When the Code of Behaviour is breached, Nowra Anglican College is committed to:

- developing students' understanding that there are consequences for actions.
- providing the opportunity for students to make restitution.
- supporting students to make better choices about their behaviour in future.
- developing students' self-discipline.

All consequences are subject to the determination of the Principal. Nowra Anglican College does not allow corporal punishment by any member of the College community to enforce discipline at the College. Nowra Anglican College does not consent to parents using physical punishment on our behalf.

## TEACHER LUNCHTIME RESTORATION

**20 minutes.** Breach could include:

- Non-compliance with the expectations of behaviour for the classroom
- Persistent non-completion of home learning

## FORMAL LUNCHTIME RESTORATION

**20 minutes.** Breach could include:

- Non-compliance with the expectations of behaviour for the classroom or playground
- Non-compliance with the expectations of behaviour during Assemblies and Chapel
- Chewing gum
- Uniform: 3 infringements per term

## AFTER-SCHOOL RESTORATION

**3.15pm–4.00pm.** Breach could include:

- Persistent or significant non-compliance with the expectations of behaviour classroom / playground
- Non-compliance with the Code of Behaviour travelling to and from school
- Non-compliance with Bullying Policy
- Non-compliance with the *Information Communication Technology Policy*
- Reckless behaviour (unintentional injury)
- Misuse of Technology: 4 infringements per term
- Mobile phone sighted: 4 infringements per term
- Misuse of social media (minor)
- Persistent uniform infringements: 5 infringements per term
- Persistent lateness to school: 5 or more late arrivals with or without explanation (not including appointments) per term
- Fractional truancy (on-site, make up time missed – second offence, loss of privileges such as late start or early leave for 1 month)
- Failure to report at lunchtime restoration
- Dishonesty e.g. Forgery, lying

## SUSPENSION

As a guiding principle for suspensions, we consider Australian law and what would be considered illegal behaviour/activity.

**NOTE:** These principles apply to the behaviour of students at school, on the way to and from school and while away from the school site on school-endorsed activities. They can also apply outside of school hours and off school premises where there is a clear and close connection between the school and the conduct of students. These include the use by a student of social networking

sites, mobile phones and/or other technology to threaten, bully or harass a member of the College community (student or staff).

**Reasons for suspension could include:**

- Truancy (off-site) fractional or whole day
- Fighting or physical abuse (intentional)
- Damage to school or personal property
- Verbal abuse towards students or staff
- Serious misbehaviour in public
- Persistent or serious non-compliance with the *Bullying or Information Technology: Student Computer Use Policy* (including misuse of social media)
- Putting themselves/others at risk of significant harm
- Theft
- Bringing weapons to school
- Smoking including e-cigarettes and vaping in any form, when in uniform or at school events
- Possession, use, or dealing in illicit drugs, alcohol, drug paraphernalia, or smoking implements.
- Serious criminal behaviour related to the school.

**NOTE:** Any illegal substance/device found at school/at a school event will be confiscated and destroyed after photographic evidence has been taken.

## EXPULSION

On-going and persistent breaches of the *Student Code of Behaviour* inside and outside of the classroom

**NOTE:** After serious breaches of the Code of Behaviour, off-site events such as excursions, sport (internal and representative) will be reviewed in light of subsequent behaviour.

## MAKING AMENDS

Where possible the nature and content of the consequence will focus on reflective and restorative practice in order to restore relationships.

This involves:

- **Restitution:** apologising and trying to remedy what has happened
- **Resolution:** developing a plan to prevent the same behaviour from happening again
- **Reconciliation:** finding a way to heal the hurt, this may involve sanctions put in place by the College.

Therefore, the nature of the misdemeanor will determine how the restoration is served and focus on assisting the student to make better behaviour choices in the future and to develop self-discipline.

# Bullying

**Nowra Anglican College is a Safe and Supportive School.** Teachers, students and parents are committed to the following ideals for all members of the NAC Community:

- Creating a safe and secure school where students are able to learn in a supportive and motivating environment which is free from harassment and violence.
- Treating each other according to our College Values of respect, compassion and wisdom.

## Respect

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- Respecting the possessions and privacy of others
- Respecting ourselves and others by following the School's Code of Conduct/Behaviour
- Considering how behaviour will impact others and modify behaviour accordingly
- Treating each other with compassion and equality

## Compassion

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- Striving for a sense of connection to each other and the school
- Caring for each other at all times
- Using words and actions to encourage and build one another up

## Wisdom

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- Being accountable for our behaviour
- Acknowledging mistakes and learning from them
- Striving to be wise in our behaviour, by being authentic and seeking the truth

Nowra Anglican College strives to clearly articulate and acknowledge these ideals to the students and the wider NAC Community. This message is reinforced weekly in Chapel Services, in Year Meetings, in pastoral care programmes, in Christian Studies and PDHPE, in our classrooms, our professional development curriculum, through the newsletters and the College website. The school will investigate, clarify, articulate, and resolve issues that arise in the school when there has been a breach in the commitment to these ideals.

## **Bullying is not tolerated at Nowra Anglican College.**

Behaviour such as bullying, relational aggression, sexual harassment, racism or violence is unacceptable behaviour and does not fit the ideals of the school.

## WHAT IS BULLYING?

### Definitions

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**Rude:** Inadvertently saying or doing something that hurts someone else.

**Mean:** Purposefully saying or doing something to hurt someone once (or maybe twice).

**Bullying:** Repeated and intentional behaviour causing fear, distress, or harm towards another person that involves an imbalance of power. It can involve humiliation, domination, intimidation, victimisation and harassment.

### Elements of Bullying

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- Intentionally aggressive behaviour
- Repeated over time
- Involves an imbalance of power

**All three elements MUST be present.**

Students who bully, say or do something intentionally hurtful to others and keep doing it. They do so with no sense of regret or remorse, even when targets of bullying show or express their hurt or tell the bully/aggressor to stop.

## Forms of Bullying

- **Physical bullying** which involves physical actions such as hitting, pushing, obstructing, or being used to hurt or intimidate someone. Damaging, stealing, or hiding personal belongings is also a form of physical bullying.
- **Psychological bullying** is when words or actions are used to cause psychological harm. Examples of psychological bullying include name-calling, teasing, or making fun of someone because of their actions, appearance, physical characteristics, or cultural background.
- **Indirect bullying** is when deliberate acts of exclusion or spreading of untrue stories are used to hurt or intimidate someone.
- **Cyber bullying** is the ongoing abuse of power to threaten or harm another person using technology. Cyber bullying can occur in chat rooms, on social networking sites, through emails, or on mobile phones.

Forms of non-physical bullying are also referred to as "relational aggression" – aggressive behaviour which is covert, subtle and socially sophisticated.

## DEALING WITH BULLYING

Nowra Anglican College recognises its duty to students to provide a safe and positive learning environment where individual differences and diversity within the College are respected and accepted. Bullying is not tolerated at Nowra Anglican College. It is our policy that:

- Bullying be managed through a 'whole of College community' approach involving students, staff and parents/carers;

- Bullying prevention strategies be implemented within the College on a continuous basis with a focus on teaching age appropriate skills and strategies to empower staff, students and parents/carers to recognise bullying and respond appropriately;
- Bullying response strategies are tailored to the circumstances of each incident;
- Staff establish positive role models emphasising our no-bullying culture; and
- Bullying prevention and intervention strategies are reviewed regularly against best practice.

## PREVENTING BULLYING

The College is committed to undertaking the following steps to prevent bullying:

- **Name the behaviour** – Educate students to recognise relational aggressive behaviours, thus removing the covertness of this type of behaviour among students. Ensure the students are made aware of the damaging impact of relational aggression. In this way we are encouraging accountability for the behaviour.
- **Develop empathy** – Develop skills to help students resolve interpersonal difficulties.
- **Teach assertiveness, problem solving and communication skills.** Help students to be more straightforward in resolving interpersonal difficulties.
- **Provide positive role models** – Use older students/teachers/mentors who can demonstrate positive social skills to the students. Have these people be accessible to the students for advice/help.
- **Develop strategies to examine feelings.** Develop students' capacity to examine their negative feelings such as jealousy and anxiety. Encourage them to develop skills to manage these feelings so as not to hurt others.

- **Teach strategies of forgiveness**
  - the four promises of forgiveness:
    - “I will not dwell on this incident.”*
    - “I will not bring this incident up and use it against you.”*
    - “I will not talk to others about this incident.”*
    - “I will not allow this incident to stand between us or hinder our personal relationship.”*
- **Build self-esteem** – Help students to find their unique, God-given gifts and talents.
- **A zero tolerance approach to bullying.**

Students must learn that threatening to not be someone’s friend anymore, sighing, eye rolling, and exclusion are not to be tolerated. Students must learn to recognise what appropriate interactions with others looks like, sounds like, feels like and conversely, what it doesn’t. Placing students in headlocks, intentionally throwing objects including food, saying ‘I was just pretending’ or ‘jokes’, is NOT funny when this is targeted at someone. Such behaviour is bullying. This social educational message begins from Preschool and is reinforced regularly.
- **Development of a school-wide approach to dealing with bullying.**

This includes: Professional Development, seminars for parents, school-wide promotion of the safe and supportive school message and positive behaviour messages, provision of lessons and information to students for awareness, and for skill development to prevent relational problems. Provide support and skill development for students involved in relational aggression situations.

## RESPONDING TO BULLYING

### In all circumstances the College:

- takes bullying incidents seriously;
- takes time to properly investigate the facts including discussing the incident with the target, the bully and any bystanders;
- takes time to understand the concerns of all individuals involved;
- maintains records of reported bullying incidents; and
- will escalate its response when dealing with persistent bullies and/ or severe incidents.

Bullying behaviours vary enormously in their extent and intent and, as a consequence, each incident needs to be dealt with on its facts. When dealing with bullying, age appropriate consequences will be applied. There are normally three parties involved in an act of bullying:

- **The Aggressor** (the Bully)
- **The Bystander**
- **The Target**

A child may be the bully/aggressor in one situation, but may be the target in another situation and maybe a bystander in yet a different situation. When an incident of relational aggression is brought to the attention of the school, the following steps will occur.

The incident will be investigated by the Class Teacher in conjunction with a Pastoral Leader/ Year Coordinator, Head of School or Head of Pastoral Care or one of the Deputy Principals.

All parties (the target, the aggressor and all bystanders) will be interviewed independently and all viewpoints will be listened to impartially. The protocols of procedural fairness will be followed.

If deemed appropriate, and the target agrees, target conferencing will be implemented.



## The Aggressor

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If the student is found to have engaged in an act of bullying, they will be asked to complete the following restorative process:

- **Restitution:** Apologise and make effort to remedy what has happened.
- **Resolution:** Develop a plan to prevent the same behaviour happening again.
- **Reconciliation:** Find a way to heal the hurt.

If necessary, the student will also be referred for further counselling or may have sanctions put in place by the school.

## The Bystander

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All bystanders involved will be counselled regarding the role they played in the incident and given guidance as to how to respond in a more appropriate way that supports the target of bullying in the future.

## The Target

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The target will be counselled and closely monitored and supported by the school. They will be given practical support with coping mechanisms and strategies and will receive counselling if required.

The aim of any intervention is to find a resolution amongst the students which allows the target to feel safe, secure and comfortable at school; for the aggressive student to acknowledge and apologise for the hurt they have caused and for the hurt to be healed.

## ADVICE FOR STUDENTS

Report situations of bullying to your teacher and parents. It is alright to tell someone. Telling is when you want something to stop. This may be for yourself or someone else that you are aware is being targeted. This is different from 'dobbing' where the motivation is to get someone else into trouble.

### Tell your teacher and parents:

- what the problem is
- how it makes you feel
- how often it has been happening
- what you have done to stop it
- that you need their help

## ADVICE FOR BYSTANDERS

If you know of someone else being bullied, support them in their efforts to put a stop to it. Don't just watch, or even worse laugh or participate. Refuse to join in with a bully in your group. Letting a bully get away with it is like saying it's ok to be a bully.

**For more information, please refer to the Bullying Policy on the NAC website.**

# Procedural Fairness Guidelines

**Procedural fairness is a basic right of all when dealing with authorities.**

Procedural fairness refers to what is sometimes described as the 'hearing rule' and the 'right to an unbiased decision'.

## THE HEARING RULE

The '**hearing rule**' includes the right of the person against whom an allegation has been made to:

- know the allegations related to a specific matter and
- any other information which will be taken into account in considering the matter
- know the process by which the matter will be considered
- respond to the allegations
- know how to seek a review of the decision made in response to the allegations.

## THE RIGHT TO AN UNBIASED DECISION

The '**right to an unbiased decision**' includes the right to:

- impartiality in an investigation and decision-making
- an absence of bias by a decision-maker

Procedural fairness includes making available to students and parents or caregivers policies and procedures under which disciplinary action is taken. It also includes providing details of an allegation relating to a specific matter or incident. This will usually involve providing an outline of the allegations made in witness statements and consideration of witness protection. As part of ensuring the right to be heard, schools could establish any need for parents/caregivers to be provided with interpreter services and, if required, make arrangements for such services to be available.

While it is generally preferable that different people carry out the investigation and decision-making, in the school setting this may not always be possible. If the Principal is conducting both the investigative and decision-making stages, he or she must be reasonable and objective. To be procedurally fair, the Principal must act justly and be seen to act justly. While it is difficult to combine the roles of investigator and adjudicator, it is acceptable to do so given the nature of the Principal's responsibilities. Nevertheless, it may be preferable to have another appropriate officer, such as a Deputy Principal or Head of Junior School, carry out the investigation where possible. The review mechanism adds to the fairness of the process.

In matters where a long suspension or expulsion is contemplated, the gravity of the circumstances requires particular emphasis to be given to procedural fairness. This includes the offer of having a support person/observer attend formal interviews. The key points of the interview/discussion are to be taken down in writing.

## PROCEDURAL FAIRNESS IN DISCIPLINARY PROCEDURES

Any incident involving a suspension or expulsion MUST involve an appropriate member of the EXECUTIVE in the initial investigation or as soon as possible.

### Executive Members

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- **Head of Junior School**
- **Head of Senior School**
- **Deputy Principal: Wellbeing & Growth**
- **Deputy Principal: Learning & Innovation**

The Principal will be the person who makes the ultimate determination regarding suspension or expulsion. This is to ensure procedural fairness is upheld in all instances involving suspension and expulsion.

It is expected that all Nowra Anglican staff and students will deal with disciplinary procedures with compassion, truthfulness, fairness, consistency and equity without malice or condemnation. The views of all parties will be considered.

### Procedure

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1. Any misdemeanour which incurs a serious consequence will be investigated and authenticated by a member of the executive staff who will document all steps in the process of the investigation.
2. Interviews with the student involved will be conducted by a member of the executive, in the presence of a third party. This, in most cases will be the Year Coordinator (or classroom teacher) whose role will be to support the student.
3. During the interview, students will be asked their accounts verbally and then required to write these out in full using the **Student**

### Incident Proforma.

4. Other witnesses to the incident or those identified by the student involved will be interviewed and asked to write out their account of the incident. This includes students, teachers and in some instance's parents.
5. After all accounts have been gathered, the student involved will be given the opportunity to:
  - know the allegations related to a specific matter and
  - any other information which will be taken into account in considering the matter
  - know the process by which the matter will be considered
  - respond to the allegations - in the case where witness accounts differ from those of the student involved
  - know how to seek a review of the decision made in response to the allegations.

If the misdemeanour is substantiated as a result of the investigation, parents/guardian will be informed by telephone and asked to come to the school for an interview with a member of the executive. In conjunction with the parents/guardian and, where appropriate, the School's Psychologists, action which is in the best interests of both the student involved and the school community will be discussed and resolved. The final decision for the appropriate course of action is made by the Principal.

# Information Communication Technology

Digital technologies offer tremendous potential to enhance our lives through social interaction, automation, access to information and amplified creativity but technology must be used ethically and wisely if we are to experience the benefits it brings without harm. Students graduate from Nowra Anglican College as proficient and ethical users of technology able to actively shape a positive, 21st Century future.

Our teachers craft rich, technology mediated learning experiences in the classroom and online and our students enjoy the benefits of organised access to digital information, personalised content, rich feedback and innovative tasks. Students have access to a wide range of specialist, industry-standard software applications for authoring music, text and visual media. They learn to use innovative, computer aided design and manufacturing technologies and they develop a deep understanding of how technology influences our modern experience by authoring their own algorithms.

Daily access to high-level technology is a privilege that can only be bestowed to members of the Nowra Anglican College community committed to ethical, thoughtful and safe use of personal and school-owned technology. To do otherwise risks substantial harm and so only students and staff that adhere to the guidelines set out in this document can enjoy uninterrupted access to computing technology at the school.

Social media and social networking have become ubiquitous in the 21st century as a means for personal connection, professional exchange and service delivery. While Nowra Anglican College discourages early adoption of social media, many educational resources include tools for chat, comment and online posting and it is imperative that students develop skills, knowledge and values to navigate the online world. Nowra Anglican College recognises that what is posted on the

worldwide web becomes a permanent record and nothing is ever deleted and so this policy includes guidelines for safe, courteous conduct online that will enhance our individual and collective reputations.

## ACCEPTABLE USE

**Acceptable use and expectations are guided by the following principles:**

- We live under the authority of God and we are always to bring glory to Him by loving one another in word and deed.
- Online behaviour should, at all times, demonstrate a Christ-centered respect for the dignity of each person.
- Students must therefore behave in an ethical manner when using digital devices, whether school owned, or student provided (BYOD) to access resources, communicate and interact with others.

*Do not let any unwholesome talk come out of your mouths, but only what is helpful for building others up according to their needs, that it may benefit those who listen. Be kind and compassionate to one another, forgiving each other, just as in Christ God forgave you.*

**EPHESIANS 4: 29 AND 32**

Every member of the Nowra Anglican College community including students, parents and staff will be asked to support these guidelines as well as the policies named below. You will be required to indicate a commitment to upholding the guidelines by signing the diary that contains a copy of this document.

**NOTE:** For the ICT, Student use of Mobile Phones and Student use of Social Media Policies please see the College Website.

## EXPECTATIONS YEARS 7-12

### Student Laptops

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- Student devices must be well maintained
- Student devices must meet the minimum specifications outlined in the *NAC 1:1 Learning Handbook*

### ICT at Home

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- Laptops are to be connected to a power supply each evening so that they are fully charged at the beginning of each day
- Correct posture at a table or desk is to be maintained when the laptop is used. Bring the screen up to eye height and use a separate keyboard and mouse
- Parental controls are highly recommended on devices, streaming services and home networks so that device use is consistently monitored
- Applications to protect the device against viruses and malicious software must be installed

### ICT in Class

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- Mobile phones are stored in students' lockers during school hours and not brought to class unless directed to do so by their class teacher for educational purposes
- Smart watches are not to be used as a communication device during the school day or on school-based activities
- Students are to only bring school approved laptop and headphones to class unless asked to by their class teacher for the purposes of learning
- Students must bring their fully charged laptop and a set of headphones to each lesson
- Laptops are to remain closed until the teacher directs students to begin using them

- Students use personal and school-owned technology for activities directly related to the learning intention of the lesson
- Browser tabs not relevant to the current lesson are to be closed
- Students use only the username and password assigned to them by the school to log onto the school network
- Students keep their username and password secure and do not disclose them to others
- Students only connect to the internet by logging into the school WIFI portal. Connection via mobile phone hotspot or VPN software is considered unacceptable conduct
- Video, photographic and audio recording is to be done at the direction of teachers for the purposes of completing class tasks
- Students store files in Google Drive
- Images used as a desktop background are to be simple, appropriate and conducive to working without distraction
- Students contribute productively and purposefully to digital collaborations. Interference with the work of others is unacceptable
- Students must not physically or electronically jeopardise School or student data or equipment
- Should any software or browser extension cause distraction from learning, the school may require that it be uninstalled
- Students are to avoid accessing inappropriate websites. If this should happen by accident students should exit from this website immediately

## ICT During Break Times

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- Break times during the day are for building positive social skills with other students, as such, the use of BYO devices in the playground is strongly discouraged.
- Students who are using BYO devices in the playground will be asked to put them away.
- The Library is available for those students who need to use their BYO devices during break times.

## PRIVACY

- All electronic files residing on the school's infrastructure and in the SRAS Google domain are the property of the College
- Students should undertake their work with the knowledge that their activity may be monitored and that they may be held accountable for the content within their files
- Nowra Anglican College uses SOPHOS web filtering systems to restrict access to inappropriate or malicious web content
- Account access logs are used to identify the quantity of data downloaded by individual students and record the IP addresses of websites accessed
- Where IP addresses are associated with VPN applications, restrictions will be imposed on the student's technology access at school

## SOCIAL MEDIA

Nowra Anglican College and its community are committed to upholding the highest level of respect for others when using social networking and social media sites. To this end, those who are members of the NAC Community will not use abusive, rude or crude language when communicating with each other. Students are to use their words to encourage and build one another up, treating themselves and others with the highest level of respect.

It is therefore, never acceptable to use digital devices to harass, bully or humiliate others. Any such behaviour that affects members of our community, whether it occurs at school or outside of school, will be considered a breach of our Code of Behaviour and dealt with accordingly.

- Students may not use social media during the school day
- Parents/carers are asked to comply with the age restrictions of social media platforms and we recommend the eSafety Commissioner's guidelines for delayed exposure to online social and entertainment media
- Social media posts contribute to a life long "digital footprint" that could be viewed by prospective future employers, senior members of the school and church community, students and loved ones. Posts should be modest, discrete and polite
- Students may not share images of another person without his or her consent
- Students may not reveal personal details about others online
- Students may not access or share sexually explicit material
- Students should try to resolve conflict in person with the help of trusted teachers and pastoral staff and never engage in conflict or arguments online
- Social media posts should not include criticism of any member of the school community and only contribute to building the school's positive reputation
- Students should report instances where they or others are offended by social media posts to school staff who will assist with identifying possible harassment or bullying and guide appropriate action
- Privacy settings on social media posts should be set so that the audience for any post is appropriately restricted
- Interaction with school staff on social media sites is only to occur in the context of a formal learning exercise as per the Communication Policy

## MOBILE PHONES

Students are not to contact parents during the day by mobile phone. Parents are to support this policy by not contacting their child by mobile phone during school hours.

Students who have an issue that arises during the day are to first seek help from their Homeroom Teacher, Year Coordinator or other staff member rather than contacting their parents. These staff members are able to understand and deal with the issue in the first instance and where needed get additional information to help clarify the issue for the student(s) concerned.

In an emergency, students can use the phone in the school office to contact parents.

## CARE AND MAINTENANCE

- Student laptops should be new or near new at the time the student enters Year 7 with an expectation of repair or replacement during the six years of high school
- It is the responsibility of families to keep their chosen IT device in good working order to ensure minimal disruption to learning
- Student laptops are to be stored in lockers secured with the College issued combination lock at breaks
- A rigid laptop case is recommended
- Students are not to throw or sit on school bags to protect laptops
- The contents of the school bag should allow ample space for the laptop as over-packing can exert excessive force that results in damage to the device
- An additional power cable can be useful should charging be required away from the home

## **BREACHING ICT GUIDELINES AND POLICIES**

In addition to the consequences outlined in the Nowra Anglican College Student Code of Behaviour, misuse of technology may also result in temporary suspension of the user account, preventing access to the school's digital resources. In some instances, students may be required to use a school-owned device with limited functionality. In cases of online threats to safety, criminal activity or exploitation, the matter will be referred to the police.



# Caffeinated Beverages and Soft Drinks

As a school, we aim to promote healthy lifestyles and a positive learning environment by encouraging healthy eating and drinking behaviour. As a school that places a premium on teaching and learning, behaviour and wellbeing, we have found that the consumption of energy drinks and sugary soft drinks is not beneficial to effective learning.

It is clear from the research, excessive amounts of caffeine in energy drinks and sugar in high sugar drinks mean some students lose concentration in the short term and, by the end of the day, are feeling flat and are less responsive to learning opportunities.

Consumption of sugary drinks is associated with increased energy intake, weight gain and obesity, as well as other negative health impacts such as Type 2 Diabetes, Cardiovascular disease and some cancers. Studies have also found a clear relationship between the amount and frequency of sugary drinks consumed and an increased risk of dental erosion.

Students are not permitted to bring energy drinks or sugary soft drinks into school.

## SUGAR-SWEETENED DRINKS

**Examples:** Soft drinks, Flavoured waters (sparkling or still), Vitamin waters, Energy drinks, Sports drinks, Iced teas, Fruit drinks (less than 99% juice), Cordial, Slushies (with less than 99% juice), Coconut water (plain or flavoured), Ice-blocks (with less than 99% fruit juice).

Sugar-sweetened drinks have been banned from sale in NSW public schools (including in canteens and vending machines) since 2007.

## ENERGY DRINKS

In addition, energy drinks such as Red Bull, Mother, V and Rockstar are banned at Nowra Anglican College, as they are banned in NSW schools by the Department of Education. Some of these drinks have more than 108 grams of sugar (22 teaspoons) and 240 mg of Caffeine (3 standard coffees). These drinks have been proven to have a negative effect on student's health and learning.

Students with these drinks at school will have them confiscated and disposed of by staff.

**Water is our preferred drink.**

Only water in clear bottles may be consumed in lessons and during examinations. No other drinks will be permitted in class, except for medical reasons. Those students who have medical reasons to consume drinks other than water during class time are to liaise with the Head of Senior School and the Head of Junior School.

All students have access to water throughout the day. All students are encouraged to bring a reusable water bottle that can be refilled at breaks and lunchtimes using the cooled water fountains.

During sports gala days, students may consume sports drinks in moderation. However, water is still recommended as the drink of preference throughout the day.

**Year 12 Students are permitted to bring their own tea, coffee and milk to their Common Room.**

# Representative Sport Guidelines

## REPRESENTATION POLICY

To represent Nowra Anglican College at any level of school sport or other activity is a privilege and honour. The purposes of this policy are to ensure:

- The behaviour of students selected as representatives of Nowra Anglican College is of a high standard.
- For Year 11 and 12 students, there is a focus on the wellbeing of students. This is achieved by having a balance between an academic focus and extra-curricular focus, which includes external commitments such as representative sports.
- Staff assisting/supervising school sporting representatives will have a set of procedures consistent with the ethos of the College's Positive Behaviour for Learning Guidelines
- Students are aware of the College's expectations concerning their behaviour while representing the school in sport and other activities.
- It is important that staff assisting/supervising sporting representatives ensure this policy is discussed with and understood by all students participating in representative sport.

## Expectations Prior to Representing Nowra Anglican College

- The behaviour/s exhibited within the College community prior to representation should clearly signify the student's capacity to represent Nowra Anglican College in a wider sporting context to an acceptable standard. Failure to demonstrate these capacities may lead to the withdrawal of the student from representative situations.
- As a guiding principle, Year 11 and 12 students are to choose ONE sport per semester which they would like to represent the College.
- As a guiding principle, Year 10 students

are to choose a maximum of TWO sports per semester in which they would like to represent the college. **NOTE:** For an Elite sports person, where parents choose to give written permission for their son/daughter in an additional sport per semester, this will be considered by the College in consultation with the student and their family.

- Students are to choose the sport that they are representing the College for during Wednesday Sport and participate in the training provided. This applies to all students who do not currently play this sport outside of school. If the student already plays this sport outside of school, they are not expected to choose this as their Wednesday sport, however, they are expected to attend all training sessions. Students will need to state which club or organization they currently play with outside of school.
- Where training is scheduled outside of the College Sport time, students are to ensure they make all training sessions.
- Students must have completed classwork and assessment tasks and failure to have completed schoolwork to a satisfactory standard may result in exclusion from representation in sports and other activities. **NOTE:** Students who apply for Extensions for formal Assessment tasks will have their representation in sports and other extra-curricular activities reviewed by the Head of School and Deputy Principals. This may result in exclusion from these activities.
- Students who receive three or more application grades on their previous semester's report of D or E may jeopardise their eligibility to represent the College in cocurricular activities. This will be at the discretion of the Head of School and Deputy Principals.
- Students who have spent significant time with their Year Coordinator or Head of School due to breaches of the Code of Behaviour or

lack of commitment to their learning, may jeopardise their eligibility to represent the College in cocurricular activities. This will be at the discretion of the Pastoral Leaders or Head of School and Deputy Principals.

- Students who have been suspended for a significant breach of the Code of Behaviour, will not be eligible to represent the College in cocurricular activities for 4 weeks.
- ALL students representing Nowra Anglican College are required to travel as a team when bus transport is provided. **NOTE:** This means no senior student is to drive themselves or others to a game when transport is provided by the College.
- Only in exceptional circumstances e.g. significant time travel savings, should Parents/Carers drop off or pick up their child from a sporting ground. Should a Parent/Carer wish to drop off or pick up their child from the sporting ground, this must be communicated prior to the day of the event via the Parent Portal only. When dropping off your child at the ground, Parents/Carers must wait until the NAC Coach arrives. When picking up their child at the ground, Parents/Carers must ensure that their child is signed out with their NAC Coach.  
**NOTE:** No student will be given permission to travel with another Parent/Carer, unless this has been pre-arranged via the Parent Portal.
- Full College sports uniform must be worn when travelling and representing the College, which also includes hats for all outdoor sports.

### Expectations of Nowra Anglican College Sporting Representatives

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- Compete by the competition conditions and rules
- Never argue with a decision of a referee, umpire or judge
- Control their temper.

- No criticism of an official (referee, coach, manager, trainer etc.).
- Using obscene language will not be tolerated while a member of the team or wearing the school uniform/sporting apparel (eg. in a school jersey while spectating etc.)
- Cooperate with your coaches, supervising teachers and officials and treat these people and your opponents with respect.
- Students are to commit themselves to representing the College for the whole of the game and season. **NOTE:** Should a student be unwell during the game, they are to see the supervising teacher and their teacher will make the arrangements for a parent to come and pick them up, if needed. Where injury prevents a student from continuing to represent the College in a sport, a medical certificate should be provided to the College.
- Smoking including e-cigarettes and vaping in any form, drinking of alcoholic beverages or the use of illicit drugs as a member of the team is strictly forbidden.

### PLAYERS' CODE OF BEHAVIOUR

- At all times play within the rules of the game.
- Abide by the decision of the officials. Never argue with an official.
- Control your temper. Verbal abuse of officials or other players, deliberately distracting or provoking an opponent is not permitted in any sport.
- Work equally hard for yourself and/or for your team. Your team will benefit and so will you.
- Be punctual to training and all matches.
- Be a good sport. Applaud all good plays, whether they be by your team, opponent or the other team.
- Treat all players as they would like to be treated. Players must not interfere with, bully

or take unfair advantage of another player.

- Cooperate with your coach, teammates and opponents. Without them there would be no competition.
- Players are expected to be modest in success and generous in defeat.
- Players are to wear the appropriate College uniform, sports uniform and footwear to and from the event and during competition.
- All grounds must be kept clean – litter must be placed in the bins provided.

## Higher Representation Expectations

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Often students are selected to represent the College at higher levels such as representation of the Southern Anglican Schools Sports Association (SASSA), the Association of Independent Coeducational Schools (AICES), NSW Combined Independent Schools (CIS) and NSW Christian Schools Sports Association (CSSA). Students who are selected for higher representation duties and commit to these teams, must turn up to the necessary training and to the events.

Students who achieve higher representation but do not comply with the expectations mentioned above may receive disciplinary consequences at a school level via the Principal.

## Consequences

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Should a student choose not to follow the expectations mentioned above:

- Minor indiscretions will be addressed by the staff member in charge of the sport and may require the intervention of the Coordinator of Sport.
- Major indiscretions will be referred immediately to the Head of School and Coordinator of Sport.

Depending on the seriousness of the misbehaviour/breach of expectations, the College may decide further action should be taken regarding the matter. This could involve suspension from further sporting representation, including representation in other sports.

The student must earn back his/her privilege of representing the College and this must be done at the discretion of the Principal, Deputy Principals, Head of School and the Coordinator of Sport.

## SPECTATOR POLICY

### School Students

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- Students in attendance at games where Nowra Anglican College is represented are considered representatives of our school community and therefore will be required to abide by the College's Code of Behaviour.
- All officials, teachers, coaches and opposing players, parents and spectators are to be treated with respect and courtesy. No abusive behaviour towards such people will be tolerated.
- Smoking including e-cigarettes and vaping in any form, drinking of alcoholic beverages or the use of illicit drugs is strictly forbidden.

### SPECTATORS' CODE OF BEHAVIOUR

- Children play organised sports for fun. They are not playing for the entertainment of spectators only, nor are they miniature professionals.
- Applaud good performance and efforts from each team. Congratulate all participants upon their performance regardless of the game's outcome.
- Respect the officials' decisions
- Never ridicule or scold a child for making a mistake during a competition.
- Barracking is expected to be positive and enthusiastic and never directed toward the opposition.

### Examples of Poor Sportsmanship

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- Barracking during a kick at goal.
- Attempting to influence a referee's decision.
- Applauding a player's dismissal.
- Booming or Whistling
- Disagreeing with an official's decision.

We encourage you to:

- Condemn the use of violence in any form, be it by spectators, coaches, officials or players.
- Show respect for your team's opponents. Without them there would be no game.
- Encourage players to follow the rules and the official's decisions.
- Demonstrate appropriate social behaviour by not using foul language, harassing players, coaches or officials.

Remember:

- Comments should not interfere with the running of the game.
- Praise is encouraged at all levels.
- Complaints concerning the conduct of games should not be made during or after the game. They should be referred to the Deputy Principal(s) or Head of School and any action should be left to his/her discretion.
- Under no circumstances should parents contact other schools directly.
- Smoking, drinking of alcoholic beverages or the taking of non-prescribed drugs is strictly forbidden at College sanctioned sporting events.
- Students in attendance at games where Nowra Anglican College is represented are considered representatives of our school community and therefore will be required to abide by the College's Behaviour Management Policy.
- All grounds must be kept clean – litter must be placed in the bins provided.

# Senior School Uniform

We expect students to wear their uniform with pride and maintain high standards in regards to the wearing of the correct school uniform.

The objective of Nowra Anglican College's uniform policy is to promote a College culture which provides all students with a fundamental sense of belonging and to develop within each student a sense of personal identity which links to their commitment to the College community.

The uniform of NAC reflects the positive image and values that we as a College want to demonstrate to the wider community. It also reflects our pedagogy and therefore must be practical and comfortable throughout the year. A consistent and fair uniform policy improves overall student morale and student cohesion in the College community. Students are therefore expected to maintain a high standard of personal grooming at all times. Presenting an exemplary image to the College and community is the responsibility of every student.

## MIDFORD UNIFORM SHOP

The Midford Uniform Shop stocks all uniform requirements, except sports shoes.

**Phone:** 4423 5477

**Open:** 8:00am–4:00pm

Mon, Wed, Fri during school terms

**Shop:** 388 Princes Hwy, Bomaderry

**Book an Appointment:**

[midford.as.me/NowraAnglicanCollege](http://midford.as.me/NowraAnglicanCollege)

**Purchase Online:**

[www.midford.com.au](http://www.midford.com.au)

(pass: NAC2000)

## GENERAL APPEARANCE

While the uniform policy is explicit it is not exhaustive in its detail. Students and parents should use this as a guide as to how NAC expects students to appear.

We do not allow students to have tattoos, cosmetic or otherwise, or have anything that over-enhances their features, such as false eyelashes.

### All Students (compulsory)

- Black, fully enclosed, polishable leather shoes with flat heel and plain sole.
- The College backpack is compulsory for all students. A small tag can be attached to bags to allow for identification. Bags must be free of graffiti and kept in good repair.
- All students are required to wear a hat when outside. Senior School students can choose either the bucket hat or sports cap.
- All clothing and equipment must be clearly labelled with the student's name.

## Student Hair

### All Students (compulsory)

- Hair is to be neat, off the face, not covering the eyes and no shorter than a no. 2.
- Attention-seeking hairstyles, colours, or beading are not permitted.

### Boys

- Year 7–12 boys may wear their hair out "bob-style" if it is above the collar or tied back in a neat ponytail or "man-bun" if it reaches the collar.
- Boys are to be clean-shaven and have sideburns no longer than the earlobe.

### Girls

- Hair longer than the collar must be tied back with plain navy, red or white bands/ribbons

or scrunchies in Kindergarten to Year 10, and in Years 11 and 12 if required for WHS reasons.

- Collegians are required to tie back their hair for any formal occasion such as School Photos (group photos only), ANZAC Service, Valedictory Service, or Presentation Day Assemblies.
- Hair Colour - Hair colour should be natural in tone. Discrete highlights that blend naturally are acceptable, extreme contrasting colours are not. If students are in doubt about a proposed change in colour, please consult with a Head of School or Deputy Principals.

## Jewellery

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- Girls are permitted to wear one set of matching earrings (one in each ear lobe). These may be plain fine sleepers or small simple studs in gold, silver and may include a clear or coloured stone.
- Boys are not permitted to wear earrings.
- Necklaces, in gold or silver with a simple charm. These are to be unobtrusive, that is small and simple in appearance, if visible when worn with their uniform.
- For WHS purposes, necklaces should not be worn when playing sport or PDHPE.
- Medical necklaces or bracelets may also be worn.
- Collegians may wear one small, plain ring on one hand.
- Charity jewellery and accessories can only be worn for the period of the promotion (maximum up to two weeks). Only one approved charity item may be worn at a time.
- Watches may be worn. Should students choose to wear a 'smart' watch it should not be used as a communication device. If used in this way then the consequences of using a mobile phone will apply.
- Visible body piercings, clear studs and stoppers (including tongue studs) are not

permitted. This includes ear piercings other than the earlobe (including helix, scapha and tragus of the ear).

- Costume jewellery and bracelets are not permitted.

## Makeup

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- Colourless lip balm, for lip protection, is allowed.
- Nails should be kept short and neat and natural in their appearance, as such, clear nail polish may be worn. Due to industry standards, students studying Hospitality are not able to wear nail polish.
- Kindergarten to Year 10 are not to wear any make-up.
- Collegian girls may wear modest amounts of light make-up. This includes an unobtrusive application of light foundation and light application of mascara to the upper lashes only. Should students wish to clarify what is considered 'light' then they may ask the Deputy Principals, Head of School or Year Coordinator.



Collegian Girls Uniform



Collegian Boys Summer Uniform



Senior Girls Summer Uniform



Collegian Boys Winter Uniform



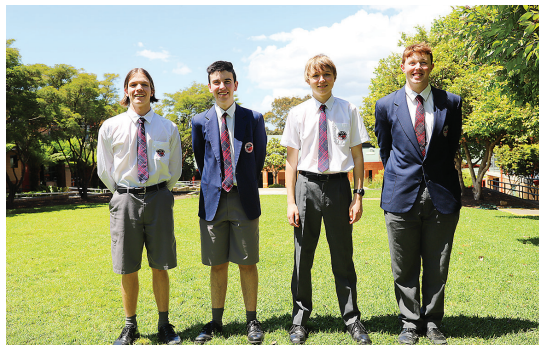
Senior Girls Winter Uniform



Senior Boys Summer Uniform



Senior Sports Uniform



Senior Boys Winter Uniform



## ALL-YEAR UNIFORM

The following items of uniform may be worn throughout Terms 1 to 4.

- Regulation crew socks (white for girls, grey for boys)
- NAC navy jumper can be worn as the outer garment (optional)
- Year 12 Jersey can be worn only at school and not on formal occasions such as assemblies. See Sports Uniform for clarification on Sports Days.

### Girls (Year 7-10)

- Blouse with logo, short and long sleeve (White)
- Grey College trousers
- Blue culottes

### Girls (Collegians)

- Blouse with logo, short and long sleeve (White or Blue)
- Silver grey skirt, worn at knee length
- Collegian scarf
- Flesh tone or navy tights

### Boys (Year 7-10)

- Shirt with logo, short and long sleeve (White)
- Grey College shorts with tailored waist or Grey College trousers
- Black leather or vinyl belt with plain buckle

### Boys (Collegians)

- Shirt with logo, short and long sleeve (White or Blue)
- Grey College shorts with tailored waist or Grey College trousers
- Black leather or vinyl belt with plain buckle

- **Note:** For all ceremonies and formal occasions, Collegians will wear Blazers and white shirts. Skivvies or long sleeve undershirts are not to be visible when worn under any shirt or blouse.

## SUMMER UNIFORM

The following items of uniform may be worn in Terms 1 and 4.

- NAC blazer (optional)
- NAC navy jumper can be worn as the outer garment (optional)
- The blouse or shirt's top button can be undone if worn without the tie

### Girls

- Blue and white check dress worn at knee length, OR
- Navy blue culottes with blouse
- Navy and red tie on elastic (optional)

### Boys

- Navy and red tartan tie (optional)
- **Note:** the Collegian tie is navy

## WINTER UNIFORM

The following items of uniform may be worn in Terms 2 and 3.

- NAC blazer worn as an outer garment to and from school (compulsory)
- NAC Scarf - regulation red and navy purchased from Midfords (optional)
- Navy Gloves (optional)

### Girls

- Navy and red tartan skirt with pleats, worn at knee length, with blouse
- Navy and red tie on elastic
- Opaque navy tights (optional)

## Boys

- Navy and red tartan tie (compulsory)
- **Note:** the Collegian tie is navy (compulsory)

## SPORTS/PE

It is compulsory to attend and to participate in sport, physical education and sports carnivals. Students are expected to wear full sports uniform for all sporting activities.

- College stretch microfibre track pants and sports jacket
- College navy shorts with logo at regulation length
- College polo shirt
- NAC navy jumper can be worn underneath the sports jacket for warmth but not as the outer garment with the sports uniform (optional)
- Year 12 Jersey may be worn as the outer garment when worn with the sports uniform on sport day
- White ankle crew sports socks
- Lace-up supportive sports shoes (canvas or open weave shoes are not permitted)

## PARENT/GUARDIAN/STUDENT PERMISSIONS

By signing this form, I/we make a commitment to upholding the standards and expectations as set out in the previous pages.

**Student Name** ..... **Year Group** .....

I/we understand that I/we have an obligation to inform the School of any known medical condition our child may have or develop and, if required, provide an action plan and medication to the College, in line with the Medication Policy detailed on the College website.

I/we have discussed the following Policies and Guidelines with my/our child and agree to uphold the expectations of the College in relation to the Policies and Guidelines both at the College and, where relevant, outside of the College. I/we understand that a breach of these policies and guidelines will incur consequences according to the College's Consequence for Breaches of the College Expectations and Code of Conduct/Behaviour Policy.

- Student Code of Conduct
- Breaching Student Code of Conduct
- Bullying
- Procedural Fairness
- Caffeinated Beverages and Soft Drinks
- Information Communication Technology
- Representative Sport
- Uniform

I/we have read and understand the Terms and Conditions of Enrolment, Plagiarism Policy, Homework Policy, Child Safe Policy, Code of Conduct Policy - Parents, Carers, Visitors, Privacy Policy, Respectful Communication Policy, for a student enrolled at NAC contained in this Student Diary or on the website and agree to work at all times with the College Staff to uphold these.

**Parent/Guardian** .....

*Signature* .....

**Student Name** .....

# Referencing Guide

## BIBLIOGRAPHIES AND REFERENCE LISTS

**Bibliography:** includes all sources consulted for background reading, even if they are not cited in the work.

**Reference List:** contains details of all sources cited in your assignment, essay or presentation.

Bibliographies and Reference Lists appear at the end of your work, and entries are always in alphabetical order.

## CORRECT REFERENCING

**Correct referencing is important for ethical scholarship as it:**

- shows evidence of reading and research;
- supports the claims and assertions made in your work;
- helps the reader find the sources of information you have used; and
- ensures credit is given to the creator of the information you have cited, thus
- avoids accusations of plagiarism.

Because we promote a culture of academic honesty, Nowra Anglican College uses the *Harvard (Author-Date) Referencing System*.

**Examples of how to construct a Bibliography or Reference List:**

### Books

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Author/s of book, date published, Title of book, edition, publisher, place of publication.

*Littlejohn, M and Bradby, D 2015, Life in Colonial Australia, Black Dog Books, Newtown.*

### eBook

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Author of book, date published, Title of book, edition, publisher, place of publication, date accessed/viewed, URL.

*Brown, J 2014, Anzac's long shadow: the cost of our national obsession, Redback, Collingwood, Vic., viewed 29 March 2014, <http://books.google.com.au/books?isbn=1922231355>*

### Webpage

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Author or webpage, date published, Title, date accessed/viewed. URL.

*Free, E 2016, The 25 best Australian films of the noughties, FilmInk, viewed 14 February 2016, <http://www.filkink.com.au/2016/the-25-best-australian-films-of-the-noughties/>*

### Journal Article (database)

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Author, date, 'Title', Journal Title, edition, pages, date accessed/viewed, where accessed.

*Bell, J 2015, 'A fresh look at Mars', Astronomy, vol. 43, no. 8, 1 August, pp. 28-33, viewed 11 January 2016, Australia/New Zealand Reference Centre, EBSCOhost.*

## YouTube

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Author, date, Title, date accessed/viewed. URL.

*Day, PG 2016, Panda bears at Adelaide Zoo, 9 February, viewed 28 June 2016, <https://www.youtube.com/watch?v=j243txdpvKM>*

## ClickView (television program)

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Title, year of broadcast, television station name, place of station, date and month of broadcast, digital delivery system.

*The Emperor's Secret Garden, 2016, SBS Television, Sydney, 27 March, ClickView.*

## Image

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Title or description of image, year created, format, organization or sponsor responsible for image, date viewed, URL.

*Smoke and fire in the Indochina Peninsula, 2016, photograph, National Aeronautics and Space Administration, viewed March 28 2016, <http://earthobservatory.nasa.gov/IOTD/>*

## In-text References

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In-text references or citations are used to acknowledge the work or ideas of others. They are placed next to the text that you have paraphrased or directly quoted, enabling the reader to differentiate between your writing and other people's work. The full details of your in-text references must be included in your Bibliography or Reference List.

When presenting ideas or information from a source, include the author's surname and date of publication in brackets within the text of your writing, e.g. these skills need to be developed over time (Viet and Gould 2010).

Where you refer to the author's name in the body of the text, including the date of publication in brackets, e.g. Young, Rudin-Brown and Lenne (2010) suggest increased penalties and driver education as two possible strategies.

When quoting directly from the source include the page number if available and place quotation marks around the quote, e.g. The World Health Organisation (2011, p. 8) defines driver distraction 'as when some kind of triggering event external to the driver results in the driver shifting attention away from the driving task'.

# Glossary

**This glossary contains key words that appear frequently in NSW Education Standards Authority syllabuses, performance descriptions and examinations.**

The purpose behind the glossary is to help students better prepare for the HSC by showing them that certain keywords are used similarly in examination questions across the different subjects they are studying.

In classrooms, teachers of different subjects could use the glossary to help students to better understand what the examination questions in their subjects require. Students should recognise the consistent approach of teachers of different subjects and get cues about how to approach examination questions.

<b>Account</b>	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
<b>Analyse</b>	Identify components and the relationship between them; draw out and relate implications
<b>Apply</b>	Use, utilise, employ in a particular situation
<b>Appreciate</b>	Make a judgement about the value of
<b>Assess</b>	Make a judgement of value, quality, outcomes, results or size
<b>Calculate</b>	Ascertain/determine from given facts, figures or information
<b>Clarify</b>	Make clear or plain
<b>Classify</b>	Arrange or include in classes/categories
<b>Compare</b>	Show how things are similar or different
<b>Construct</b>	Make; build; put together items or arguments
<b>Contrast</b>	Show how things are different or opposite
<b>Critically</b>	(Analyse/Evaluate) Add a degree or level of accuracy, depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate)
<b>Deduce</b>	Draw conclusions
<b>Define</b>	State meaning and identify essential qualities
<b>Demonstrate</b>	Show by example
<b>Describe</b>	Provide characteristics and features
<b>Discuss</b>	Identify issues and provide points for and/or against
<b>Distinguish</b>	Recognise or note/indicate as being distinct or different from; to note differences between

<b>Evaluate</b>	Make a judgement based on criteria; determine the value of
<b>Examine</b>	Inquire into
<b>Explain</b>	Relate cause and effect; make the relationships between things evident; provide why and/or how
<b>Extract</b>	Choose relevant and/or appropriate details
<b>Extrapolate</b>	Infer from what is known
<b>Identify</b>	Recognise and name
<b>Interpret</b>	Draw meaning from
<b>Investigate</b>	Plan, inquire into and draw conclusions about
<b>Justify</b>	Support an argument or conclusion
<b>Outline</b>	Sketch in general terms; indicate the main features of
<b>Predict</b>	Suggest what may happen based on available information
<b>Propose</b>	Put forward for consideration or action (for example a point of view, idea, argument, suggestion)
<b>Recall</b>	Present remembered ideas, facts or experiences
<b>Recommend</b>	Provide reasons in favour
<b>Recount</b>	Retell a series of events
<b>Summarise</b>	Express, concisely, the relevant details
<b>Synthesise</b>	Putting together various elements to make a whole

# Essay Basics

## GOLDEN RULE

### Answer the question!

An essay is an argument so you need to have a thesis.

## GENERAL ESSAY STRUCTURE

### Introduction

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- Provides an overview of the student's interpretation/response to the question
- In English, students identify the key text/s that they will refer to in the essay

### Body

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A series of paragraphs that provide evidence for the student's thesis and develops the interpretation of the question

We teach students to follow the PEE/AL structure for paragraphs. Some of the terms are interchangeable in different subjects. In English, we structure paragraphs like this:

- **P**oint
- **E**xplain (Elaborate)
- **E**vidence / **A**nalysis
- **L**ink

### Conclusion

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- Sums up the student's response
- Contains no new information

As students move through the stages, the structure and expectations around essay writing become more complex.



# College Hymn

Praise God for his goodness, through all ages known,  
Praise him for his mercy, to all peoples shown;  
Praise him as creator, judge of all the earth,  
Who, despite our failings, loves beyond our worth.

## CHORUS

All our days of learning,  
Christ to you we bring;  
Be to us our future,  
As your praise we sing.

Glory be to Jesus, God to us reveals,  
Love beyond our knowing life its fullness seals;  
From our sins redeeming, all our debt to pay,  
Through his death and rising we are shown our way.

In Christ rests all wisdom, knowledge, love and truth,  
Source of our forgiveness, of God's love the proof;  
May we then to others make his gospel known,  
All in full obedience, live for Christ alone.

# Timetable

MON, TUE, THU, FRI		WEDNESDAY	
Roll Call	8.30am	<b>Sport</b>	<b>8:30am</b>
<b>Period 1</b>	<b>8:40am</b>		
<b>Period 2</b>	<b>9:30am</b>		
Recess	10:20am	Recess	10:20am
<b>THRIVE</b>	<b>10:40am</b>	<b>THRIVE</b>	<b>10:40am</b>
<b>Period 3</b>	<b>11:10am</b>	<b>Period 3</b>	<b>11:10am</b>
<b>Period 4</b>	<b>12:00pm</b>	<b>Period 4</b>	<b>12:00pm</b>
Lunch	12:50pm	Lunch	12:50pm
<b>Period 5</b>	<b>1:30pm</b>	<b>Period 5</b>	<b>1:30pm</b>
<b>Period 6</b>	<b>2:20pm</b>	<b>Period 6</b>	<b>2:20pm</b>
Locker Time	3:10pm	Locker Time	3:10pm
Dismissal	3:15pm	Dismissal	3:15pm