



# Junior School Student Handbook

RESPECT • COMPASSION • WISDOM

# 2026

**Stronger  
Together**  
*Culture through Connection*



## 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.*

# Student Handbook 2026

RESPECT • COMPASSION • WISDOM

## College Executive Staff

|   |                           |
|---|---------------------------|
| Principal                                       | Mrs Jodie Bennett         |
| Deputy Principal P-12 (Learning and Innovation) | Mr Brendan Gorman         |
| Deputy Principal P-12 (Wellbeing and Growth)    | Mr Ben Bridges            |
| Head of Senior School                           | Mr Nathan Bell            |
| Head of Junior School                           | Mrs Rachel Watt           |
| Director of Student Wellbeing                   | Mr Ethan Hogan            |
| Director of Administration                      | Mrs Gina Black            |
| Director of Early Learning                      | Mrs Bernice Mathie-Morris |

## 2026 Calendar

### Term 1

|           |  |
|-----------|--|
| 26 Jan    | <i>Australia Day Holiday*</i>  |
| 27-29 Jan | Staff Professional Development Days**  |
| 30 Jan    | New students Years 1–6 'Meet the Teacher'<br>Kindergarten Assessments as per appointment |
| 02 Feb    | Term 1 commences – Years 1–6, Years 8–11   |
| 04 Feb    | Term 1 commences – Kindergarten (half days)  |
| 11 Feb    | First full day for Kindergarten  |
| 2 Apr     | Term 1 ends  |
| 3 Apr     | <i>Good Friday*</i>  |
| 6 Apr     | <i>Easter Monday*</i>  |

### Term 2

|        |                                      |
|--------|--------------------------------------|
| 20 Apr | Staff Professional Development Day** |
| 21 Apr | Term 2 commences – All students      |
| 25 Apr | <i>ANZAC Day*</i>                    |
| 8 Jun  | <i>King's Birthday*</i>              |
| 26 Jun | Term 2 ends                          |

### Term 3

|           |                                       |
|-----------|---------------------------------------|
| 16-17 Jul | Staff Professional Development Days** |
| 20 Jul    | Term 3 commences – All students       |
| 24 Aug    | Mid-term break                        |
| 25 Sep    | Term 3 ends                           |

### Term 4

|           |                                       |
|-----------|---------------------------------------|
| 05 Oct    | <i>October Long Weekend*</i>          |
| 12 Oct    | Staff Professional Development Day**  |
| 13 Oct    | Term 4 commences – All students       |
| 9 Dec     | Term 4 ends                           |
| 10-11 Dec | Staff Professional Development Days** |

\* Public Holidays.

\*\* Staff Professional Development Days are fully timetabled. Staff are not usually available for parent interviews.

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## Class Teachers / Student Support

Class teachers have primary responsibility for the learning and wellbeing needs of the students in their class. Class teachers are the first point of contact for any student or their parents. At Nowra Anglican College we take a team approach. Class teachers are supported by a number of other staff.

- Class teacher - primary responsibility for student learning and wellbeing
- Stage Leaders - oversight of teaching, learning and wellbeing within a stage
  - Early Stage 1 - Kindergarten - Mrs Michelle Walsh
  - Stage 1 - Years 1 and 2 - Mrs Kyra Mitchell
  - Stage 2 - Years 3 and 4 - Mrs Lucy Dom
  - Stage 3 - Years 5 and 6 - Mrs Angela Marynowsky
- Members of the Diverse Learning Team and our Junior School Counsellor provide additional support and guidance where required
- Junior School Leadership Team- provide support to students, staff and parents,

You can find the [NAC Students with Diverse Learning Needs](#) policy on our website.

## Junior School Leadership Team

|  |                       |  |
|--|-----------------------|--|
| Early Stage 1 Leader                   | Mrs Michelle Walsh    | <a href="mailto:mwalsh@sras.nsw.edu.au">mwalsh@sras.nsw.edu.au</a>           |
| Stage 1 Leader                         | Mrs Kyra Mitchell     | <a href="mailto:kmitchell@sras.nsw.edu.au">kmitchell@sras.nsw.edu.au</a>     |
| Stage 2 Leader                         | Mrs Lucy Dom          | <a href="mailto:ldom@sras.nsw.edu.au">ldom@sras.nsw.edu.au</a>               |
| Stage 3 Leader                         | Mrs Angela Marynowsky | <a href="mailto:amarynowsky@sras.nsw.edu.au">amarynowsky@sras.nsw.edu.au</a> |
| JS Sports Coordinator                  | Mr Phil Stubbs        | <a href="mailto:pstubbs@sras.nsw.edu.au">pstubbs@sras.nsw.edu.au</a>         |
| JS Head of Diverse Learning            | Mrs Jenny Walker      | <a href="mailto:jwalker@sras.nsw.edu.au">jwalker@sras.nsw.edu.au</a>         |
| JS Wellbeing Coordinator               | Ms Lucia Piazza       | <a href="mailto:lpiazza1@sras.nsw.edu.au">lpiazza1@sras.nsw.edu.au</a>       |
| Assistant Head of Junior School        | Mr Jonathan Willett   | <a href="mailto:jwillett@sras.nsw.edu.au">jwillett@sras.nsw.edu.au</a>       |
| Head of Junior School                  | Mrs Rachel Watt       | <a href="mailto:rwatt@sras.nsw.edu.au">rwatt@sras.nsw.edu.au</a>             |
| Deputy Principal Learning & Innovation | Mr Brendan Gorman     | <a href="mailto:bgorman@sras.nsw.edu.au">bgorman@sras.nsw.edu.au</a>         |
| Deputy Principal Wellbeing & Growth    | Mr Ben Bridges        | <a href="mailto:bbridges@sras.nsw.edu.au">bbridges@sras.nsw.edu.au</a>       |
| Principal                              | Mrs Jodie Bennett     | <a href="mailto:principal@sras.nsw.edu.au">principal@sras.nsw.edu.au</a>     |

## Other Staff Who Support Junior School Students

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

|   |  |  |
|---|--|--|
| School Counselling Team                     | Ms Ann-Maree Wheeler<br>Mrs Danah Hosken | <a href="mailto:counsellor@nac.nsw.edu.au">counsellor@nac.nsw.edu.au</a>   |
| Head of Christian Studies                   | Rev James Vimpany                        | <a href="mailto:jvimpany@sras.nsw.edu.au">jvimpany@sras.nsw.edu.au</a>   |
| Chaplaincy                                  | Mr Cameron Watt<br>Mrs Debra Baker       | <a href="mailto:cwatt@sras.nsw.edu.au">cwatt@sras.nsw.edu.au</a><br><a href="mailto:dbaker@sras.nsw.edu.au">dbaker@sras.nsw.edu.au</a> |
| Head of CAPA (Creative and Performing Arts) | Mrs Jane McIntosh                        | <a href="mailto:jmcintosh@sras.nsw.edu.au">jmcintosh@sras.nsw.edu.au</a>   |
| Coordinator of Library Services             | Mr Richard Rebel                         | <a href="mailto:rrebel@sras.nsw.edu.au">rrebel@sras.nsw.edu.au</a>   |
| Defence Mentor                              | Mrs Olivia Feige                         | <a href="mailto:ofeige@sras.nsw.edu.au">ofeige@sras.nsw.edu.au</a>   |
| Aboriginal Education Mentor                 | Mrs Emily Naden                          | <a href="mailto:enaden@sras.nsw.edu.au">enaden@sras.nsw.edu.au</a>   |
| Aboriginal Education Mentor                 | Mrs Sharon Randall                       | <a href="mailto:srandall@sras.nsw.edu.au">srandall@sras.nsw.edu.au</a>   |
| College Nurse                               | Mrs Rachel Tonapa                        | <a href="mailto:rtonapa@sras.nsw.edu.au">rtonapa@sras.nsw.edu.au</a>   |
| Junior School Administration                | Mrs Liz Halbisch                         | <a href="mailto:ehalbisch@sras.nsw.edu.au">ehalbisch@sras.nsw.edu.au</a>   |

## 2026 Class Teachers and Class Names

Junior School classes are named after three native Australian plants—Melaleuca, Waratah, and Grevillea—continuing the naming tradition established in our Preschool. These names reflect our connection to the natural environment and the unique identity of each class within our school community.



| Class name      |     | Teacher  | Classroom |
|-----------------|-----|--|-----------|
| Kindy Melaleuca | KM  | Taylor Weule   | K1        |
| Kindy Grevillea | KG  | Jenny Delahenty (Mon-Tues) & Antonella Sassu (Wed-Fri) | K2        |
| Kindy Waratah   | KW  | Michelle Walsh (ES1 Stage Leader)                      | K3        |
| 1 Grevillea     | 1G  | Ali Lidbetter (Mon-Wed) & Hannah Finch (Thu-Fri)       | B1        |
| 1 Melaleuca     | 1M  | Janette Mathew   | B3        |
| 2 Waratah       | 2W  | Kyra Mitchell (S1 Leader)                              | B4        |
| 2 Grevillea     | 2G  | Jo McLeod  | J2        |
| 2 Melaleuca     | 2M  | Chloe Dallimore (S1) & Anthony Biswas (S2)             | J3        |
| 3 Grevillea     | 3G  | Nathan Oliver  | J4        |
| 3 Melaleuca     | 3M  | Ash Hale   | J5        |
| 4 Waratah       | 4 W | Lucy Dom (S2 Leader)                                   | F2        |
| 4 Melaleuca     | 4M  | Renee Robertson & Kyla Kennedy                         | F1        |
| 4 Grevillea     | 4G  | Pete Szczepanowski                                     | F3        |
| 5 Grevillea     | 5G  | Phil Stubbs & Lucia Piazza                             | G2        |
| 5 Melaleuca     | 5M  | Jessica Struber (Mon-Wed) & Ailie Bridges (Thur-Fri)   | G3        |
| 5 Waratah       | 5W  | Kirrily Bayley   | D1        |
| 6 Waratah       | 6W  | Angela Marynowsky (S3 Leader)                          | D4        |
| 6 Melaleuca     | 6M  | Donna O'Bryan  | D2        |
| 6 Grevillea     | 6G  | Sophie Hanzy   | D3        |

## **College Values: Respect, Compassion and Wisdom**

At Nowra Anglican College, our core values—Respect, Compassion and Wisdom—guide our interactions, decision-making, and learning experiences.

### Respect

*Honouring and showing regard for others, yourself, and God.*

- Value other people's ideas and beliefs.
- Treat others with kindness and fairness.
- Show care for belongings and the environment.

### Compassion

*Showing love, concern, and awareness for others and yourself, informed by Christ's example.*

- Understand and empathise with others' situations.
- Offer practical support and encouragement.
- Demonstrate patience and kindness in interactions.

### Wisdom

*Using knowledge and experience to inform choices for the betterment of yourself and others, in line with God's Word.*

- Make informed and responsible decisions.
- Seek the truth and apply knowledge with integrity.
- Learn from experiences and strive for growth.

These values are foundational in all aspects of school life, including our Building Learning Power framework and student wellbeing programs.

## **Diary Expectations - Years 3 to 6**

One of our key goals is to equip students with the knowledge, skills and processes they need to become powerful learners. To support this, students in Years 3 to 6 are provided with a diary, which serves as an essential organisational tool. Explicitly teaching students how to use a diary aligns with our Building Learning Power framework, particularly fostering the disposition of Reflectiveness, through the skill of planning.

The student diary is designed to:

- record and track daily home reading and other home learning tasks
- improve time management skills and develop greater responsibility for organisation and learning
- bring required equipment to class
- remember details of important events
- plan for sports days and take personal responsibility for when to wear sports uniform
- prepare for changes in weekly routines
- facilitate effective communication between parents and staff.

### Expectations for Diary Use:

- Daily Use
  - Students are responsible for bringing their diaries to school each day and taking them home each night. They will bring their diaries into the classroom each morning, and place them on their desk.
  - Home reading is to be recorded in the diary each day.
- Weekly THRIVE Program - Each Monday, teachers will guide students in using their diaries effectively as part of the THRIVE program. This includes:
  - Setting personal learning goals for the week.
  - Considering barriers to achieving these goals.
  - Recording any changes to the routine for the following week.
- Teacher and Parent Signatures -
  - The goal is for teachers to check diaries every day – acknowledged by their initials or a stamp. Teachers will officially sign the diary every Friday.
  - Students are expected to bring their diary to school each Monday morning with a parent's signature, acknowledging that you have read any teacher comments from the previous week.
- Care and Responsibility - Students are expected to take good care of their diaries, ensuring that they are kept neat and free from graffiti or damage. If a diary is lost, a replacement must be purchased from the school office.

### **Attendance**

#### Whole Day Absences

Parents/carers will receive an SMS notification when a student is marked absent. At 5:00pm, an automated email will be sent with a link to provide an explanation for the absence. There is no need to call the Office for general absence notifications.

Absences can be explained using one of the following methods:

- Edumate Parent Portal (after 5:00pm)
- NAC App (after 5:00pm)
- Email to [attendance@nac.nsw.edu.au](mailto:attendance@nac.nsw.edu.au)

Under NSW legislation, all absences must be explained in writing within seven days, including weekends and school holidays. Unexplained absences after this period will be recorded on the student's school report as unexplained.

#### Late Arrival

The Junior School day commences at 8:45am. Students who arrive after 8:45am are considered late.

Junior School students who arrive late must be accompanied by their

parent/carer to School Services to sign in. Parents/carers will be notified via email if a student has 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.

### Leaving Early

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. Students report to the School Services office and wait for their parent/carer to pick them up before they leave the school grounds. Students leaving early should not depart after 2:45pm.

### Application for Extended Leave (During Term Time)

If your child will be absent from school for three days or more during term time due to family commitments, holidays, or overseas travel, parents must complete an Extended Travel Leave Application form at least two school term weeks in advance. This form is available on the Parent/Carer page of the College website. This type of absence will be recorded in the 'Total Days Absent' on the school report.

For extended absences due to long-term illness, participation in an elite sporting or arts program, or employment in the entertainment industry, parents must apply for an Exemption from Attendance by submitting a School Attendance Exemption form to the Principal at least two school term weeks in advance. If approved, this absence will not be recorded in the 'Total Days Absent' on the school report.

Please note: Students taking leave during term time will not be provided with classwork. However, teachers may offer age-appropriate educational suggestions to support learning during the absence.

## **Birthday Treats**

Birthdays are a special occasion, and families are welcome to celebrate with their child's class if they wish. Families may request the first names of students in the class from the school to assist with preparation. If families would like to provide a small treat for the class, please keep the following in mind.

- Food should be in individual portion sizes so it's easy to serve to the class
- Don't make the treat too big
- Our school is nut aware, so please don't add nuts to your birthday treats
- There may be children with other allergies in your child's class so if you want to include all the children in the celebration, please check dietary requirements with your child's class teacher
- Our canteen has an icy twist class bucket specially designed for birthdays. You can order this through Flexischools

- NAC is a SWAP IT school which means that we encourage our students to have healthier lunchboxes and choose everyday food choices as much as possible

Some great SWAP IT friendly ideas for birthday treats are:

- Fresh fruit kebabs
- Individual bags of popcorn
- yoghurt parfaits (recyclable disposable plastic cups with layers of reduced fat yoghurt and fruit and/or whole grain cereal as a topping)
- Pikelets or scones with jam;

Alternatively, you could focus on activities, rather than food, with a sticker book or colouring in for each child.

Families are encouraged to select treats that support the College's focus on healthy eating. Thank you for following these guidelines that will help keep celebrations simple, inclusive and manageable for all students.

### **Caffeinated Beverages and Soft Drinks**

At Nowra Anglican College, we promote healthy lifestyles and a positive learning environment by encouraging healthy eating and drinking behaviours. Research indicates that excessive caffeine and high sugar intake negatively impact concentration, energy levels, and overall wellbeing. The consumption of energy drinks and sugary soft drinks has been shown to reduce concentration and learning capacity, contribute to fatigue and decreased responsiveness later in the day, and increase the risk of obesity, Type 2 Diabetes, cardiovascular disease, and dental erosion. To support student health and learning, we have clear guidelines regarding the beverages permitted at school.

#### Water as the Preferred Drink

- Water is our preferred drink at NAC.
- Students are encouraged to bring a reusable water bottle, which can be refilled at the school's cooled water fountains during breaks and lunchtimes.
- Only water in clear bottles may be consumed in lessons.
- No other drinks are permitted in class, except for medical reasons. Students requiring an alternative beverage for medical reasons must liaise with the Head of Junior School.

#### Prohibited Drinks

- Energy drinks (e.g., Red Bull, Mother, V, Rockstar) are banned at Nowra Anglican College in line with NSW Department of Education regulations.
- Sugar-sweetened drinks (e.g., soft drinks, flavoured waters, vitamin

waters, sports drinks, iced teas, fruit drinks with less than 99% juice, cordial, slushies, coconut water, and ice-blocks with less than 99% juice) are not to be consumed at school or during school events, including excursions and camps.

- Any student found with energy drinks or sugary soft drinks at school will have them confiscated and disposed of by staff.

### Exceptions

- During sports gala days, students may consume sports drinks in moderation; however, water remains the preferred drink throughout the day.

For further details, please refer to the Caffeinated Beverages and Soft Drink Policy.

## **Camps And Excursions**

Annual camps are held for students from Year 3 upwards. The camps provide great opportunities to develop relationships among your fellow students as well as to further explore faith issues. It is compulsory for all students at the College to attend camp.

Students in Year 3 have a one-day taste-of-camp experience. Students in Year 4 have a two day / one-night camp. Students in Years 5 and 6 have a three-day / two-night camp. All Junior School camp programs are delivered by qualified outdoor education instructors from Youthworks .

## **Canteen**

The school canteen is staffed by school and parent volunteers. We have a healthy food policy and the canteen is open for breakfast, lunch and afternoon tea every day, providing a variety of nutritious foods. All lunch orders are processed online through Flexischools which is accessible through the NAC website or Flexischools App. Purchases can be made via card or cash, with card being the preferred payment method. Students are not permitted to use mobile phones to pay for purchases at school. Orders can be placed in advance with Flexischools but must be submitted before 9:00 am on the day of the order. Students are not permitted to buy food from the canteen for their friends.

## **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 hold a Chapel service for each stage, every week during term time. We also hold special Junior School Chapel services at significant times of the year or for significant events. These include Easter and Christmas. Students assist with aspects of this service, including reading the Bible, praying and leading the Chapel music. At the beginning of each term we hold a special combined 'welcome Chapel' which all grades attend.

## **Christian Groups**

Students from Years 1 to 6 can participate in Christian groups at lunch time. They are designed to support children to dig deeper into God's Word and encourage each other to live in a way that honours Jesus. "Djalgaga" is for students in Years 3 to 6. They meet every Tuesday at lunch time. Djalgaga means "Embrace". Our Christian lunchtime group embraces and welcomes everyone, and we are encouraged to embrace and accept who God is and what He has done. Students in Stage 1 also have an opportunity to meet together to sing and learn from the bible. This group is called "Marli Club" which means "Faith", students explore faith in Jesus.

## **Communication**

At Nowra Anglican College, we deeply value the partnership we share with parents and carers in supporting your child's learning journey. Our teachers are dedicated professionals who work hard to create a positive, engaging and supportive environment where students can flourish. As part of this commitment, we also prioritise staff wellbeing by supporting their right to disconnect outside of work hours. To maintain clear and timely communication while respecting this balance, we have established the following guidelines:

### Parent/Teacher Communication

- Day-to-day communication for Junior School students is primarily conducted through emails or phone calls.
- Event-related communications will be sent via email. Edumate has the same notes attached to each event, visible to parents in the Edumate portal. Parents must grant permission for these events, also within the Edumate portal.
- Seesaw is a learning platform that can also be used to send reminders about specific events.
- Urgent matters during school hours should be directed to the College Office at (02) 4421 7711, as teachers are fully engaged in classroom instruction and unable to check messages immediately.

Our Communications Charter outlines that staff are available to respond to communications between 7:00am and 5:30pm on business days. Teachers will respond to emails and Seesaw messages within 48 hours (Monday to Friday), ensuring thoughtful attention to each enquiry while balancing their teaching responsibilities. Communication received outside of business hours will be addressed within 48 hours (Monday to Friday) unless it is an emergency and the staff member happens to see it. Please note that staff are not expected to check emails or Seesaw messages outside of these hours.

We appreciate your understanding and support as we work together to create a thriving learning environment for our students. By respecting these guidelines, you help ensure that our teachers remain energised, focused, and

able to provide the best possible education for your children.

A special note about Seesaw - while Seesaw can be an efficient method to communicate with class teachers, important matters are communicated via phone call or email. During the school day, teachers are fully engaged in classroom instruction and supporting students. As such, they are unable to check or respond to Seesaw messages immediately. If you need to share urgent logistical information during school hours, we kindly ask that you call the office directly on (02) 4421 7711.

You can find the [NAC Respectful Communication Policy](#) on our website.

### School-Wide Communication

- In addition to direct communication with teachers, we provide a variety of channels to keep families informed:
- NAC Bulletin – Emailed weekly during term time, this bulletin contains important updates, calendar dates, and news.
- NAC Magazine – An e-zine emailed twice each term, featuring articles, event highlights, and photographs from across the College community.
- Social Media – We encourage parents to follow our official pages for updates and insights into College life:

[Facebook](#)

[Instagram](#)

[LinkedIn](#)

- Each year group also has a dedicated Facebook group for communication and updates—please join your group to stay connected.

By engaging with these platforms, you can stay up to date with key information and celebrate the many wonderful things happening at NAC.

### **Counselling**

As part of the Pastoral Care Team, our dedicated School Psychologists work to provide excellent high-quality support to students on a daily basis. The School Psychologists provide a professional, caring, supportive and respectful service to students who may need additional assistance, helping to create and maintain a safe and inclusive environment. Additionally, the Psychology Team works collaboratively with Classroom Teachers, the Diverse Learning Team and the Junior School Leadership Team to implement appropriate adjustments for students with diverse learning needs. For more information, or to make a counselling referral, please contact the School Counsellors directly via email at: [counsellor@sras.nsw.edu.au](mailto:counsellor@sras.nsw.edu.au).

### **Crunch And Sip**

Crunch and Sip occurs in the classroom at 9:30am. This snack is designed to bridge the gap between breakfast and lunch. It is not a separate break and is

not intended to interrupt lesson time. Only fresh fruit or vegetables are permitted. Fruit or veggies that are bite-sized and not messy are preferable. For example: grapes, apple pieces, berries, carrot sticks, celery sticks and capsicum pieces.

Children are encouraged to drink water (not juice or other sugary drinks) from their water bottles during the day.

## **Bullying Prevention and Response**

At Nowra Anglican College, we are committed to providing a safe and supportive learning environment. Bullying is not tolerated, and we have clear processes in place to address and prevent it.

### What is Bullying?

Bullying is repeated and intentional behaviour that causes fear, distress, or harm to another person and involves an imbalance of power. It can include:

- Physical bullying (e.g., hitting, pushing, damaging property).
- Verbal and psychological bullying (e.g., name-calling, teasing, spreading rumours).
- Social exclusion (e.g., deliberately leaving someone out, manipulating friendships).
- Cyberbullying (e.g., online harassment, misuse of social media).

### Preventing Bullying

We take a whole-school approach to prevent bullying through:

- Educating students about respectful interactions and digital citizenship.
- Promoting empathy and problem-solving skills.
- Encouraging students to report concerns and seek support from staff.

### Responding to Bullying

If bullying occurs, the school will:

- Investigate the incident thoroughly.
- Support the target and help them develop coping strategies.
- Address the behaviour of the aggressor through restorative justice and disciplinary measures if required.
- Guide bystanders on how to respond positively.

Students are encouraged to report bullying to their class teacher, a trusted staff member, or the Wellbeing Coordinator. Parents are also encouraged to communicate any concerns.

For further details, refer to the [NAC Bullying Policy](#) available on the school website. The [NAC Child Safe Policy](#) is also available on the school website.

## **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 sit in your class lines, as indicated, and your classroom 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, including our School Nurse, 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 while at school, please speak with your classroom teacher, or if during a break, the duty teacher. You will be granted permission to attend School Services who will provide support. Students should not visit School Services without speaking to a teacher first.

NOTE: Students are not to contact their parents and/or carer via email or phone themselves 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 and returning it to School Services to ensure continuing duty of care. This form is available on the website under 'Parents and Carers' or from the office. The School Nurse can be contacted to discuss your child's condition if required.

Students who have Anaphylaxis or Asthma are required to submit an up-to-date doctor-signed Medical Management Plan each school year. It is the responsibility of parents and/or carers to provide accurate and up-to-date medical information to the College to ensure continuity of care. Information regarding medication is required at the beginning of each year or as it is updated with your medical specialist. Our school nurse can be contacted to discuss your child's medical needs as required.

### **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 can help 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 practicing and cementing previously learned skills.
- 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 is essential for all students. Junior School students are encouraged to work independently to

- ensure that they cover all work set for them.
- Home learning in Junior School primarily focuses on home reading, literacy and mathematics. Each classroom teacher will outline their expectations at the start of the year.

NOTE: Students in Junior School will not be expected to do home learning other than reading novels, during holiday times.

### **THRIVE: Social and Emotional Learning at Nowra Anglican College**

At Nowra Anglican College, we are committed to nurturing the whole child. We believe education should support every aspect of a child's development, not only academic achievement, and that students are more likely to learn well and flourish when they feel safe, known, connected, and supported. This whole-child approach sits at the heart of THRIVE, our Junior School social and emotional learning framework.

THRIVE is designed to help students grow socially, emotionally, and relationally. Grounded in Scripture and aligned with the College's values of respect, compassion, and wisdom, THRIVE supports students to build positive relationships, manage emotions, show empathy, act with responsibility, and respond to challenges with resilience and hope. Through explicit teaching, modelling, shared language, and everyday practice, students are supported to become increasingly confident, thoughtful, and relationally wise.

This approach is embedded within our whole-school wellbeing framework and works alongside Building Learning Power (BLP). The connection is intentional: THRIVE helps develop the social, emotional, and relational capabilities students need to work collaboratively, persevere through challenge, reflect on their choices, and contribute positively to the community. These are essential foundations not only for success at school, but for life beyond it.

Across the Junior School, THRIVE is enacted in developmentally appropriate ways and is supported by a consistent shared language used by staff and students. Teachers draw on three key wellbeing frameworks across classroom and playground contexts: URStrong for friendship skills and respectful boundaries, PeaceWise for conflict resolution and repair, and the Zones of Regulation for emotional awareness and self-management. This shared language helps students know what to do when friendships are tricky, emotions are high, or problems need to be resolved calmly and respectfully.

One of the key ways this learning is embedded is through weekly THRIVE lessons from Kindergarten to Year 6. These lessons are informed by the CASEL model of social and emotional learning and are aligned with the NSW PDHPE syllabus. THRIVE is also explicitly grounded in a Christian worldview, where kindness, forgiveness, peacemaking, empathy, service, and responsibility are not only taught, but lived and modelled in the life of the school.

Each term, THRIVE focuses on age-appropriate areas of personal and social development across the Junior School:

### **Term 1 – Foundations**

Students establish routines, belonging, emotional safety, and a shared relational language. This includes introduction and reinforcement of core frameworks such as URStrong, PeaceWise, and the Zones of Regulation.

### **Term 2 – Consolidation**

Students deepen and apply the skills introduced in Term 1 with increasing independence, strengthening habits of self-management, respectful communication, and positive peer interaction.

### **Term 3 – Bullying No Way**

Students focus on wellbeing, anti-bullying, and safe relationships. They learn to distinguish between everyday conflict and bullying, act as upstanders, seek help appropriately, and contribute to a safe and inclusive school culture. Students also participate in the National Day of Action Against Bullying and Violence.

### **Term 4 – Preparing for Transition**

Students reflect on growth and prepare for change, building confidence, resilience, and readiness for the next stage of schooling, including participation in transition experiences such as Grade Up Day.

Through stories, discussion, role-play, movement, reflection, and practical problem-solving, THRIVE provides students with regular opportunities to grow in confidence, character, and connection — with themselves, with others, and with God. It strengthens the partnership between home and school and reflects our commitment to helping every child flourish.

## **House System**

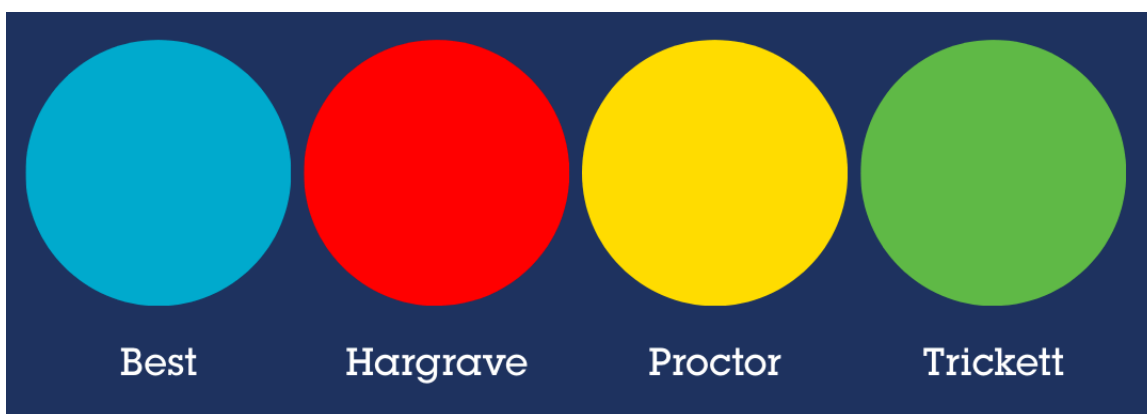
The College Houses are named after Anglican Ministers who served in the Parish of Nowra since its inception in 1833. The Houses are Best, Hargrave, Procter and Trickett.

All students in the Junior School 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.

## **Junior School House Cup**

The Junior School House Cup is an annual event. Junior School students accumulate House points throughout the year at the Sports Carnivals, Swimming, Crosscountry and Athletics. They can also earn points each Friday during their sport lessons. At the end of the year there is an award ceremony to present the House Cup to the winning House.

## House Colours



## Library

The NAC Library is a vibrant and busy space that nurtures students' love of reading and learning. Through regular Library visits and lessons, students develop their information literacy and research skills. They have the opportunity to borrow a wide variety of both physical and digital resources, which can be accessed from home. Borrowing restrictions may vary, depending on age-appropriateness or the demand for particular resources. The Library manages the acquisition of physical resources, eBook and audio-book collections, online databases, and our digital video collection through ClickView.

The Library is open for reading and quiet play at lunchtime for Junior School students.

## 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.

### **Playground Areas and Supervision in Junior School**

#### Before-School Supervision: 8:15am – 8:45am

Playground supervision begins at 8:15am each morning. From 8:15am, the following areas will be supervised for student play:

- Kindergarten Playground – for kindergarten students
- Stage 1 Playground – for Year 1 and Year 2 students
- Basketball Court & Slides – for students in Years 3 to 6
- Apex Park – for students in Years 3 to 6

#### Junior School Welcome Supervision: 8:05am – 8:15am

Some buses arrive before 8:15am. Junior School students who arrive early, either by bus or with Senior School siblings, will be supervised in the canteen area by a member of the Junior School Leadership Team until duty teachers arrive at 8:15am. Parents who wish to stay with their children before 8:15am are welcome to do so in the canteen area. Please note, students are not permitted to play before 8:15am.

#### Before 8:05am

Junior School students should not arrive at school before 8:05am, unless they are participating in a scheduled co-curricular activity. Parents needing to drop off their children earlier than this must use PEAK Before School Care to ensure proper supervision. For more information, please visit the [PEAK website](#).

#### Lunch and afternoon tea -play areas for Junior School

| Kindergarten  | Time            | Supervised areas                     |
|---------------|-----------------|--------------------------------------|
| Before school | 8:15- 8:45am    | Kindy playground (K block)           |
| Eating Time   | 11:10 – 11:30am | Seated as a class – Kindy playground |
| Lunch- Play   | 11:30am- 12pm   | Kindy playground (K block)           |

|               |              |  |
|---------------|--------------|--|
| Afternoon tea | 1:35- 1:55pm | Kindy eat & play in the K block playground |
|---------------|--------------|--|

| Year 1        | Time            | Supervised areas   |
|---------------|-----------------|--|
| Before school | 8:15- 8:45am    | Stage 1 playground (B block)   |
| Eating Time   | 11:10 – 11:30am | Seated – Stage 1 playground (B block)  |
| Lunch- Play   | 11:30am- 12pm   | Library – quiet area<br>Stage 1 playground (B block)<br>Co-curricular groups |
| Afternoon tea | 1:35- 1:55pm    | Stage 1 playground (B block)   |

| Year 2        | Time            | Supervised areas   |
|---------------|-----------------|--|
| Before school | 8:15- 8:45am    | Stage 1 playground (B block)<br>Basketball court (near the gym)  |
| Eating Time   | 11:10 – 11:30am | Seated – Stage 1 playground (B block)  |
| Lunch- Play   | 11:30am- 12pm   | Library – quiet area<br>Stage 1 playground (B block)<br>South Admin & undercover court<br>Co-curricular groups |
| Afternoon tea | 1:35- 1:55pm    | Canteen – quiet area<br>Stage 1 playground (B block)<br>South Admin & undercover court                         |

| Years 3 - 6   | Time            | Supervised areas  |
|---------------|-----------------|---|
| Before school | 8:15- 8:45am    | Basketball court (near the gym)<br>Apex Park  |
| Eating Time   | 11:20 – 11:30am | Lunch is eaten - seated in stages   |
| Lunch- Play   | 11:30am- 12pm   | Library – quiet area<br>South Admin & undercover court<br>Basketball court (near the gym)<br>Oval<br>Co-curricular groups |
| Afternoon tea | 1:35- 1:55pm    | Canteen – quiet area<br>South Admin & undercover court<br>Basketball court (near the gym)<br>Apex Park                    |

### Explorer Dome

- Kindergarten and Year 1 classes are taken by their teachers to play on the Explorer Dome, outside of break times.
- The Explorer Dome is not to be used by students unless there is a teacher present and supervising. This includes before and after school. Parents should not allow their children to play on the Explorer Dome before or after school.

Lunch and afternoon tea roster:

| Mondays | Tuesdays | Wednesdays | Thursdays | Fridays |
|---------|----------|------------|-----------|---------|
| Year 5  | Year 2   | Year 6     | Year 3    | Year 4  |

### JS student supervision – afternoons

The school day finishes at 3:15pm. All students remain under the supervision of staff until 3:15pm. Junior School students are not to walk unsupervised to Apex Park, the uniform shop or the highway to meet parents. They need to be collected from the grass, or parents can make use of the Kiss and Drop.

### **Kindergarten to Year 6**

– Junior School students are dismissed from the B block grass at 3:15pm, not from their classrooms.

- Students are escorted to the B block grass (near the turning circle) at 3:13pm. Students wait in designated areas on the B block grass, supervised by teachers. Coloured signs indicate these areas.
  - Parents and carers waiting at B block grass – (Orange sign) a teacher will dismiss students when they see the parent, carer of older sibling.
  - Bus lines – (Blue sign) students will be escorted to bus lines by staff on bus duty. JS students sit in bus lines behind the cone with their bus number
  - Kiss and drop – (Yellow sign) students are escorted over by staff on duty
  - F block gate & PEAK – (Purple Sign) students will be escorted from the grass to the back gate by a teacher at 3:15pm
- At 3:15pm, students will be dismissed group by group

Alternative arrangements to meet individual family needs, whilst still ensuring student safety and supervision, can be discussed with the Head of Junior School.

### **Reports**

Formal school reporting is a vital component of Nowra Anglican College's partnership with parents in guiding their children's growth and development. These reports communicate far more than academic achievement; they reflect the College's priorities, culture, and commitment to nurturing the whole child.

Formal written reports are provided to Junior School parents at the end of both Semester 1 and Semester 2 each school year. These reports are structured around three key areas:

1. **Achievement and Effort** – Each subject area includes an achievement grade, which reflects the student's level of understanding and skill, and an effort grade, which indicates the level of application and

engagement.

2. **Social Development and Commitment to Learning** – This section provides insight into the student's consistency in managing their learning environment, their attitude towards learning, and the quality of their interactions with others.
3. **General Comment** – This is a personalised overview written by the class teacher. It highlights the student's unique strengths, character, and contributions to school life, and is based on the teacher's genuine knowledge of and care for the student.

Each general comment is individually written and thoughtfully composed. They may include observations about:

- Personal qualities such as character, attitude, maturity, integrity, and motivation
- Growth in learning dispositions, including those encouraged through the College's *Building Learning Power* framework
- Application and progress in English, Mathematics, and other Key Learning Areas, highlighting strengths and areas for development
- Involvement in co-curricular activities (e.g. sport, music, drama, clubs)
- Engagement with all aspects of school life
- Social skills and respectful relationships with peers and staff
- Communication skills
- Leadership and service
- Organisational abilities
- Areas for future growth

Together, these elements ensure that reports at Nowra Anglican College provide meaningful feedback that supports the flourishing of every student in partnership with their family.

#### Achievement Grades

In line with Commonwealth Government requirements, student achievement in Years 1 to 6 is reported using a five-point scale for each subject. For Kindergarten students, achievement is reported using a three-point scale appropriate to their stage of development.

## Achievement Grades - Years 1 to 6

| Achievement Grades   |   |
|--|---|
| Achievement grades provide an indication of the student's performance based on statewide syllabus standards. All children develop at their own pace and therefore some students may take a longer or shorter time to attain skills and competencies associated with a stage. |   |
| Working at Greater Depth   | The student has <b>extensive</b> knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations. |
| Working Above  | The student has a <b>thorough</b> knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply these skills to most situations.   |
| Working At   | The student has a <b>sound</b> knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.   |
| Working Towards  | The student has a <b>basic</b> knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.   |
| Working Below  | The student has an <b>elementary</b> knowledge and understanding of the content and has achieved a very limited level of competence in some processes and skills.   |
| N/A  | Not applicable. There is <b>insufficient evidence</b> to award an achievement level.  |

## Achievement Grades - Kindergarten

| Achievement Grades   |   |
|--|---|
| Achievement grades provide an indication of the student's performance based on statewide syllabus standards. All children develop at their own pace and therefore some students may take a longer or shorter time to attain skills and competencies associated with a stage. |   |
| Working Above  | The student has a <b>thorough</b> knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply these skills to most situations. |
| Working At   | The student has a <b>sound</b> knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.   |
| Working Towards  | The student has a <b>basic</b> knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.   |
| N/A  | Not applicable. There is <b>insufficient evidence</b> to award an achievement level.  |

## Application Grades

| Application Grades  |  |
|---|--|
| Course application grades provide an indication of a student's engagement and participation in lessons. Grades reflect the attitude and behaviour shown by the student throughout the semester. |  |
| Outstanding   | The student is highly motivated, demonstrating an outstanding level of effort and commitment in this subject area. They apply themselves with diligence and display increasing application and mastery of relevant Building Learning Power dispositions. The student is enthusiastic, well-motivated and fully engaged in lessons. The student is commended for their initiative and perseverance towards learning and growth. |
| High  | The student demonstrates a pleasing level of effort and commitment in this subject area. They enthusiastically apply themselves to learning, and their level of participation is commendable. The student displays a high level of motivation towards developing their Building Learning Power dispositions.   |
| Consistent  | The student is actively engaged in this subject area. The student applies positive effort and regularly demonstrates commitment to their learning. The student is displaying increasing knowledge and application of the Building Learning Power dispositions.   |
| Inconsistent  | The student demonstrates inconsistent application in this subject area. Their effort and participation varies and they should focus on displaying more consistent effort and commitment. The student is encouraged to apply their knowledge of Building Learning Power dispositions at all times.  |
| Limited Effort  | The student demonstrates limited engagement in learning tasks in this subject area. They require teacher assistance and close supervision to participate in activities. The student is encouraged to persistently focus on developing Building Learning Power dispositions in order to apply appropriate effort.   |
| N/A   | Not applicable. There is <b>insufficient evidence</b> to award an achievement level.   |

## Social Development and Commitment to Learning - Junior School

| Social Development and Commitment to Learning  |   |
|--|---|
| This provides an indication of the consistency that is shown by the student in managing their learning environment and in their relationships with others. |   |
| Consistently   | The student demonstrates this attribute on a <b>consistent</b> basis. |
| Usually  | The student demonstrates this attribute <b>most of the time</b> .     |
| Sometimes  | The student demonstrates this attribute <b>occasionally</b> .         |
| Rarely   | The student <b>hardly ever</b> demonstrates this attribute.           |

### 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 every student has the potential to be a leader. By developing leadership capacity, we aim to build each student's competence, confidence, character, and connection with others.

Leadership is about serving others. It means using your gifts and strengths to support those around you, following the example of Christ, who served others with humility and love.

Good leaders are authentic. They are confident in who they are and do not pretend to be someone else.

Leadership is not just a title; it is action. It involves reflection, self-awareness, strong interpersonal skills, and the confidence to put positive values into practice.

Effective leaders also demonstrate a **growth mindset**. Through goal setting and reflection, students develop resilience, self-understanding, and the habits of mind that help them grow and succeed.

### Leadership Positions

#### Junior School Student Leaders

Each year, selected Year 6 students are appointed to formal leadership roles within the Junior School. These roles may include Captains, Vice Captains, Prefects, House Captains, and other positions as determined by the College. Together, these students form the Junior School Leadership Team, with the structure varying from year to year according to the needs of the College. Student leaders represent the Junior School and the wider NAC community,

uphold the spiritual and behavioural standards of the College, and model respect, responsibility and service to others. They support assemblies, special events, House activities, student initiatives, and other aspects of Junior School life, and are expected to lead with humility and a commitment to serving the College community.

#### Student Representative Council (SRC)

Students from Years 3 to 6 also have the opportunity to serve on the Student Representative Council (SRC). Typically, two students from each class are selected through a peer and staff selection process to represent the voice of their classmates. SRC representatives contribute ideas, raise student matters in an appropriate manner, and work with staff and students to support initiatives that benefit the Junior School community.

#### Purpose of Student Leadership

All student leadership positions are an opportunity to serve rather than simply to hold a title. Students in leadership roles are encouraged to use their gifts and influence to support others, contribute to the life of the College, and strengthen the sense of community and connection within the Junior School.

### **Information Communication Technology - Guidelines for Information Communication Technology (ICT) use in Junior School at Nowra Anglican College**

Digital technologies offer tremendous potential to enhance our lives through social interaction, automation, access to information and amplified creativity. Our responsibility in using this technology is to use it ethically and wisely if we are to experience the benefits it brings without harm. We embrace this attitude and shape our learning experiences so students graduate from Nowra Anglican College as proficient and ethical digital citizens.

Our teachers craft rich, technology-augmented learning experiences both 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 also 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.

At Nowra Anglican College, we see technology as a wonderful gift from God—a tool that helps us to learn, create and connect with others. Accordingly, with this gift comes responsibility and all students are expected to use technology in ways that honour God, show care for others and demonstrate wisdom.

We want our students to flourish as confident, creative and ethical digital citizens who reflect our College values of Respect, Compassion and Wisdom every time they go online. Whether students are using a school device or their own, they need to remember that their actions reflect their character and our College community.

### Using Technology Well

To help students make wise and responsible choices online, we teach and expect them to follow these guiding principles:

- Use technology in ways that honour God and show care for others.
- Think before you click, type or post.
- Communicate kindly and respectfully, just like you would face-to-face.
- Stay focused on learning and avoid distractions.

Expectations of acceptable use of ICT at Nowra Anglican College 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-centred 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)*

We encourage students to THINK before posting or sending anything online:

- T: Is it True?
- H: Is it Helpful?
- I: Is it Inspiring?
- N: Is it Necessary?
- K: Is it Kind?

### Using Devices for Learning

At school, devices are tools for learning. Students use them to research, complete classwork, access educational apps and collaborate with classmates. Sometimes technology helps us be creative or solve problems in new ways.

However, technology use at school has clear boundaries. Devices must not be used for personal games, entertainment or messaging during school hours. Students should only visit websites or use apps that have been approved by their teacher. Students are not to take photos, videos or audio recordings unless directed by their teacher for a specific learning task.

### Staying Safe and Supervised Online

Teachers actively supervise students when they are online. This means moving around the classroom, keeping sightlines to screens clear and using special software to monitor what students are doing on their devices.

Our school network also helps to keep students safe. We use filters to block inappropriate websites and social media platforms. We also monitor search terms and receive alerts if students try to access unsafe content.

While we implement comprehensive safeguards, no system is perfect, which is why we emphasise digital citizenship education alongside technical protections. We teach students that, even with these safeguards, the best protection is making wise choices themselves.

### Personal Safety and Privacy

Students at Nowra Anglican College are taught to protect their personal information online. This means not sharing full names, addresses, phone numbers or birth dates. When completing online tasks, students should use only their first name or initials.

Passwords must be kept private and only shared with parents and teachers. Students should log out of shared devices when they are finished.

Students are only to communicate online with their classmates and teachers using school-approved platforms. If anything online makes them feel uncomfortable, they should tell a trusted adult straight away.

### Smart Devices at School

At Nowra Anglican College, we follow a gate-to-gate policy for smart devices, consistent with all NSW schools. This means that from the moment students arrive at school until they leave, phones and smartwatches must remain on aeroplane mode or school mode.

If students need to contact their parents during the school day, they must speak to a teacher or go to Student Services. Direct messaging between students and parents during school hours is not allowed.

If a smart device is used inappropriately, it will be taken to the office and can be collected at the end of the day. Repeated breaches will mean the device must be handed in to the office every morning.

In Junior School, students may use a phone after school to contact parents from Student Services only. If students bring a mobile phone to school, it

should stay safely in their school bag.

The College accepts no responsibility for loss or damage to any personal electronic devices brought to school.

If students need to make a private call during school hours (for example, in an emergency), they should go to Student Services and ask office staff for permission to use the school phone. Personal mobiles must not be used for this purpose.

### Social Media

Social media is not to be used during school hours. Families should also be aware that, under Australian law from 10 December 2025, many social media platforms must prevent children under 16 from creating or keeping accounts. Responsibility for compliance sits with the platforms. [eSafety Commissioner's](#)

Students are expected to use all online platforms and digital communication in ways that are safe, respectful and consistent with the values of the College. Students should:

- communicate respectfully and kindly
- avoid posting material that may harm, embarrass or exclude others
- understand that online activity leaves a permanent digital footprint
- seek permission before sharing photos or videos of others
- not post or publicly share images of students in College uniform without College permission
- seek support from a trusted adult to resolve conflict rather than responding online.

### Getting Help and Reporting Concerns

If something goes wrong online, students should speak up straight away. This could include seeing something inappropriate, being bullied online, feeling unsafe about an online interaction, or having trouble with an account.

Students can report to:

- Their classroom teacher
- Their Stage Leader
- The School Counsellor
- The NAC Cares Form (available on the school website)
- Their parents, who can also contact the school

### What Happens if ICT Expectations are Not Met

If students misuse technology, consequences will follow the Student Code of Behaviour. Depending on the situation, this may involve losing device privileges, using a restricted school device, or having online accounts temporarily suspended.

In serious cases—such as threats, harassment or illegal behaviour—the College may involve the police.

Whenever possible, we apply consequences in a way that helps students learn and grow from their mistakes. We consider the student's age, intent and the context of the situation before deciding on a response.

### Ongoing Learning

Being a responsible and ethical digital citizen isn't just about rules—it's a lifelong skill. That's why we teach students to:

- Recognise online risks
- Spot suspicious messages and links
- Double-check facts from multiple sources
- Manage their digital footprint thoughtfully

At Nowra Anglican College, we want all students to thrive online and offline—and to represent themselves and our community well in every click, post and message.

For further details, please see the full Information and Communication Technology (ICT) Policy and Procedures (last updated February 2025).

## **Student Code of Behaviour**

At Nowra Anglican College, we strive to foster a respectful community grounded in Christ's love, where students live with wisdom and compassion. Our [Student Code of Behaviour](#) is designed to create a safe, inclusive, and positive learning environment by aligning student behaviour with the College's core values:

### Respect

- Honour and show regard for others, yourself, and God.
- Treat others with kindness, understanding, and courtesy.
- Care for personal and school property.

### Compassion

- Show love, concern, and awareness for others.
- Foster a welcoming and inclusive school environment.
- Act with empathy and understanding.

### Wisdom

- Make informed choices for the betterment of yourself and others.
- Demonstrate self-discipline and responsibility in learning and behaviour.
- Create a safe and healthy school environment.

### Expectations for Students

Students must uphold these values at school, in public, and online by:

- Wearing the College uniform correctly and with pride.
- Respecting teachers, fellow students, and school property.
- Using technology responsibly and following ICT guidelines.
- Following all safety procedures and school policies.
- Demonstrating honesty, integrity, and accountability in all actions.
- Actively participating in learning and co-curricular activities.

### **Junior School Awards System**

To encourage and recognise students who uphold the College values of Respect, Compassion and Wisdom, we implement a structured Junior School Awards System:

| Award Level   | Criteria   | Recognition for K-2  | Recognition for Years 3-6  |
|---|--|--|--|
| NAC ( <u>N</u> oticed <u>A</u> nd <u>C</u> ommended) Reward Chart | Demonstrate positive behaviour (NAC values and/or BLP dispositions). Teachers may focus on areas of growth for individual students or classes. | Stamp/sticker on NAC ( <u>N</u> oticed <u>A</u> nd <u>C</u> ommended) Reward Chart | Stamp/sticker on NAC ( <u>N</u> oticed <u>A</u> nd <u>C</u> ommended) Reward Chart |
| Merit Award   | Demonstrating outstanding behaviour or earning 15 NAC stamps   | Certificate  | Certificate  |
| Bronze Light of the Cross   | Earn 5 Merit Awards  | Certificate  | Certificate & Pin  |
| Silver Light of the Cross   | Earn 15 Merit Awards   | Certificate  | Certificate & Pin  |
| Gold Light of the Cross   | Earn 25 Merit Awards   | Certificate  | Certificate & Pin  |

### Consequence for Breaches of the Student Code of Behaviour

When students do not uphold the expectations outlined in the Student Code of Behaviour, the College responds with a restorative and educative approach to support students in making better choices. Consequences depend on the severity and frequency of the behaviour and may include:

#### **Minor Breaches:**

- Teacher Warnings & Reminders: Staff members provide verbal or written reminders about expectations.

- Restorative Conversations: Students discuss their behaviour, its impact, and how to make amends.
- Loss of Privileges: Temporary removal of minor privileges (e.g., playtime restrictions).
- Lunchtime Reflection: Students may be asked to reflect on their choices in a structured environment.

***Moderate Breaches:***

- Formal Lunchtime Restorations: A consequence issued for repeated non-compliance with behavioural expectations and/or serious breaches of the Student Code of Behaviour
- Behaviour Support Plan: A structured plan developed with teachers and parents to support improved behaviour.
- Commitment Cards: A daily progress monitoring system where students check in with staff and demonstrate adherence to school expectations.
- Temporary Exclusion from Activities: Students may be restricted from excursions, sports, or other privileges if their behaviour risks the safety or wellbeing of others.

***Serious Breaches:***

Serious breaches of the Student Code of Behaviour may result in significant consequences, including suspension, conditional enrolment, or expulsion. These measures are determined by the College Principal, based on the severity and frequency of the behaviour. More details on these processes can be found in the relevant College policies.

Where appropriate, students engage in Restorative Actions, including:

- Restitution: Apologising and remedying the situation.
- Resolution: Developing a plan to prevent the behaviour from happening again.
- Reconciliation: Repairing relationships with those affected.

For further details, please refer to the [Student Code of Behaviour policy \(last updated Nov 2024\)](#). You can find the [NAC Code of Conduct Policy - Parents, Carers, Visitors](#), the [NAC Student Discipline Policy](#), the [NAC Suspension and Expulsion Policy](#), the [NAC Concerns and Complaints policy](#) and the [NAC Privacy Policy](#) on our website.

**Uniform Guidelines- Junior School**

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.

You can find the [NAC Uniform Policy](#) on our website.

#### 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) (password: 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.
- All clothing and equipment must be clearly labelled with the student's name.

#### Student Hair

##### **Boys**

Junior School boys are expected to keep their hair neatly groomed, which means it should be above the collar and not cover the eyes or ears. Hair should be no shorter than a no. 2. Significant variations in length and hair that is tied up in a bun are not permitted. Hairstyles including mullets, colours, shaved lines or beading (as determined by the HOJS) are not permitted.

## **Girls**

- Hair longer than the collar must be tied back with plain navy, red or white bands/ribbons or scrunchies in Kindergarten to Year 6.
- 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

- **Earrings:** Girls may wear one set of matching earrings (one in each earlobe). These must be plain fine sleepers or small, simple studs in gold or silver. A clear or coloured stone is permitted.
- **Boys are not permitted to wear earrings.**
- **Necklaces:** A simple gold or silver necklace with a small, discreet charm may be worn. If visible with the uniform, it must be unobtrusive in appearance. For WHS reasons, necklaces must not be worn during sport or PDHPE.
- **Medical jewellery** (bracelets or necklaces) may be worn. No other bracelets are permitted.
  
- **Watches** may be worn. If a student chooses to wear a smartwatch, it must not be used as a communication device. If it is used in this way, the consequences for mobile phone misuse will apply.
- **Body piercings:** Visible body piercings, including clear studs or stoppers (e.g. tongue or cartilage piercings), are not permitted. This includes ear piercings outside the lobe (e.g. helix, scapha, or tragus).
- **Costume jewellery and bracelets** are not permitted.

## Makeup

- Colourless lip balm (for lip protection) is permitted.
- Nails should be kept short, neat, and natural in appearance. Clear nail polish may be worn.
- Coloured nail polish or artificial nails (including acrylics or stick-ons) are not permitted at any time.
- Students from Kindergarten to Year 10 are not to wear any make-up.

## Junior Girls Winter Uniform



Junior Girls Summer Uniform



Junior Boys Summer Uniform



Junior Boys Winter Uniform



Junior Sports 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 knit jumper can be worn as the outer garment (optional)

#### **Girls**

- Blouse with logo, short and long sleeve
- Navy College trousers
- Navy culottes

#### **Boys**

- Shirt with logo, short and long sleeve
- Grey College shorts or trousers

Note: For all students, 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 bomber jacket (optional)
- NAC navy jumper can be worn as the outer garment (optional)

Note: 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**

- Tie (optional)

### Winter Uniform

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

- NAC bomber jacket 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**

- Tie (compulsory)

### **Sports/PE**

Kindergarten to Year 6

- College navy fleece track pants
- College navy fleece jumper
- College navy shorts with logo at regulation length
- College polo shirt
- NAC bomber jacket (optional) can be worn for warmth with the sports uniform
- White ankle crew sports socks

- Lace-up supportive white sports shoes (canvas or open weave shoes are not permitted)

**Year 5 and 6 only**

- College stretch microfibre track pants and sports jacket

**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.

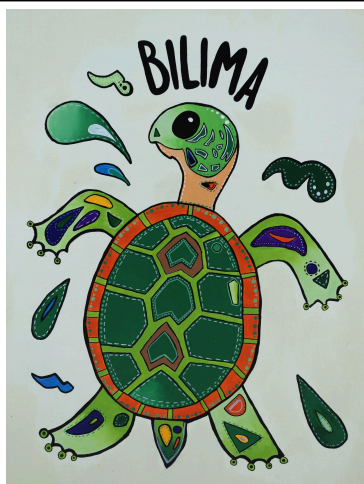
In Christ rests all wisdom, knowledge, love and truth,  
 Source of our forgiveness, of God's love the proof;  
 May we then to others make his gospel known,  
 All in full obedience, live for Christ alone.

**College Prayer**

Our God and Heavenly Father whose Son Jesus Christ came into the world to save us.  
 You alone are holy. We honour you.  
 Help us to know you through Jesus Christ and to live in a way that pleases you.  
 You are loving and gracious  
 Help us to trust you and to be kind and show compassion to others  
 You are the creator of all  
 Help us to show respect for your creation and all people who live in it  
 You are the source of knowledge and understanding  
 Grant us wisdom and courage as we grow and learn  
 We thank you for our school; staff, students and families  
 Help us live in the light of the cross  
 In Jesus name  
 Amen

**Junior School Day**  
TIMETABLE

|                           |         |
|---------------------------|---------|
| Morning Lines             | 8:45am  |
| Period 1                  | 8:50am  |
| Crunch and Sip (in class) | 9:30am  |
| Period 2                  | 9:40am  |
| Period 3                  | 10:30am |
| Lunch - Eating Time       | 11:20pm |
| Lunch - Play              | 11:30pm |
| Period 4                  | 12:00pm |
| Period 5                  | 12:50pm |
| Afternoon Tea             | 1:35pm  |
| Thrive Time               | 1:55pm  |
| Period 6                  | 2:20pm  |
| End of Day Pack Up        | 3:10pm  |
| Afternoon Dismissal       | 3:15pm  |





BUILDING  
LEARNING  
POWER

Preparing students for  
a life-long love of learning

## Building Learning Power: Preparing students for a life-long love of learning

### RESTORATION

Believing / The spiritual foundation of learning

### RESPECT

Honouring and showing regard for others, yourself and God.

### COMPASSION

Showing love, concern and awareness for others and yourself, informed by Christ's example.

### WISDOM

Using knowledge and experiences to inform your choices for the betterment of yourself and others, in line with God's word.

RESPECT: Honouring and showing respect for others, yourself and God.

- What does respect look like, sound like and feel like?
- Why should I respect myself and others?
- How do I honour God in my life?

You need to be ready, willing and able to:

- Recognise God as King
- Engage with God's word
- Value other people's ideas and beliefs
- Put other people first
- Value other people's belongings



COMPASSION: Showing love, concern and awareness for others and yourself, informed by Christ's example.

- What does compassion look like, sound like and feel like?
- Why should I have compassion for myself and others?
- How did Christ show compassion?

You need to be ready, willing and able to:

- Understand other people's situation
- Put aside your own needs
- Put aside your own wants
- Make sacrifices
- Love others in a practical way
- Look to Christ
- Serve



WISDOM: Using knowledge and experiences to inform your choices for the betterment of yourself and others, in line with God's word.

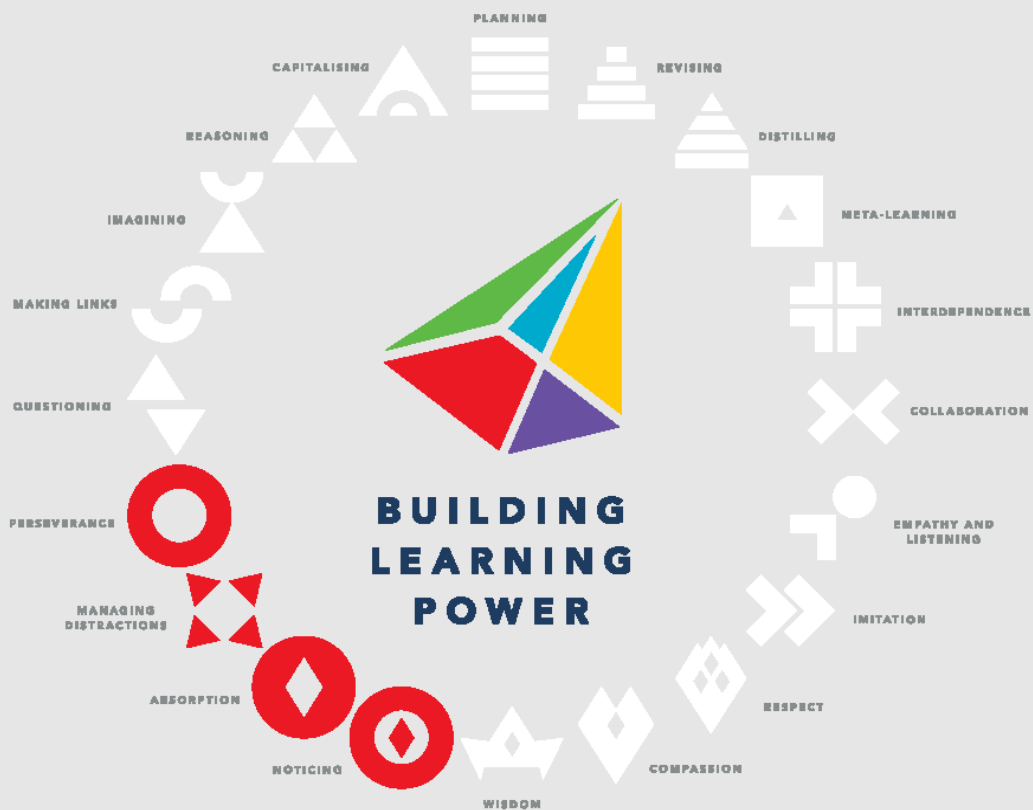
- What does wisdom look like, sound like and feel like?



- How do I show wisdom to others and myself?
- What does God's word say about wisdom?

You need to be ready, willing and able to:

- Combine head knowledge and heart knowledge
- Know God through the Bible
- Seek the truth
- Be real, not false
- Apply your knowledge in a just and compassionate way



## RESILIENCE

Feeling / The emotional aspects of learning

### ABSORPTION

Being able to lose yourself in learning - becoming absorbed in what you are doing; rapt and attentive, in a state of 'flow'.

### MANAGING DISTRACTIONS

Recognising and reducing distractions; knowing when to walk away and refresh yourself. Create your own best environment for learning.

### NOTICING

Perceiving subtle nuances, patterns and details in experience.

### PERSEVERANCE

Keeping going on in the face of difficulties, channelling the energy of frustration productively. Knowing what a slow and uncertain process learning often is.

## **RESILIENCE: Feeling / The emotional aspects of learning**

*"The difference between something good and something great is attention to detail"*

CHARLES R SWINDOLL

NOTICING : Perceiving subtle nuances, patterns and details in experience.

- What does effective noticing look like, feel like and sound like?
- What helps me with noticing?
- When I am noticing I...



You need to be ready, willing and able to:

- Be alert and observant
- Be willing to take time, be patient
- Notice the unusual
- Be attentive to details and subtleties
- Recognise how others feel
- Watch other people carefully
- Look for similarities and differences in things
- Contemplate quietly
- See the woods and the trees
- Avoid jumping to conclusions
- Be patient

*"On a bus, your eyes, ears and pores are open absorbing in the variety, the wonder, and the magic of the city. It's a wonderful way to get to know the city."*

GEORGE TAKEI

ABSORPTION: Being able to lose yourself in learning – becoming absorbed in what you are doing; rapt and attentive, in a state of 'flow'.

- What does absorption look like, sound like and feel like?
- What helps me lose myself in my learning?
- When I am absorbed I...



You need to be ready, willing and able to:

- Lock onto learning
- Investigate
- Explore in depth
- Enjoy your learning
- Follow your thoughts
- Keep digging
- Know what you love
- Give things a go

MANAGING DISTRACTIONS: Recognising and reducing distractions; knowing when to walk away and refresh yourself. Create your own best environment for learning.



- What does my learning look like, sound like and feel like when I have managed my distractions?
- What helps me lose myself in my learning?
- When I am managing distractions I...

You need to be ready, willing and able to:

- Recognise what distracts you
- Find your learning space
- Block out 'noise'
- Avoid distractions
- Remove distractions
- Return to learning after distraction
- Take learning breaks to stay focused

*"By prevailing over all obstacles and distractions, one may unfailingly arrive at his chosen goal or destination."*  
CHRISTOPHER COLUMBUS

*"Success is no accident. It is hard work, perseverance, learning, studying, sacrifice, and most of all a love of what you are doing."*  
EDISON ARANTES DO NASCIMENTO PELE

PERSEVERANCE: Keeping going on in the face of difficulties, channelling the energy of frustration productively. Knowing what a slow and uncertain process learning often is.



- What does perseverance look like, sound like and feel like?
- What helps me to persevere?
- When I persevere I...

You need to be ready, willing and able to:

- Try different ways of tackling a task
- See 'not knowing' as an interesting place to be
- Display grit
- Take risks
- Cope maturely with frustration
- Relish challenging goals
- Develop strategies to overcome being stuck
- Believe they can improve with effort
- Try hard, maintain optimism
- Manage own learning climate
- Stick at difficult tasks



## RESOURCEFULNESS

### Thinking / The cognitive aspects of learning

#### QUESTIONING

Asking questions of yourself and others. Being curious and playful with ideas - delving beneath the surface of things.

#### MAKING LINKS

Seeing connections between disparate events and experiences - building patterns - weaving a web of understanding.

#### IMAGINING

Using your imagination and intuition to put yourself through new experiences or to explore possibilities. Wondering *What if?*

#### REASONING

Calling up your logical and rational skills to work things out methodically and rigorously; constructing good arguments, and spotting the flaws in others'.

#### CAPITALISING

Drawing on the full range of resources from the wider world - other people, books, the Internet, past experience, future opportunities.

## RESOURCEFULNESS - Thinking/The cognitive aspects of learning

*"Knowledge is having the right answer. Intelligence is asking the right question."*

UNKNOWN / ANONYMOUS

QUESTIONING: Asking questions of yourself and others. Being curious and playful with ideas - delving beneath the surface of things.



- What does good questioning look like, sound like and feel like?
- What helps me to ask good questions?
- When I ask good questions I...

You need to be ready, willing and able to:

- Seek first to understand
- Ask questions of themselves first
- Keep an open mind
- Use a range of questions to suit circumstances
- Know when to stay silent
- Know what questions to ask, when and how
- Say 'Do I agree with this?'
- Stay curious
- Relish getting to the bottom of things
- Listen to understand what others are saying
- Challenge for clarity and understanding

*"Moment by moment throughout our lifetime, our brains hum with the work of making meaning: weaving together many thousands of threads of information into all manner of thoughts, feelings, memories and ideas."*

DANIEL TAMMET

MAKING LINKS: Seeing connections between disparate events and experiences - building patterns - weaving a web of understanding.



- What does making links look like, sound like and feel like?
- What helps me to make links?
- When I make links I...

You need to be ready, willing and able to:

- Enjoy seeing how things might fit together
- Look for patterns and sequences
- Use analogies, similes and metaphors
- Classify objects according to similarities and differences

- Sort items or ideas in order to discover meaning
- Link cause and effect
- See the 'big' picture
- Notice detail
- Seek coherence
- Be open minded

*"Logic will get you from A to B. Imagination will take you anywhere."*  
ALBERT EINSTEIN

IMAGINING: Using your imagination and intuition to put yourself through new experiences or to explore possibilities. Wondering What if?



- What does making imagining look like, sound like and feel like?
- What helps me to use my imagination?
- When I imagine I...

You need to be ready, willing and able to:

- Be attentive to details and notice subtleties
- Get lost in a 'could be' world
- Stay curious
- Enjoy and value day-dreaming
- Ask 'What if...?'
- Make unusual links between things
- Adapt and change constructively
- Take risks
- Enjoy uncertainty
- Say 'How could we do this differently?'
- Contribute fresh ideas in group work

REASONING: Calling up your logical and rational skills to work things out methodically and rigorously; constructing good arguments, and spotting the flaws in others'.



- What does reasoning look like, sound like and feel like?
- What helps me to use my logical and rational skills?
- When I reason I...

You need to be ready, willing and able to:

- Ask 'Why?'
- Enjoy problem solving
- Look for evidence-based answers
- Think before you act
- Be persuaded by clear evidence-based arguments
- Want reasons and proof
- Question your intuition
- Work methodically

- Look for flaws in arguments
- Think of pros and cons

*"Mathematics is, in its way, the poetry of logical ideas."*  
ALBERT EINSTEIN

CAPITALISING: Drawing on the full range of resources from the wider world - other people, books, the Internet, past experiences, future opportunities.

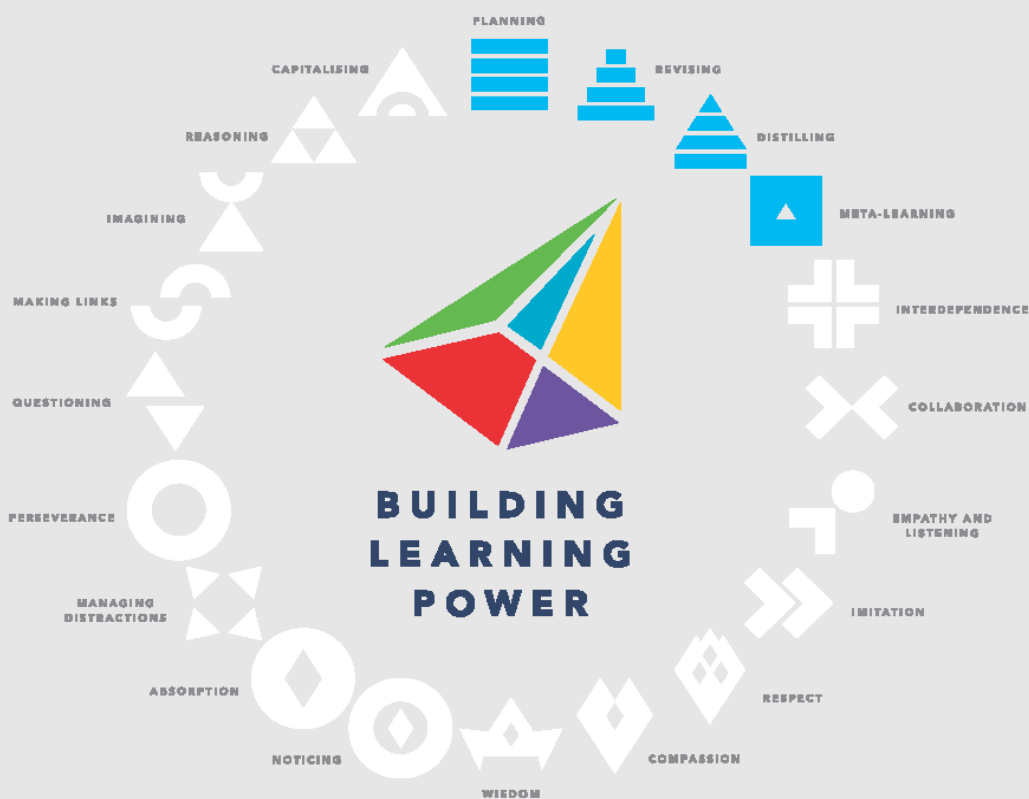


- What does capitalising look like, sound like and feel like?
- What helps me to draw on a full range of resources?
- When I capitalise I...

You need to be ready, willing and able to:

- Learn from different sources
- Ask people
- Read books
- Investigate on the Internet
- Listen to music
- Investigate outdoors
- Work out where knowledge is

*"Knowledge is of two kinds. We know a subject ourselves, or we know where we can find information on it."*  
SAMUEL JOHNSON



## REFLECTIVENESS

**Managing** / The strategic aspects of learning

### PLANNING

Thinking about where you are going, the action you are going to take, the time and resource you will need, and the obstacles you may encounter.

### REVISING

Being flexible, changing your plans in the light of different circumstances, monitoring and reviewing how things are going and seeing new opportunities.

### DISTILLING

Looking at what is being learned - pulling out the essential features - carrying them forward to aid further learning; being your own learning coach.

### META-LEARNING

Knowing yourself as a learner - how you learn best; how to talk about the learning process.

## REFLECTIVENESS: Managing / The strategic aspects of learning

*"Stop setting goals. Goals are pure fantasy unless you have a plan to achieve them."*

STEPHEN COVEY

PLANNING: Thinking about where you are going, the action you are going to take, the time and resources you will need, and the obstacles you may encounter.



- What does effective planning look like, sound like and feel like?
- What helps me to plan?
- When I plan I...

You need to be ready, willing and able to:

- Keep the end in mind
- Use time efficiently
- Ask questions and anticipate obstacles
- Consider the possible outcomes
- Prioritise their actions
- Rise to the challenge when things change
- Persevere when things get tough
- Keen an open mind
- Scar for possibilities
- Re-form, re-shape and re-order
- Take time to get things right

REVISING: Being flexible, changing your plans in the light of different circumstances, monitoring and reviewing how things are going and seeing new opportunities.



- What does effective revising look like, sound like and feel like?
- What helps me to revise?
- When I revise I...

You need to be ready, willing and able to:

- Invite and act on constructive criticism
- Be flexible
- View change as an opportunity
- Think on your feet
- Keep an eye on how things are going
- Ditch ideas that are not working
- Be open to feedback
- Want to be the best you can be
- Keen and open mind
- Expect the unexpected

*"It is not the strongest of the species that survive, nor the most intelligent, but the ones most adaptable to change."*

UNKNOWN, BUT OFTEN ATTRIBUTED, INCORRECTLY, TO CHARLES DARWIN

*"At the end of your story, you get down to the purity of it all. It's like distilling something."*  
A.D POSEY

DISTILLING: Looking at what is being learned - pulling out the essential features - carrying them forward to aid further learning; being your own learning coach.



- What does being your own learning coach look like, sound like and feel like?
- What helps me to distill my learning?
- When I distill my learning I...

You need to be ready, willing and able to:

- Process your experiences
- Learn from your experiences
- Identify experience learning to help elsewhere • Teach others
- Identify key learning
- Remember
- Transfer previous skills and knowledge
- Work out the bare bones of your learning

*"If history always repeats itself, and the unexpected always happens, how incapable must Man be of learning from experience?"*  
GEORGE BERNARD SHAW

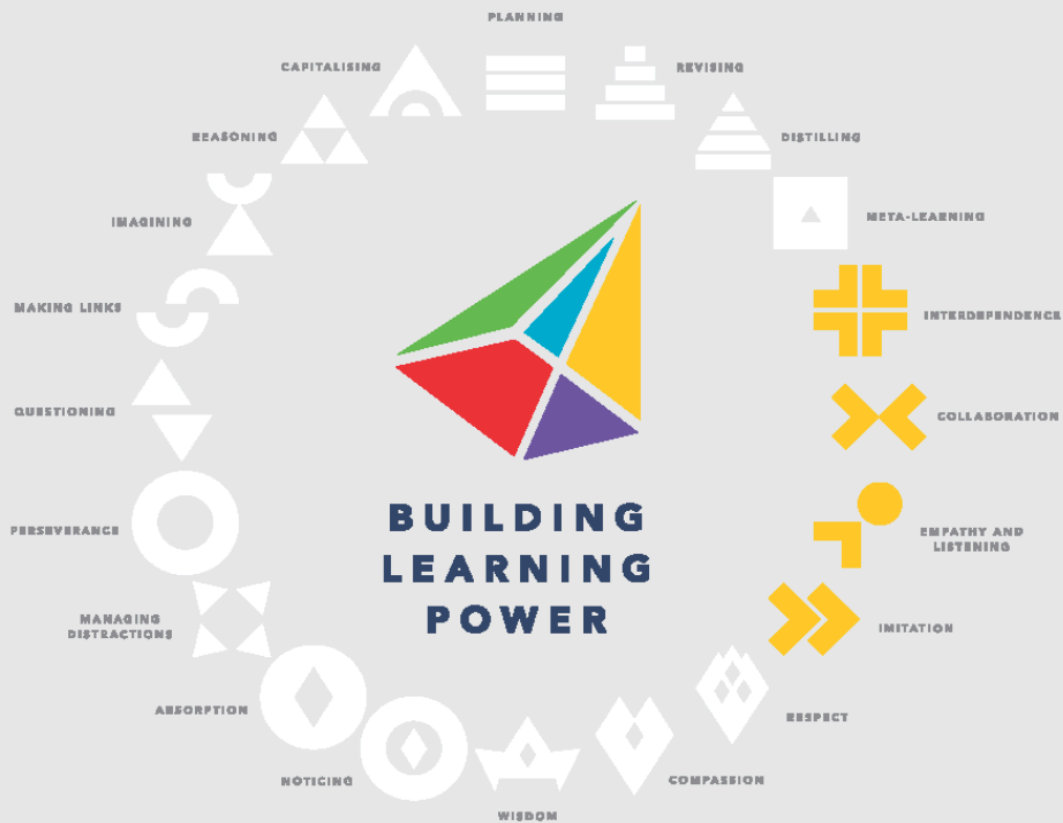
META-LEARNING: Knowing yourself as a learner - how you learn best; how to talk about the learning process.



- What does being your own learning look like, sound like and feel like?
- What helps me to learn?
- When I reflect on my learning I...

You need to be ready, willing and able to:

- Have an accurate view of yourself as a learner
- Understand how you can improve as a learner
- Be confident, interdependent and self-aware
- Have a love of learning
- Want to understand where you went wrong
- Willing to try different ways of doing things
- Retain a sense of the big picture
- Be thoughtful
- Ask questions that get to the heart of the matter



## RELATIONSHIP

**Relating** / The social aspects of learning

### INTERDEPENDENCE

Knowing when it's appropriate to learn on your own or with others, and being able to stand your ground in debate.

### COLLABORATION

Knowing how to manage yourself in the give and take of a collaborative venture, respecting and recognising other viewpoints; adding to and drawing from the strength of teams.

### EMPATHY AND LISTENING

Contributing to others' experiences by listening to them to understand what they are really saying, and putting yourself in their shoes.

### IMITATION

Constructively adopting methods, habits or values from other people whom you observe.

## RELATIONSHIP: Relating / The social aspects of learning

INTERDEPENDENCE: Knowing when it's appropriate to learn on your own or with others, and being able to stand your ground in debate.

- What does interdependence look like, sound like and feel like?
- What helps me to decide to learn with others or alone?
- When I stand my ground I...

You need to be ready, willing and able to:

- Learn with other people
- Learn on your own
- Consider different perspectives and work together
- Negotiate your learning
- Make choices for yourself
- Take different roles in a team
- Lead
- Follow

*"The task that remains is to cope with our Interdependence - to see ourselves reflected in every other human being and to respect and honor our differences."*

MELBA PATILLO BEALS

*"Most people do not listen with the intent to understand. Most listen with the intent to reply."*

STEPHEN COVEY

COLLABORATION: Knowing how to manage yourself in the give and take of a collaborative venture, respecting and recognising other viewpoints; adding to and drawing from the strength of teams.

- What does collaboration look like, sound like and feel like?
- What helps me to collaborate effectively?
- When I collaborate I...

You need to be ready, willing and able to:

- Set worthwhile and realistic team goals
- Enjoy working with others
- Be self-aware
- Put the needs of the group above your own
- Listen actively
- Ask open-ended questions
- Borrow and imitate ways of doing things
- Be inclusive



- Be generous and open-minded
- Monitor and evaluate team progress
- Manage conflict and controversy effectively

*"Talent wins games, but teamwork and intelligence win championships"*  
MICHAEL JORDAN

EMPATHY AND LISTENING: Contributing to others' experiences by listening to them to understand what they are really saying, and putting yourself in their shoes.

- What does good listening look like, sound like and feel like?
- What helps me to listen effectively?
- When I show empathy I...



You need to be ready, willing and able to:

- Pay close attention to people you speak with
- Think before you respond
- Be patient and listen deeply to what is said and not said
- Summarise and paraphrase
- Ask a range of questions
- Maintain eye contact
- Draw conclusions carefully
- Respect others
- Be empathetic
- Put effort into listening
- Work effectively in teams

IMITATION Constructively adopting methods, habits or values from other people whom you observe.


- What does good imitation for learning, look like, sound like and feel like?
- What helps me to observe others effectively?
- When I imitate I...



You must be ready, willing and able to:

- Watch others carefully
- Learn from others
- Identify what others do well
- Notice how others change what they do
- Ask for more information
- Picture the person you are imitating
- Find good role models

*"Imitation is not just the sincerest form of flattery - it's the sincerest form of learning."*  
GEORGE BERNARD SHAW



*“Therefore, as God’s chosen people, holy and dearly loved, clothe yourselves with compassion, kindness, humility, gentleness and patience. <sup>13</sup>Bear with each other and forgive one another if any of you has a grievance against someone. Forgive as the Lord forgave you. <sup>14</sup>And over all these virtues put on love, which binds them all together in perfect unity.*

*Let the peace of Christ rule in your hearts, since as members of one body you were called to peace. And be thankful. <sup>16</sup>Let the message of Christ dwell among you richly as you teach and admonish one another with all wisdom through psalms, hymns, and songs from the Spirit, singing to God with gratitude in your hearts. <sup>17</sup>And whatever you do, whether in word or deed, do it all in the name of the Lord Jesus, giving thanks to God the Father through him.”*

COLOSSIANS 3:12-17

