

2017 Annual Report

NOWRA ANGLICAN COLLEGE

ANNUAL REPORT 2017

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Theme 1 : Message from Key School Bodies

MESSAGE FROM THE CHAIR OF SCHOOL COUNCIL

2017 was an exciting year of growth for The College. In what was a significant watershed for Nowra Anglican College, we published our new strategic plan “Growing Together - whole child, whole school, whole community” and its implementation commenced. This plan sets out a framework for the development of the College over the next five years based on five key themes: innovative teaching & learning; Christian education; healthy relationships; sustainable practices and a focus on co-curricular opportunities.

As the title implies, the strategic plan is designed to be a ‘living document’ that remains sufficiently flexible to respond to any changes in the local environment or circumstances facing the College or new opportunities that might arise. The Council is now focused on supporting the Principal as she and her staff develop and implement detailed actions to realise these goals.

The Council has also spent considerable time in reviewing and updating the Master Plan for the College’s facilities, so that they remain adequate to support growth and a continuing improvement in teaching and learning outcomes for all students. A new five classroom Junior School building was completed, ready for commencement in 2018. Work continued on the renovation of one of our buildings for the third classroom - The Banksia Room - of the Bomaderry Community Preschool.

Our mission remains 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. The Council believes that under the leadership of the Principal and her staff, together with the support of parents and carers, all students will be able not only to expand their knowledge, but also develop personally as active members of the College community.

Mr Bill Shields

Chair

Nowra Anglican College School Council

MESSAGE FROM THE PRINCIPAL

To be effective it is important to ensure that growth is intentional, planned and well-managed. I am delighted that in 2017 we launched our five year strategic plan.

The strategic plan was developed in consultation with students, staff, community members and parents. We also undertook extensive research into what is current and successful in education and what the future of schooling might look like, both generally and specifically for Nowra Anglican College. The plan undergirds what we are implementing today, guides the transformational strategies that we are planning for tomorrow and creates a map for where we want to be in the future.

Our approach is based around five focus areas to ensure every student in the College flourishes in all aspects of their development, in line with the College mission.

1. Inspire confident, creative and active learners.
2. Strengthen our holistic approach to Christian Education.
3. Grow healthy relationships to engage our community.
4. Cultivate sustainable practices to secure long-term futures.
5. Tailor co-curricular opportunities to develop the whole child.

Four channels have been identified that we will invest in to enact these four focus areas:

- People - Our students, families and the broader community; this is our first priority.
- Place - The College facilities, grounds and the broader global community to which we belong.
- Pedagogy - Seeking and implementing the best teaching and learning practices.
- Process - Efficient processes that support people and relationships.

In 2017, we were delighted to finish our third Kindergarten classroom, and to also commence building works on much needed additional Junior School classrooms.

In all of this the Christian Faith is our sure foundation and is reflected in our vision, mission and values. These will guide us as we realise the potential of every child in our College.

Mrs Lorrae Sampson
B.Ed. (Hons, M.Ed. (Hons)
Principal

The P & F Association

The P&F association had a busy and productive time in 2017, making contributions to the College in a number of areas.

The Mission Statement of the Parents' and Friends' Association is: ‘

To facilitate relationship building in the College community and to raise funds to support the aims of the College’.

The P&F published “Cooking with NAC”, a collection of the family favourite recipes in our community. This was both a wonderful fund-raising initiative and also a great community building activity. The pages have many lovely images of families cooking together.

The P&F has also been involved in the following activities:

- Wine and cheese night for parents and carers
- Mother's and Father's Day gift stalls
- Morning Tea for Grandparents Day
- Support for the International Food Fair on Foundation Day
- Supplying ice blocks to Junior School Cross Country Runners
- Second Hand Uniform Sales

Joining the P&F is a wonderful way to be involved in your child's school activities, to make friends and assist in raising money for worthwhile school improvements.

Mrs Jodie Armstrong

2017 President

Theme 2 : About our College

ABOUT OUR COLLEGE

The wellbeing of all students is central to the mission of Nowra Anglican College. Students who are happy and well connected at school are more successful in life and find schooling more purposeful. We provide students with opportunities which proactively promote relationships, community connection and personal development.

The focus in all areas of the college is the development of the whole child. This involves the nurturing of their physical, social, emotional, intellectual and spiritual development.

Nowra Anglican College is located in the northern Shoalhaven, a community of approximately 97,000 people, and provides our local community with opportunities from Preschool through to Year 12.

In 2017, the College had 798 enrolments. There was nearly equal number of boys and girls enrolled at the College and 41% were in year K-6 and 59% in years 7-12. Indigenous students represented 5% of the College population and 11% stemmed from a language background other than English. Defence students represented 15% of the College population.

We provide a supportive learning environment which extends and engages each student. Our integrated programs are designed to provide challenge and facilitate inquiry-based and research-centred learning within a collaborative setting. Differentiated instruction, innovative programs, quality staff and a focus on technology equip our students well to meet modern challenges.

Our children's journeys commence at our preschool, where children learn in an environment that is dynamic and vibrant. It is a place where each child and family are respected and where our learning space creates a desire to investigate and wonder.

The warmth of each classroom space embraces you the moment you walk through the front door, and all families are welcomed. French and music are taught by specialist teachers in the Junior School. In Senior School a large choice of subjects is offered, particularly in our Year 11 and 12 Collegian years. Our students achieve highly in their Higher School Certificate and are well prepared for life beyond school.

All students are provided with opportunities to participate in sports, outdoor education and creative arts which facilitate their learning. Our Pastoral Program provides students with the skills, knowledge and abilities to engage successfully with their peers and the wider community and include the Duke of Edinburgh International Award, band programs, ski trips, sporting tours, cultural tour of Japan and our annual Year 11 outreach to Cambodia.

The College is renowned in the Shoalhaven as a centre of excellence in the performing arts. Each year, a number of performance opportunities are available to students at school, through concerts, eisteddfods, competitions and performance at local events.

In the sporting arena, our weekly program emphasises the importance of each child participating in physical activity and students are provided with a wide choice of recreational sports, encouraging them to be healthy and active. In addition, we promote participation in team sports and encourage students to represent the College. Many students are selected at regional and state levels in a wide range of sports.

Our staff are highly trained, passionate and energetic. In all that we do, we aim to be a living expression of the gospel of Jesus Christ.

GOVERNANCE

Nowra Anglican College is governed by the Anglican Schools Corporation. The Board of Anglican Schools Corporation appoints a local Council to manage the College.

Members of Council

Mr Bill Shields (Chair)
Mr Tim Johnston
Mrs Katrina Eyland
Rev Ray Goldman
Rev Geoff Thompson
Rev Andrew Paterson

Ex Officio

Mrs Lorrae Sampson, Principal
Mrs Leisa Ebdon, Business Manager
Mr Michael Newman, Anglican Schools Corporation

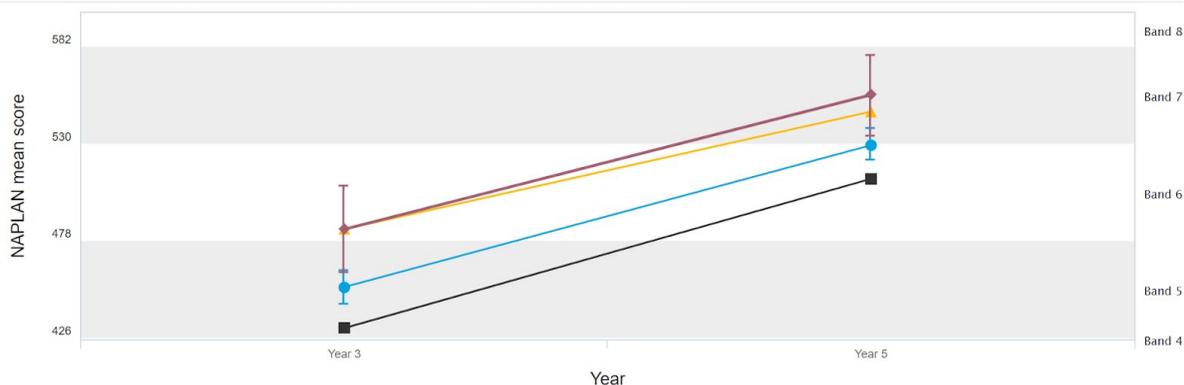
At each Council Meeting, Council Members are required to Declare any Conflict of Interest, or any change to their status as Responsible Persons. There are policies requiring this and the training of Board Members.

Theme 3 : Student Outcomes in NAPLAN

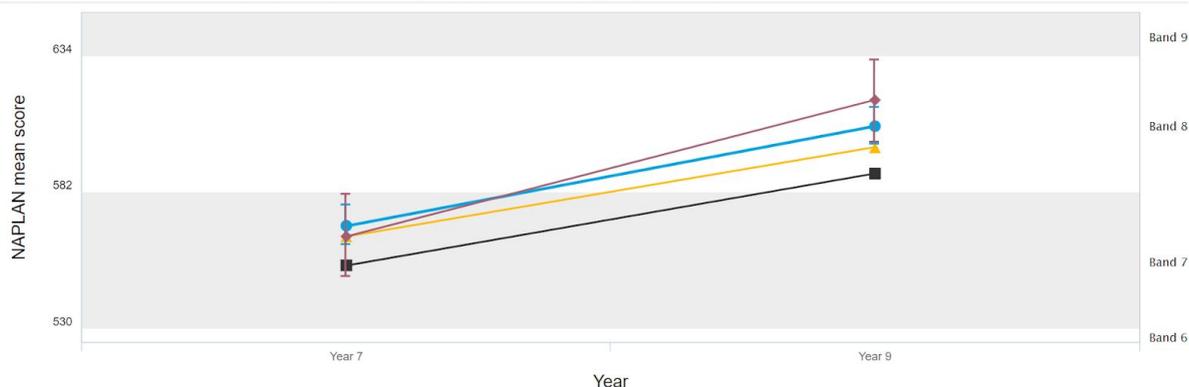
NAPLAN

In 2017 students in Year 3, students in Year 5, students in Year 7 and students in Year 9 were eligible to sit the NAPLAN test. The students have exhibited strong growth in a number of areas. Of particular note is the growth in students' scores in reading from Years 3 to 5 and similarly in Years 7 to 9. The growth has outstripped both students in other schools starting from the same starting point and is above those schools classified as similar. These results are pleasing indications that the strategies implemented to improve reading have been successful.

Growth in Reading from Years 3 to 5 (My School website)



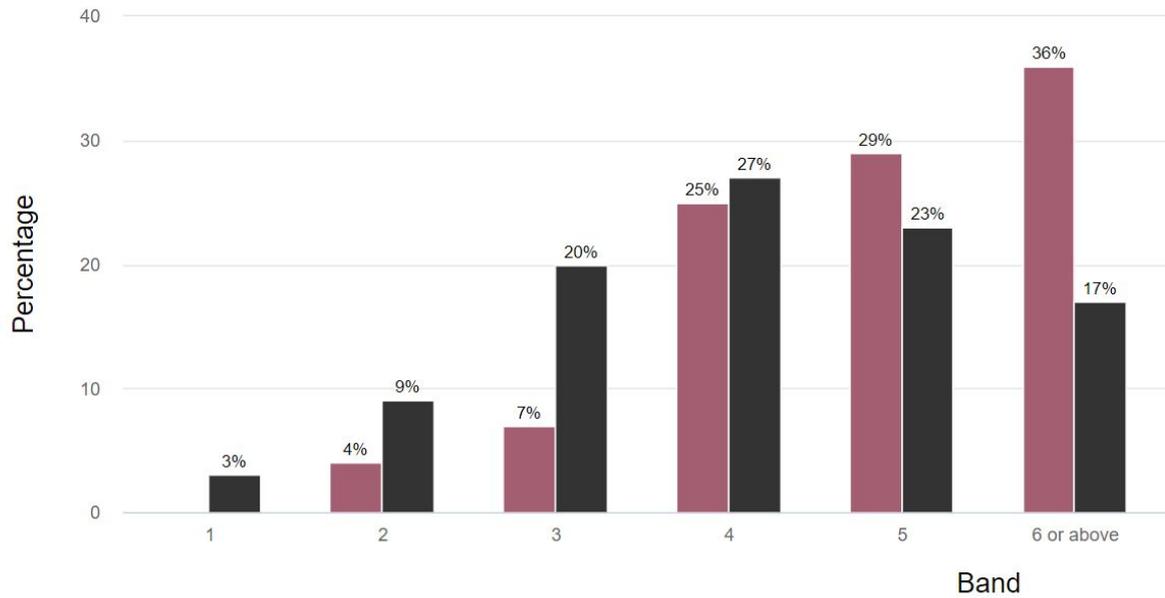
Growth in Reading from Years 7 to 9 (My School Website)



Year 3 Numeracy Results (My School Website)

Year 3 Numeracy Submit

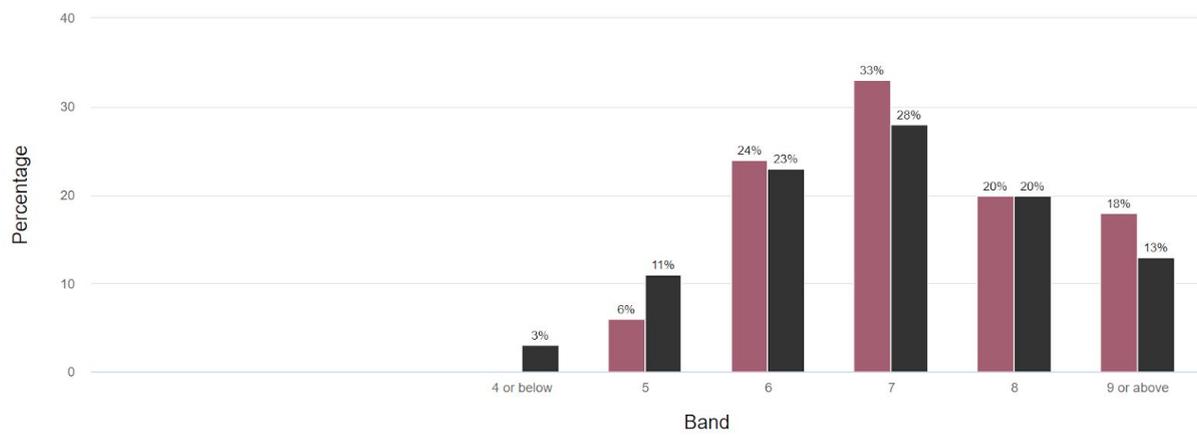
Select categories: Selected school Schools with similar students All Australian schools



Year 7 Numeracy Results (My School Website)

Year 7 Numeracy Submit

Select categories: Selected school Schools with similar students All Australian schools Interp



Theme 4: Senior Secondary Outcomes

HIGHER SCHOOL CERTIFICATE

We proudly congratulate our year 12 students of 2017 for their excellent performance and commitment in this year's Higher School Certificate. Nowra Anglican College has deservedly been named the top performing school across the Shoalhaven and South Coast.

We have many wonderful stories of students' overall results and pathways for their post secondary school life. Many students joined us on the day of the release of results to share their good news with their teachers. Equally, there was again much to celebrate with an increase in the percentage of Band 6 results achieved by many students across a wide number of subjects. 2017 sees again our upward trend of significant growth in many subject areas. Staff are incredibly proud of the achievements of each student.

A comparison of student performance versus state performance across courses is demonstrating increased positive outcomes and the continuation of excellent results for our students at Nowra Anglican College. Our year 12 students have worked hard towards these improvements and we commend them for their perseverance and positive outlook.

Looking at the broad picture, we find the results are strong. 2017 has again seen a significant increase in ATAR points over 90 and 30% of our cohort achieving a mark over 80.

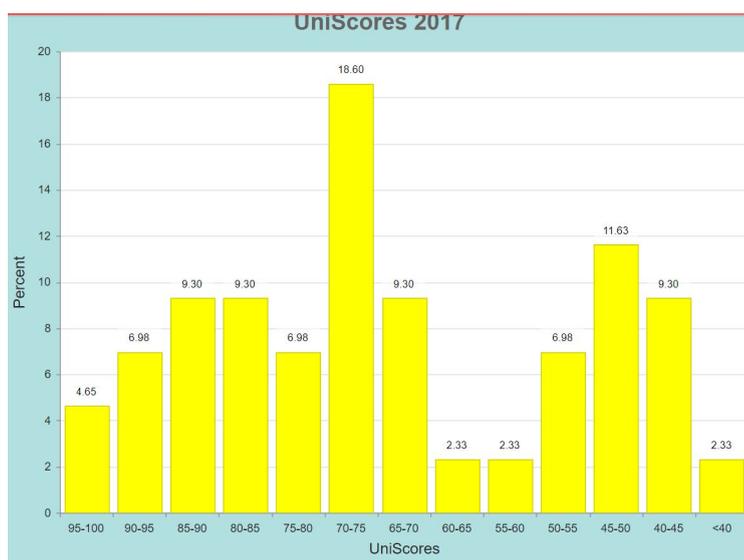
The following table highlights the achievements of our students attaining results in Bands 5 and 6 compared to the State.

Subject	%NAC Top Two Bands	%NSW Top Two Bands
Chemistry	100%	42%
Drama	50%	41%
Earth and Environmental Science	50%	35%
English Ext 1	100%	93%
Geography	50%	41%
Legal Studies	64%	42%
Mathematics General	40%	25%
Mathematics Ext 1	100%	85%
Mathematics Ext 2	100%	83%

Modern History	50%	39%
History Extension 1	100%	79%
PDHPE	75%	29%
Physics	43%	34%
Society and Culture	53%	48%
Visual Arts	100%	54%
Primary Industries	50%	23%

Congratulations to the students and teachers of Nowra Anglican College on the wonderful HSC results in 2017. Our school is identified as one with outstanding academic “value add” allowing all students at all levels to achieve their best.

The 2017 UniScores analysis revealed 43 students were eligible for an ATAR. The mean ATAR increased by 1.6 points, with a mean of 68.87 and the median ATAR was 72.75.



VOCATIONAL EDUCATION & TRAINING

- 43% of the Year 12 cohort chose a VET subject
- Two students graduated with a Certificate II in Electrotechnology(Career Start)
- One student graduated with a Statement of Attainment towards a Certificate II in Construction Pathways
- Three students graduated with a Statement of Attainment towards a Certificate III in Early Childhood Education and Care

- One student graduated with a Certificate II in Kitchen Operations and two students graduated with a Statement of Attainment towards a Certificate II in Kitchen Operations
- Two students graduated with a Statement of Attainment towards a Certificate III in Information, Digital Media and Technology
- Eight students graduated with a Certificate III in Live Productions and Services
- Two students graduated with a Certificate II in Primary Industries and one student graduated with a Statement of Attainment towards a Certificate II in Primary Industries
- One student graduated with a Certificate II in Business
- One student graduated with a Certificate II in Tourism and Events
- Three students successfully completed their School Based Traineeships receiving the following qualifications - Certificate III in Business Services and Certificate III in Information, Digital and Media Technology

POST SCHOOL DESTINATIONS

Due to geographical location, the University of Wollongong is the preferred tertiary institution by many of the graduating students from the College. A large number of our students were accepted to a wide variety of tertiary institutions. Many of our students received early offers of entry to a number of universities.

The graduating class applied for tertiary study in a wide range of fields including, Arts, Sciences and Humanities.

A good number of students who participated in the vocational path at the College moved into apprenticeships and other vocational pursuits and a small number of students moved straight into the workforce.

Theme 5: Teacher Qualifications and Professional Learning

PROFESSIONAL DEVELOPMENT

All Nowra Anglican College Staff (teaching and Non-teaching) undertook professional learning opportunities throughout 2017, which include:

- Staff Development Days
- School Based Workshops
- Online Training and
- External Conferences and Workshops

The professional learning component at Nowra Anglican College is developed through consultation and is linked to the College priorities and strategies.

More than 100 external conferences and workshops were attended by staff covering areas of interest, including but not limited to curriculum development, pastoral care, leadership development and student wellbeing.

As part of our Inclusive Schools Grant, Peer Coaching has continued to be implemented and has proved to be a very productive and successful form of professional development to improve learning outcomes for students.

Staff have continued to participate in a number of compliance activities. Professional development for all staff in the areas of required policies, procedures and work practices are in place so they continuously meet their legal obligations for their jurisdiction. The College continues to ensure staff are compliant with current first aid, anaphylaxis, and child protection qualifications.

The Executive leadership team commenced leadership training through the AIS Agile Executive program. This training has allowed the school leaders to develop as a team and work productively and effectively to lead the school realise its vision and mission.

Theme 6: Workforce Composition

WORKPLACE COMPOSITION

The staff at Nowra Anglican College are dedicated practitioners who are committed to working in partnership with parents and each other for the support and growth of each of the students in their care. The College also employed a part-time Aboriginal Education Mentor to support the College's indigenous students.

SCHOOL STAFF PROFILE 2017

Teaching staff - 69

Full-time equivalent teaching staff - 58.8

Non Teaching staff - 24

Full time equivalent non-teaching staff - 17.4

TEACHER STANDARDS

Category

69 Teachers

Teachers having teacher education qualifications for a higher education institute in Australia or recognised with a National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines.

0 Teachers

Teachers having a bachelor degree from a high education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack from teacher education qualifications.

0 Teachers

Teachers not having qualifications as described in (i) or (ii) but having relevant successful teaching experience and appropriate knowledge relevant to the teaching context. Such teachers must have been employed to 'teach' in NSW before 1st October 2004 and worked as a 'teacher' during the last five years in a permanent, casual or temporary capacity.

Theme 7: Student Attendance, Retention and Post School Rates

STUDENT ATTENDANCE

The College's Absence Policy includes the following steps:

Daily Absences:

Parents receive an SMS mid-morning advising their child has been marked absent. Parents are also emailed at the end of the day advising that their child has not been at school for the whole day and asked to log on to the Parent Portal and provide a reason for the absence, which Student Services check and validate.

Ongoing Absences:

Our Pastoral Care system monitors excessive absenteeism with Home Room teachers and Year Patrons making contact with families if they are concerned. Families are contacted after their child has an absence of three consecutive days. The College's Attendance Guidelines are available on the College Complispace and in the Student Handbook

2017 SCHOOL ATTENDANCE

FORM	Overall	Male	Female
Kinder	94.80%	95.00%	94.70%
Year 1	94.50%	94.50%	94.60%
Year 2	94.30%	93.70%	94.70%
Year 3	95.30%	95.60%	94.90%
Year 4	93.60%	96.20%	92.00%
Year 5	94.70%	95.30%	94.20%
Year 6	94.70%	94.10%	95.30%
Year 7	95.70%	95.50%	95.90%
Year 8	95.10%	95.60%	94.70%
Year 9	93.50%	96.00%	91.20%
Year 10	92.60%	92.90%	92.30%
Year 11	94.50%	94.30%	94.80%
Year 12	94.20%	94.90%	93.60%

STUDENT RETENTION

Retention Rates in the Secondary School

Eighty-three percent of the 2015 Year 10 cohort completed Year 12 in 2017. Students who left in Year 10 took up apprenticeships or joined the workforce. Others attended TAFE, transferred to a geographically closer high school or left the area with parents. However, the cohort also attracted 1 new student.

Nowra Anglican College is a comprehensive coeducational P-12 school providing an education underpinned by Christian values and operating within the guidelines determined by the NSW Board of Studies.

Enrolments are processed in the order of receipt according to the procedures outlined below. Parents, students and their families are expected to support the ethos of the College and comply with its codes of conduct, policies and procedures.

Theme 8: Enrolment Policies

College Enrolment Procedures

Applications are made by completion of the College's Application for Enrolment Form. A separate form is required for each child, accompanied by an enrolment application fee of \$80.

Enrolment priorities are siblings, followed by children of staff, then children of the clergy, followed by applications in order of receipt.

Applicants are interviewed for admission to the School by the Principal, Deputy Principal or Head of Junior School (as appropriate). This interview outlines the School's ethos, programs and seeks to elicit whether these are similar to the aspirations of families seeking enrolment. It is important to us that all families clearly understand about the Christian ethics of the School and the compulsory involvement in Chapel and Christian Studies.

The interviewer will consider the education needs of the student. This may involve examination of reports, work samples, etc. It may also include formal testing, if this is deemed appropriate.

Any particular emotional or educational needs are discussed with parents/guardians. Appropriate strategies are examined with the family prior to an enrolment being offered. If necessary, advice will be sought from the Association of Independent Schools (NSW) to ensure the School meets all obligations under State and Commonwealth legislation.

If an enrolment is offered, a formal letter of offer is provided to the applicant including an Acceptance of Offer form. This form is signed and returned to the College with an acceptance fee of \$400 per child indicating they are taking a position. If an offer is not to be made, a phone call from the Principal, or representative will be made, followed up with a formal letter detailing the content of the phone conversation.

Theme 9: Other Policies

POLICIES

Student Welfare Policies

The College seeks to provide a safe and supportive environment which:

- Minimises risk of harm and ensures students feel secure
- Supports the physical, social, academic, spiritual and emotional development of students
- Provides student welfare policies and programs that develop a sense of self worth and foster personal development

A carefully integrated pastoral care program exists within the College to foster the growth of individual students in the context of a Christian, caring community. This is implemented through regular pastoral care sessions that address the ongoing needs of students in the areas of life skills, communication skills, study skills, risk management and social concern. Students also receive specialised talks from community groups and the school counsellor about relevant pastoral issues.

The Coordinator of Pastoral Care administers this program for students Years 7-12 and the Coordinator of Pastoral Care Junior School oversees the K-6 program.

Each year group in the secondary area has allocated Year Patrons who are each supported by four Pastoral Leaders. This team of professionals deliver a tailored pastoral care program and strategies to support our students. In the Junior School the classroom teacher has the primary responsibility for the pastoral care of their students. The teacher is supported by Stage Coordinators and the Head of Junior School.

DISCIPLINE POLICIES

The Nowra Anglican College Student Management Guidelines seek to help students grow in their understanding of, and experience in, important social skills. Ultimately, the College aims to develop self-disciplined young adults who are knowledgeable and have the capacity to make responsible and wise choices, as well as to take responsibility for the consequences of those actions. For example, wearing of the uniform is a discipline that enables students to become self-monitoring in their presentation in the work environment, expectations as to the completion of all learning activities develop habits that empower students to become self-disciplined in completing tasks; courteous and polite language towards one another enables students to develop and enjoy positive, healthy and mutually respectful adult relationships.

Thus, the chief goal of the Nowra Anglican College Student Management Policy is that the students will grow to discipline themselves. Of course, this process needs consistent application and even then may not have positive short-term outcomes in every instance.

This is why Nowra Anglican College staff aim to help students develop respect for others and an understanding of the relationship between actions and consequences. All humanity is fallible and makes mistakes, and while grace and forgiveness are key values, it is important that our students learn to accept the consequences and correction, learn from the situation and become self-disciplined so that we can in turn show grace and good judgement to others.

Students are required to abide by the School Rules, Procedures and other lawful instructions given by authorised representatives of the School as a condition of enrolment. Where disciplinary action is required for breaches of expectations, the College's responses vary according to the nature of the offence as well as any mitigating circumstances and the student's prior behaviour record but decisions are guided by the Student Behaviour Management policy. Corporal punishment is prohibited as a disciplinary measure.

Theme 10: School Determined Priority Areas for Improvement

ACHIEVEMENTS IN 2017

Nowra Anglican College had a number of sporting, academic and performance achievements. A major highlight was that we were the top rated school in our region for HSC results. In many of the subjects offered Nowra Anglican College performed above the state average.

The College produced a sell-out musical of the Gilbert and Sullivan classic, *Pirates of Penzance*. This vibrant, colourful version of the musical featured over 130 students and received solid reviews and a number of the cast received awards for their performances. One of our students was awarded the prestigious Hugh Macken Piano Award. Our Year 5/6 students gained first place in the South Sydney Division of ImproAustralia's competition and our Year 7/8 team also gained first place against many large Sydney schools.

Some of our students achieved fantastic results for their independent sporting achievements, among them Australian Junior Wavesailing Champion and Women's Wavesailing Champion. Two of our students achieved very highly at the State All Schools Multi-Event Athletic Championships. One placed third to receive a Bronze medal in the U16 Girls Heptathlon, and another student achieved first place with a gold medal in the boys' Decathlon.

Our Enrichment, Differentiation and Gifted Education (EDGE) programs, including the Year 7 Project Based Learning classes, have provided students with opportunities to kick start the College's move towards more sustainable practices with a waste audit and the launch of a "Take 3 for NAC" campaign.

Our students supported a number of charities including Polished Man to support children around the world suffering with abuse and violence. We donated over 400 boxes to Operation Christmas Child. Our Interact Club sorted clothes in the Take Love Clothing Drive. In a massive effort the College raised over \$5,000 for Anglican Aid Waterworks Challenge. A Pirate Day raised over \$1200 for childhood brain cancer treatment and research, and a High Tea on the High Seas raised almost \$1000 for the McGrath Foundation.

We are incredibly proud of our Bomaderry Community Preschool team who received an award from the Australian College of Educators for Outstanding Achievement in Education and won the Early Childhood category.

Our Enrolments Coordinator was recognised by her industry peers as Newcomer of the Year at the Educate Plus Conference.

2017 was a year filled with achievements and celebration.

PRIORITIES SET FOR 2017

The areas for improvement are outlined in the College's Strategic Plan:
Growing Together - whole child | whole school | whole community

1. Inspire confident, creative and active learners.
2. Strengthen our holistic approach to Christian Education.
3. Grow healthy relationships to engage our community.
4. Cultivate sustainable practices to secure long-term futures.
5. Tailor co-curricular opportunities to develop the whole child.

Additionally, the College will:

- Implement a whole school teaching and learning framework: Guy Claxton's Building Learning Power.
- Expand the EDGE (Enrichment, Differentiation, Gifted Education) Centre to offer specialised learning programs to meet the needs of every student.
- Major Facilities Development - complete a new block of five Junior School Classrooms.
- Increase our preschool to five classrooms.

All of our development will be focused on fulfilling this strategic plan to ensure quality teaching and learning for every student.

Theme 11: Initiatives Promoting Respect and Responsibility

RESPECT & RESPONSIBILITY

Respect and responsibility are reciprocal values: the College endeavours to reassure all students that they are valued and an integral part of the College community. Parents and staff work together to provide the care and support that engenders self-esteem, mutual respect and responsibility. Emphasis is placed on:

- The consistent use of good manners
- Students taking responsibility for maintaining an orderly classroom, personal belongings and a clean and orderly learning environment
- High standards in both student uniform and staff dress
- Students using appropriate manner of speech when talking to parent helpers and teachers
- Implementation of the principles of restorative justice
- Participation in community service projects and activities locally and internationally
- Celebratory days of cultural and historical significance including ANZAC Day and NAIDOC activities

Embedded in our College welfare program is the principle that we show a genuine interest in others. To support this attitude, our Year 11 students participate in an annual service/mission expedition to Cambodia. Participation allows these students to assist other families in need by mixing with the local community and building and repairing resources such as schools. Other activities include: the Duke of Edinburgh Program, sponsorship of World Vision children, charity days and other fund raising activities.

In 2016, the College values were updated to Respect | Compassion | Wisdom after collaboration with staff, students and our wider community. We were proud to have respect listed as a preferred value, and it's inclusion moves us to continually consider what respectful behaviour looks like, sounds like and feels like. This focus has continued in 2017.

All these opportunities are designed to allow the students to develop respect for, and understanding of, other people and their cultures, and to exercise their responsibility as citizens in our local, national and global communities. This work is ongoing.

PARENTS, STAFF & STUDENT SATISFACTION

The College is proud of its relationship with its parent body. Parent involvement is strongly encouraged and welcomed. The College has an “open door” approach to parental input that welcomes and responds to comments and suggestions.

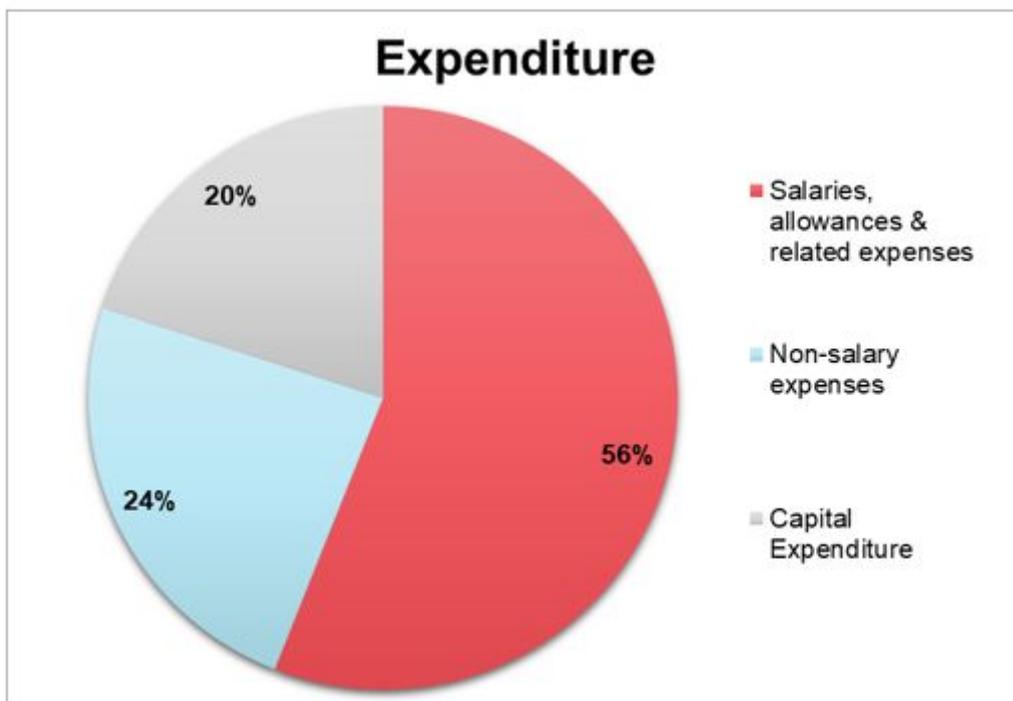
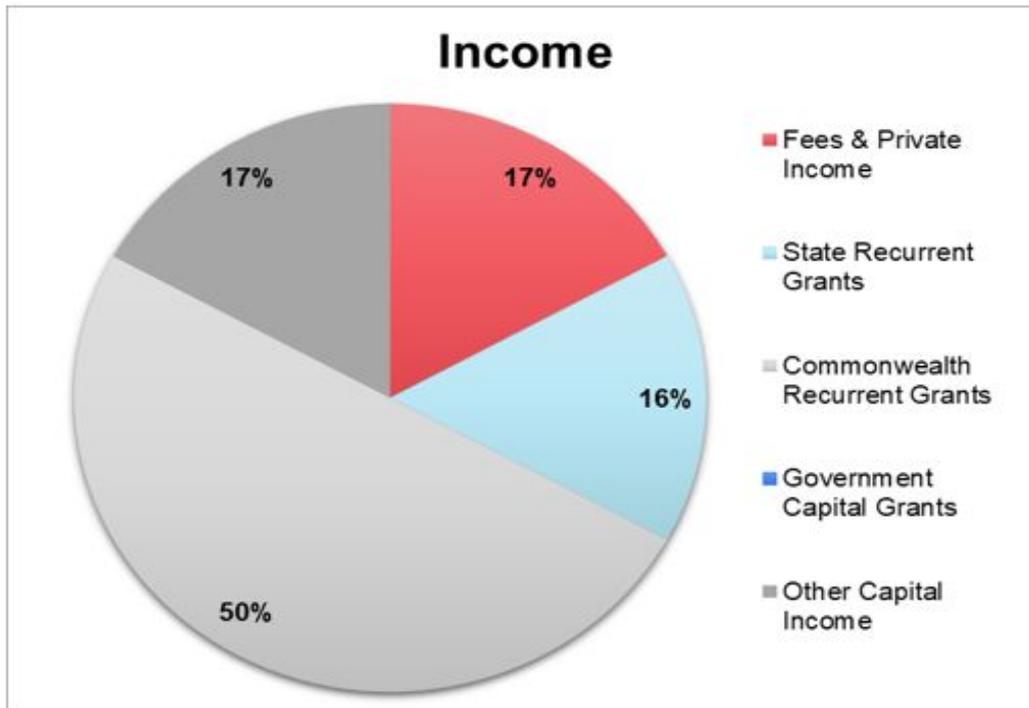
A number of informal student feedback mechanisms exist across the College including student leadership forums. Student leaders meet regularly with senior staff to provide feedback on matters of significance to students. These forums indicate that students are generally satisfied.

Formal Year 12 exit survey results reveal a high level of graduate satisfaction, with the close relationship developed between staff and students at the College receiving particular mention. Students also commented on the value of relationships.

The Parents and Friends Association meets monthly and discusses various issues pertaining to the schools' activities and interactions with the community. The Parents and Friends Association also play an important role in fundraising for the College and assisting in the purchase of resources.

Theme 13: Summary of Financial Information

FINANCIAL REPORTS



Theme 14: Publication/Informational Requirements

PUBLICATION REQUIREMENTS

This Annual Report has been uploaded to NESA or RANGS Online by 30th June 2017 and is available online at the College's website at www.nac.nsw.edu.au.

The report is able to be provided to those unable to access the internet by contacting the College office on 02 4421 7711.

Additional information that is requested by the Minister will be provided to NESA in an online or appropriate electronic form unless otherwise agreed by NESA.

In preparing this Report, we have gathered information from evaluations conducted throughout 2017.