



Board of Studies Annual Report 2014

Reporting on the 2013 Calendar Year

Manning Adventist School

Owned and Operated by

Seventh-day Adventist Schools (NNSW) Ltd

ANNUAL REPORT 2014

1 A message from key school bodies

1.1 Statement from the School Council

The School Council is responsible for the governance of the school, subject to and as delegated by the Seventh-Day Adventist Schools (North New South Wales) Ltd Board of Directors (BOD), and in accordance with the Board of Directors Governance Policy and the Education Handbooks.

The Council's responsibilities include to:

- Review the school's operations and report these to the BOD;
- Develop and adopt policies and procedures regarding a wide variety of school matters;
- Be supportive of the Principal in their role of implementing policies and procedures;
- Be responsible for the financial management of the school, in harmony with policy;
- Recommend to the BOD, the employment of all non-teaching staff, after consultation with the Principal;
- Support the Parent Association;
- Ratify the recommendations of the school administration in situations involving serious disciplinary cases and to serve as the ultimate authority in the dismissal of students;
- Receive and consider accreditation reports and support the implementation of the recommendations made;
- Ensure that all reasonable care is taken to protect the health, safety and welfare of persons employed or engaged in activities organised by the school, in harmony with policy;
- Establish, monitor and be responsible for standing and ad hoc committees.

Major improvements have again been made to the school's buildings, equipment and grounds; with further development planned. The school's policies are updated as needed. The Council is aware of the need to keep in step with the changes in Workplace, Health and Safety requirements.

Efforts to involve parents in the school and encourage their participation are undertaken by the Parent Association and the teachers. Social occasions, to which parents are invited, include Mother's Day and Father's Day activities, Sunday market and Parent Association meetings. Some parents participate in sport, reading and join in school excursions.

1.2 Statement from the Principal

Manning Adventist School (MAS) is a caring, supportive learning community, committed to developing personal excellence in the academics, physical, spiritual and social domains. Our school also provides nurture, promotes excellence and instils values.

With enviable student-to-teacher ratios, MAS is able to meet children's personal needs to enhance their academic achievement. We recognise that learning goes beyond classroom; that it extends to building confidence and resilience, learning responsibility, and engaging with others. These aspects of learning, plus more, are explored further through our Pastoral Care program.

Manning Adventist School is making a difference in the lives of children and their families – a difference that has far reaching effects. Our strong focus on literacy and numeracy facilitates the sourcing of best practices and implementing those to suit our student's needs.

2 Contextual information about the school

Set in a beautiful rural setting, Manning Adventist School (MAS) provides a quality Christian-based education program that is affordable and accessible. Located between South Taree and Tinonee, MAS is just a short drive from Taree, Wingham and Old Bar. Established in 1977, MAS caters for students from Pre-Kindy to Year 6.

Students from MAS approach learning with confidence. MAS is a growing school that provides a safe and nurturing environment through which children can grow and develop. MAS Kids Pre-Kindy provides a play-based, active and experiential approach to learning that helps to create a seamless transition to school.

Our school offers a warm, family atmosphere where children are encouraged to develop close friendships with each other, and children of all ages play in harmony. Well-resourced classrooms, integration of technology and small class sizes provide all students with opportunities to excel. MAS is a place where children are comfortable with their own rate of learning and strive to always improve.

Parents are encouraged to be a part of the school program, working with the school to enhance their child's learning experience. MAS openly welcomes all families from the community, irrespective of race, religion or culture, who are willing to support our school ethos based on Biblical principles.

At MAS strong emphasis is placed on literacy and numeracy. MAS focuses on ensuring that every child achieves to their highest potential regardless of any perceived barriers to learning. We endeavour to equip each child with a service-oriented outlook on life, where community and mateship remain ingrained in our culture.

3 Student performance in National and State-wide tests and examinations

3.1 Student outcomes in standardised national literacy and numeracy testing

Literacy

Language Conventions includes Reading, Writing, Spelling, Grammar and Punctuation.

Reading

| Year | % below national minimum standard | % at national minimum standard | % above national minimum standard |
|--------|-----------------------------------|--------------------------------|-----------------------------------|
| Year 3 | 0% | 0% | 100% |
| Year 5 | 0% | 0% | 100% |
| Year 7 | NA | NA | NA |
| Year 9 | NA | NA | NA |

Writing

| Year | % below national minimum standard | % at national minimum standard | % above national minimum standard |
|--------|-----------------------------------|--------------------------------|-----------------------------------|
| Year 3 | 0% | 0% | 100% |
| Year 5 | 0% | 0% | 100% |
| Year 7 | NA | NA | NA |
| Year 9 | NA | NA | NA |

Spelling

| Year | % below national minimum standard | % at national minimum standard | % above national minimum standard |
|--------|-----------------------------------|--------------------------------|-----------------------------------|
| Year 3 | 20% | 0% | 80% |
| Year 5 | 0% | 33% | 67% |
| Year 7 | NA | NA | NA |
| Year 9 | NA | NA | NA |

Grammar and Punctuation

| Year | % below national minimum standard | % at national minimum standard | % above national minimum standard |
|--------|-----------------------------------|--------------------------------|-----------------------------------|
| Year 3 | 20% | 0% | 80% |
| Year 5 | 0% | 0% | 100% |
| Year 7 | NA | NA | NA |
| Year 9 | NA | NA | NA |

Interpretative Comments

The focus has continued to be on small group, phonics-based lessons, with more time being given to 'have a go' spelling and writing activities. Text types and text structure has been explicitly taught in small group settings with focus on editing and publication skills. The students respond well to the attention received in the small classrooms.

While overall results appear to be improved from 2012, with five students in Year 3 and three students in Year 5 in 2013, it is difficult to draw any in-depth conclusions from the results. The small class sizes certainly helps to ensure that the individual needs of each child are met.

Numeracy

Numeracy incorporates Number and Data, Patterns and Algebra, Measurement Space and Geometry.

| Year | % below national minimum standard | % at national minimum standard | % above national minimum standard |
|--------|-----------------------------------|--------------------------------|-----------------------------------|
| Year 3 | 0% | 0% | 100% |
| Year 5 | 0% | 0% | 100% |
| Year 7 | NA | NA | NA |
| Year 9 | NA | NA | NA |

Interpretative Comments

The continued focus on number strengthening activities and the ability to work mathematically is proving to be beneficial. Extra time has been given to problem solving activities, in small group settings, and this appears to be helping students.

Number operations appear to be the weakest area for our students. More attention should be given to multiplication, division and subtraction practice, particularly with fractions and decimals, as well as some Measurement concepts such as Time.

While overall results appear to be improved from 2012, with five students in Year 3 and three students in Year 5 in 2013, it is difficult to draw any in-depth conclusions from the results. The small class sizes certainly helps to ensure that the individual needs of each child are met.

3.2 Record of School Achievement

| Item | Students |
|--|----------|
| Number of Students studying in Year 10 | NA |
| Number of ROSAs issued by the Board of Studies in 2013 | NA |

3.3 Results of the Higher School Certificate Examination

| Subject | No of students | Performance band achievement by number and/or % | |
|---------|----------------|---|-----------------|
| | | Bands 6 - 3 | Bands 2 - 1 |
| NA | NA | School State | School State |
| | | School State | School State |
| | | School State | School State |
| | | School State | School State |
| | | School State | School State |
| | | School State | School State |
| | | School State | School State |
| | | School State | School State |

Interpretative comments for Higher School Certificate results NA

4 Senior secondary outcomes

Percentage of students in Year 12 undertaking vocational or trade training: NA

Percentage of students in Year 12 attaining a Year 12 certificate or equivalent VET qualification: NA

5 Professional learning and teacher standards

5.1 Professional Learning

| Areas of professional learning | Teachers (number or group) |
|--|-------------------------------|
| <u>Principals Meetings</u> : Four one-day principals' meetings were held during the year and these covered a variety of topics including; administration, WHS, policies, teacher assistance and assessment, student welfare, child protection, budgets and funding. Relevant information from these meetings was passed on to other staff members. | 1 |
| <u>Kempsey Adventist School</u> : Program writing workshop for Australian Curriculum – 1 day | 2 |
| <u>Narromine Adventist School</u> : Observation, resource collecting, networking – 3 days | 2 |
| <u>Kempsey Adventist School</u> : Bill Rogers behaviour management workshop – 1 day | 2 |
| <u>Macquarie College</u> : Spelling and Phonics workshop – 1 day | 2 |
| <u>Port Macquarie</u> : New English curriculum seminar – 0.5 day | 2 |
| <u>Macksville Adventist School</u> : Observation and networking in K-2 class – 1 day | 1 |
| <u>Kempsey Adventist School</u> : Reading workshop – 1 day | 1 |

Total Staff PD experiences:

16

Average cost per teacher for professional learning:

\$1500

5.2 Teacher standards

| Categories of Teacher Standards | Qualifications | Numbers of teachers |
|---|--|---------------------|
| (i) teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or | Education qualification Doctorate Masters degree Graduate Diploma Bachelors degree Diploma | 3 |
| (ii) teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or | Doctorate Masters degree Graduate Diploma Bachelors degree Diploma | 0 |
| (iii) teachers who do not have qualifications as described in (i) and (ii) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed <ul style="list-style-type: none"> - to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis) and - as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity | These teachers work under the direction of another teacher and are registered as transition scheme teachers with the NSW Institute of Teachers unless he/she is a LOTE teacher | |
| | Total number of teachers in school | 3 |

6 Workforce composition (comment on Indigenous staff)

| Role | Quantity | Gender |
|---------------------------|----------|--------|
| School Principal/Teacher | 1 | F |
| Teacher | 1 | M |
| Teacher | 1 | F |
| Literacy/Numeracy Support | 1 | F |
| Chaplain | 1 | F |

No Indigenous staff employed.

7 Student attendance rate and non-attendance – (Focus Area for 2013)

7.1 Average Year Level Attendance

| Year Level | Average Attendance (%) |
|---------------------------------|------------------------|
| Kindergarten | 91 |
| Year 1 | 92 |
| Year 2 | 88 |
| Year 3 | 98 |
| Year 4 | 94 |
| Year 5 | 98 |
| Year 6 | 0 students |
| Year 7 | - |
| Year 8 | - |
| Year 9 | - |
| Year 10 | - |
| Year 11 | - |
| Year 12 | - |
| Total school attendance average | 94% |

7.2 Management of non-attendance (priority for 2013 report)

Parents are required to provide a note to the school outlining why a child has been absent. Parents are contacted when their child has not been at school. This is a safety measure to ensure that a child has arrived safely to school that day. This communication is usually done by phone. A written note is to be supplied to the school prior to or after an absence. Students who have not attended school for five or more days without notifying the school will receive a letter from the school principal.

7.3 Retention from Year 10 to Year 12 (where relevant)

Percentage retention rate: NA

8 Post School Destinations (secondary schools only) – (Focus Area for 2013)

(report on the destination of all students 17 and over who left school during 2013) NA

9 Enrolment Policies and characteristics of the student body

Enrolment Policy

Rationale:

MAS is open to all students regardless of their ethnic background, sex, national origin or religious affiliation. An attempt is made to accommodate special-needs students (refer Disability Discrimination Act) where possible. All students are expected to behave in harmony with the school rules, show respect for Christian principles and attend the regular worships and Bible classes.

All children enrolling at our school deserve a smooth transition that enables them to become part of our school, with a minimum of disruption and maximum support, so that process of enrolment aims to satisfy both that need and the needs of the school.

Implementation:

It is preferable that students be five years of age before commencing Kindergarten. However, a child who turns five as late as July may be admitted into Kindergarten at the commencement of the school year, if current circumstances and the child's apparent readiness make it seem the wise thing to do. An assessment may be given to determine readiness. Under normal circumstances, children are not admitted to commence their schooling at any time other than the beginning of the school year.

Children are admitted to continuing their schooling, at any time of the year, though beginning of term and particularly beginning of year, are more the norm. Examples include school transfers – often due to parents relocating, or unhappiness with previous schools.

Persistent or gross breaches of the school's rules and standards may cause the School Council to cease to allow a child to remain at the school. Non-payment of fees may also jeopardise continuing enrolment.

Procedure:

When parents contact the school about a new admission, they should generally be referred to the principal. The principal will:

1. Answer questions.
2. Ask them to come in for an interview and at that interview:
 - a) Check if any court orders apply, if parents are separated or divorced.
 - b) Copy reports from previous schools or educational or medical specialists.
 - c) Ascertain whether the child has special academic, behavioural or physical needs and, if so, whether the school is likely to be able to cater satisfactorily for these.
 - d) Students with a disability are subject to the same process, criteria and priority placements as outlined above for other students. School consultation with current and/or previous schools, teachers and referees. No student with a disability will be declined enrolment on the basis of that disability.

Our application form requests information from parents about the student's medical conditions and/or disabilities. This provides the School with the opportunity to seek advice from our Support Department (AIS) about the needs of particular conditions and/or disabilities. We also involve the Support Department (AIS) in all assessments and interviews that may be conducted with parents as part of the enrolment process; and where appropriate provide professional development for teachers of prospective students with disabilities.

MAS uses the AIS NSW "Guidelines for dealing with applications for enrolment on behalf of students with disabilities." These guidelines serve as a part of 'The Enrolment Process and the Enrolment Contract' Policy for the School.

Explain the school's ethos and expectations of the child, should he/she be enrolled. The special character of the school is clearly explained.

- e) Show them around the school and introduce them to appropriate staff.
 - f) Discuss transport.
 - g) Explain the school fees.
 - h) Give them a handbook and enrolment form.
 - i) Ask for proof of immunisation (Required by the NSW Public Health Act).
 - j) Show them the uniforms.
 - k) Tell them that the School Council must accept the enrolment.
 - l) For new kindergarten children only: - i) Ask them to come in for orientation before the new year commences. ii) Ask to sight a Birth Certificate or other evidence of the child's birth date.
 - m) Present application to School Council.
3. Contact parents regarding the School Council's decision.
 4. If the child is accepted, provide bus forms (if required) and explain canteen and other routine procedures.
 5. Place name in Admission Register and on Class Roll, when the child commences school.

Composition/characteristics of the student population

| Year | Male | Female | Indigenous |
|--------------|------|--------|------------|
| Pre Kindy | 5 | 19 | |
| Kindergarten | 4 | 2 | |
| Year 1 | 1 | 3 | 2 |
| Year 2 | 5 | 3 | |
| Year 3 | 1 | 4 | |
| Year 4 | 2 | 2 | |
| Year 5 | 1 | 2 | |
| Year 6 | 0 | 0 | |

10 School Policies

Student Welfare Policy (Manual 5.6.2)

- 1.1 The school's Student Welfare Policy includes: definition, rationale, aims, implementation and evaluation of the provisions for the welfare of the students. It says that, "Student welfare encompasses all that the school does to promote and meet the spiritual, personal, social, physical and learning needs of the student."

A number of other school policies also have a bearing on student welfare. These include policies covering antidiscrimination and harassment, behaviour management, bullying, critical incident, gender equity, internet usage, privacy, medication, student grievance and students with disabilities.

- 1.2 The policy is part of the school's folder of policies.
- 1.3 The policy was not changed in 2013.
- 1.4 A copy of the policy can be obtained from the Principal on request.

Discipline Policy (Manual 5.7.1; 5.7.2)

- 2.1 The school's aim is to ensure that all children at the school have access to quality learning within a safe and caring environment and to encourage all students to strive towards behavioural excellence and increasing personal responsibility.

Good behaviour is encouraged as being the right and proper way to behave and to treat others, not just as the way to gain rewards or avoid consequences. Positive recognition and incentives are preferred to the negative ones but both may be used to guide behaviour. A five-level behaviour plan is in place to be used if necessary.

The plan complies with the NSW Education Reform Act (1995) forbidding the use of corporal punishment in schools.

The complaint handling procedure is based on principles of natural justice. This involves: informing the person subject of allegation (PSOA); providing opportunity for PSOA to respond stating case, explanation or defence; ensuring a proper investigation of the allegation; ensuring decisions are fair and without bias.

- 2.2 An abbreviated version of the policy including School Rules, Thoughts for Students, and an outline of the Behaviour Plan, are in the School Handbook, which is given to all parents. A full copy of the Student Behaviour Plan is with other school policies.
- 2.3 The policy was not changed in 2013.
- 2.4 A copy of the policy can be obtained from the Principal on request.

Complaints and Grievances Policy (Manual 5.2)

- 3.1 The policy aims to assist the educational institution in the provision and maintenance of a safe environment where all individuals are treated with dignity, courtesy and respect; to prevent practices such as discrimination, harassment, victimization, vilification, bullying or violence; and where all complaints are treated confidentially, sensitively and with procedural fairness.

The policy covers complaint-handling procedures for informal complaints, for formal investigations and for appeals including the roles of those involved. It covers complaints and grievances by students, teachers, parents and other concerned people.

- 3.2 The policy is part of the school's folder of policies.

- 3.3 The policy was not changed in 2013.
- 3.4 A copy of the policy can be obtained from the principal on request.

11 School determined improvement targets

Priority Areas for Improvement for 2014 (Schools in National Partnerships should include items from their school plan)

| Area | Priorities |
|---------------------------------------|---|
| Enrolments | Continue to attract new enrolments through providing quality education. Evaluate and enhance a transition process from our Pre-Kindy program to Kindergarten. Continue an effective marketing campaign. |
| Curriculum and Teaching Effectiveness | Continue to plan and write new programs for multigrade classrooms that reflect the new Australian Curriculum. Plan and develop ways to integrate a LOTE into a multigrade setting. Revise the Scope and Sequence of HSIE and Science integrated with text types. Revise and implement a whole school PDHPE program. Include Differentiation pedagogy using multiple intelligences and Blooms Taxonomy. Create rubrics as an explicit form of teaching and assessment. Introduce learning contracts. |
| Physical Development/BGA | To continue with the building application process for a new classroom and a bus turning bay. |
| Professional Development | Engage in collaborative writing of new Syllabus programs, particularly English. Upgrade First Aid qualifications |
| Community Participation | Continue to develop a relationship with local preschools. Participate in ANZAC Service. Visit local Churches and Retirement homes with school Arts groups. Host a Teddy Bears Picnic. Host Mother's Day and Father's Day and Grandparent's Day programs. |
| School Operations | Systematically investigate the school's operations through an accreditation process and adjust or change in an effort to improve. Update policies as necessary. |
| WHS | Continue to review and update the WHS policies and procedures. Evaluate and as necessary upgrade the existing car park using appropriate marking to ensure an efficient pick up and drop off of the students. |

| Area | Priorities |
|----------------------|---|
| Technology | Successfully integrate iPads into the multigrade setting to promote the differentiation of learning in the classrooms. Upgrade the school's telephone communication system to ensure an efficient communication is delivered between the classrooms and the office in our school. |
| Parent Participation | See Community participation events. Continue to involve parents in literacy and numeracy programs, garden programs, sport and excursions. |

Achievement of Priority Areas listed for improvement in the 2013 report (Schools in National Partnerships should include achievements of items from their school plan) – (Focus Area for 2013)

| Area | Priorities (WIP – Work in Progress) |
|---------------------------------------|---|
| Enrolments | Continue to attract new enrolments through providing the quality education. |
| Physical Development/BGA | Maintain the new multi-purpose hall. Create a third classroom. <i>(WIP)</i> Install bus turning bay and 15 car-parking bays. <i>(WIP)</i> Add administration storage area <i>(WIP)</i> . <i>The process of BGA has started with a third classroom plan being finalized ready to be submitted for DA to local council.</i> |
| Technology | Acquire a laptop per student and some iPads <i>(WIP)</i> . Review the IT set up at our school and make improvements where necessary. Upgrade printing capabilities. |
| WHS | Review and update the WHS policies and procedures <i>(WIP)</i> . |
| Curriculum and Teaching Effectiveness | Continue monitor and strive to improve effectiveness and individual attention. <i>(WIP)</i> Write programs for multigrade classrooms. <i>(WIP)</i> Review scope and sequence <i>(WIP)</i> . Introduce a foreign language to the curriculum. Enhance the Pre-Kindy program. <i>(WIP)</i> Write Pre-Kindy programs. <i>(WIP)</i> |
| School Operations | Systematically investigate the school's operations through an accreditation process and adjust or change in an effort to improve <i>(WIP)</i> . Empowering Local Schools Initiative grant received which has enabled MAS to refine its governance and management processes with other cluster schools. <i>WIP</i> |

| Area | Priorities |
|--------------------------|---|
| Professional Development | Continue to make use of opportunities for suitable professional development <i>(WIP)</i> . |
| Parent Participation | To encourage parent involvement in literacy and numeracy programs by inviting the parents to do reading at the school and literacy groups in the mornings. <i>(WIP)</i> |
| Community Involvement | Visit local preschool to perform some plays. Participate in Taree Eisteddfod. Host a Teddy Bear Picnic for local preschool and community. |
| Music | Purchase more musical equipment <i>(WIP)</i> <i>(More chimes for our chime choir have been purchased)</i> |
| Garden | Utilize the gardening section at the back of the school to grow vegetables to use in the school canteen. |

12 Initiatives promoting respect and responsibility

| Initiative or area of activity | Description of initiative or activity |
|--------------------------------|--|
| Student Duties | Each child is given rostered, regular duties to perform during out of class time for the good of the class and school. Children are expected to take the responsibility of remembering their duties and doing them well. |
| Care for your own property | Children are expected, as they grow older, to take additional responsibility for their own materials, homework and behaviour. |
| Modelling and Guiding | Staff members model appropriate behaviour and monitor student behaviour, guiding and correcting where necessary. |
| Direct Teaching | In worships, chapel, classrooms and playground, teaching respect for people of all ages and races; regardless of social, economic or educational status. Teaching appropriate behaviour for a variety of venues and situations. Promoting and rewarding school values through a Values program |
| Senior Citizens | Presenting musical items and sharing with retirement village residents. |
| Citizenship and Civic Duties | Direct teaching of duties to others and right ways of treating them. Joining in the Anzac Day march and ceremony in Taree. |

13 Parent, student and teacher satisfaction

Summary

Results from the Parent Perception survey for MAS continue to indicate a good level of satisfaction. In most questions, responses showed satisfaction or high satisfaction with the school across all nine surveyed domains.

Although there was a lower response to three specific questions, this was only from a minimal number of respondents. There has been improvement in parents feeling welcome, but a lack of opportunity for gifted and talented students still concerns a small number of parents.

Endeavours to make parents feel included and welcome have been expanded, but with so many parents working or not having access to suitable transport, attendance still remained less than desirable. MAS continues to solicit assistance from parents in a volunteer capacity to help the staff achieve better learning outcomes.

The second area to consider was the perception that there was a lack of opportunity for gifted and talented students. This is continually being monitored and attempts made to satisfy parents (and students) by offering these students with more challenging learning opportunities.

Parents appear to value MAS for its community, Christian ethos, quality of teachers, support of the individual child, its care and nurture, as well as providing a safe and supportive learning environment to produce the best learning outcomes for all students.

14 Summary financial information

The schools company will complete this section for all SDA schools.

Income

| Income Sources | Percentage of Total Income |
|-------------------------------|----------------------------|
| Fees and private income | 35 |
| State recurrent grants | 11 |
| Commonwealth recurrent grants | 35 |
| Other Government grants | 19 |
| Government capital grants | 0 |
| Other capital income | 0 |

Expenditure

| Expenditure Costs | Percentage of Total Expenditure |
|--|---------------------------------|
| Salaries, allowance and related expenses | 55 |
| Non-salary expenses | 40 |
| Classroom expenditure | 4 |
| Capital expenditure | 1 |

15 Public disclosure of educational and financial performance

The 2013 Annual report will be published on the College's website and available on request from the College office.

SECTION 2

CHECKLIST

Commonwealth legislation (Schools Assistance Act 2008) includes the following requirements not listed as part of the BOS requirements for registration and accreditation.

Please tick that your school complies with the following. (please delete the least applicable box)



Participates in National Student Assessments – NAPLAN



Provides national reports on the outcomes of schooling



Provides individual school information on performance



Passes on the NAPLAN reporting to parents showing student results against key national information



Annually reports on school performance information and makes the report publicly available



Implements the National Curriculum as it becomes available



Has an annual certificate of financial accountability from a qualified accountant



Annually reports on each program of financial assistance provided under this Act



Participates in program evaluations