



# **NSW Education Standards Authority**

## **Annual Report 2019**

### **Reporting on the 2018 Calendar Year**

#### **Manning Adventist School**

Owned and Operated by

Seventh-day Adventist Schools  
(NNSW) Ltd

## 1 A message from key school bodies

### 1.1 Statement from the School Advisory Council

The School Advisory Council is responsible for the good 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:

- 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 of the school's buildings were completed. 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 parents and teachers. Social occasions, to which parents are invited, include Mother's Day and Father's Day activities, School promotions activities (stalls, etc), and Week of Worships. Some parents participate in sporting events, 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 academic, physical, spiritual and social domains. Our school also provides nurture, promotes excellence and instils values – a key component of our teaching and learning focus.

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 the 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 varied and challenging student's needs.

## 2 Contextual information about the school (including information about National Partnerships and /or Improving Teacher Quality if applicable)

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. It also offers a growing Pre-Kindy program – MAS Kids Pre-Kindy

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 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.

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	25	25	50
Year 5	100	NA	NA
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	50	25	25
Year 5	100	NA	NA
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	25	50	25
Year 5	100	NA	NA
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	25	25	50
Year 5	100	NA	NA
Year 7	NA	NA	NA
Year 9	NA	NA	NA

## Interpretative Comments

This was a small cohort of 4 students. Results show that writing continues to be an area to be strengthened. We have the services of an AIS consultant who is working closely with staff particularly in the area of writing to assist staff in achieving the best student outcomes.

The Year 5 cohort consisted of only 1 student with significant learning difficulties. Staff continued to work with this student through the use of an IEP.

## 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	25	25	75
Year 5	100	NA	NA
Year 7	NA	NA	NA
Year 9	NA	NA	NA

## Interpretative Comments

It is difficult to draw in-depth results with such a small cohort.

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.

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

### 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 2016	NA

### 3.3 *Results of the Higher School Certificate Examination 2017*

#### **Comparison of 2017 results compared to the state**

N/A

#### **Interpretative comments for Higher School Certificate results**

N/A

#### **Comparison of 2017 HSC results as a trend over time**

N/A

#### **Interpretative comments for Higher School Certificate result trends over time**

N/A

## **4 Senior secondary outcomes**

Percentage of students in Year 12 undertaking vocational or trade training: N/A

Percentage of students in Year 12 attaining a Year 12 certificate or equivalent VET qualification: N/A

## 5 Professional learning and teacher standards

### 5.1 Professional Learning

Areas of professional learning	Teachers (number or group)
<u>Leadership Forums</u> : designed for Principals and/or Head of Schools. These meetings were held during the year and covered a variety of topics including; Governance, Curriculum, Safe & Supportive Environments, WHS, policies, budgets and funding and general admin topics. Relevant information from these meetings was passed on to other staff members. (6 days)	1
<u>Leadership Conference</u> : Adventist Schools Australia hosted by Greater Sydney Conference (3 days)	1
Orientation for working in NNSW (1 day)	1
Forest School Level 3 Practitioners Award (UK) (9 days + 1 year portfolio)	1
First Aid – staff upgrading (1 day)	3
Velpic - Mandatory Reporting (online)	6
<u>MAZE</u> workshops: Bursar training and upgrading (3 days)	1
<u>NCCD</u> - Melinda Buckley (2 days)	3
<u>SEQTA</u> – online training (Chris Riley) 1 day + online PL	5
<u>AIS</u> – consultant to assist with writing support (8 hours)	3

Total Staff PD experiences: 27 days

Average cost per teacher for professional learning: \$2000

## 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"> <li>- to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis) and</li> <li>- as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity</li> </ul>	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	0
	Total number of teachers in school	3

## 6 Workforce composition (comment on Indigenous staff)

Role	Quantity	Gender
School Principal/Teacher	1	F
Teacher	1	F
Teacher	1	F
Bursar/Secretary	1	F
Literacy/Numeracy Support	1	F
Chaplain	1	M

There are currently no Indigenous staff employed.

## 7 Student attendance rate and non-attendance –

### 7.1 Average Year Level Attendance

Year Level	Average Attendance (%)
Kindergarten	94
Year 1	96
Year 2	97
Year 3	90
Year 4	92
Year 5	96.5
Year 6	89
Total school attendance average	93.5

### 7.2 Management of non-attendance

Parents are contacted when their child has not been at school for 3 consecutive days. This is usually from either the school office or the principal. This is a safety and courtesy measure to ensure the welfare of the child and if the family requires any assistance from the school. This communication is usually done by phone call. A note is to be supplied to the school prior to or after an absence (Skoolbag, hard copy, email or sms). If a note is not forthcoming, or if any student has been absent for more than five days, without knowledge of the school, the school contacts the local Home Liaison Officer for them to follow up the matter or to trace the student. The school uses SEQTA to record attendance. For any student whose attendance is less than 80%, the parents are contacted re mandatory reporting for lack of attendance. Families are reported to the Department when attendance is below 70%.

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

Percentage retention rate: N/A

## 9 Enrolment Policies and characteristics of the student body - (BOSTES Focus Area for this Report)

### *Applications*

Applications for enrolment may be made at any time by the parent/carer(s) of students to commence at a nominated SDA school.

Students enrolling in K at the school for the first time will be at least 5 years of age on or before 31 July of the enrolling year. Students enrolling in Pre Kindergarten classes will be at least 4 years of age on or before 31 July of the enrolling year.

Please Note: Individual SDA schools may vary in the starting age of students.

### *Immunisation Requirements*

All schools are required to request an [immunisation certificate](#) at enrolment.

The school will then:

- record each child's immunisation status in a register and retain copies of approved immunisation certificates for a period of three years after the child has ceased to attend the school;
- provide a copy of a child's immunisation certificate to a school that the child has transferred to (on request);
- notify the public health unit if an enrolled child has a vaccine preventable disease, or if they reasonably believe that an unimmunised enrolled child has come into contact with someone who has a vaccine preventable disease;
- exclude unimmunised children at risk of contracting a disease from attending school on the direction of a public health officer.

### *Processing Applications*

1. The school will base any decision about offering a place to a student on:
    - Family Relationship with the school:
      - the applicant coming from a Seventh-day Adventist family;
      - sibling of a current or ex-student;
      - whether they hold attitudes, values and priorities that are compatible with the school ethos.
    - The Student:
      - the contribution that the student may make to the school, including the co-curricular activities;
      - any special needs or abilities of the student;
      - the student's reports from previous schools.
    - Other Considerations:
      - order of receipt - when the application to enrol is received by the school.
  2. The school will meet with parent/caregiver(s) of the students before offering a place.
  3. The school has an absolute discretion in determining the weight of each of the factors it takes into account in determining whether to offer a place for the student.
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- Continued enrolment at the school is dependent upon the student making satisfactory academic progress, attending consistently, and the student and the parent/carer(s) observing all behavioural codes of conduct, payment of fees and other requirements of the school which are applicable from time to time.

### Composition/characteristics of the student population

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

## 10 School Policies

### Student Welfare Policy

#### *Summary of policies for Student Welfare*

#### 1. Rationale

All children have a right to feel safe and supported in their school environment. As school staff, we have a legal and moral responsibility to ensure programs and procedures are in place to provide support and pastoral care for students as well as providing for their physical safety at school.

#### 2. Aim

To ensure that every child's need for support and safety is maintained.

#### 3. Implementation

This school will abide by the legislation pertinent to the provision of a safe and supportive environment. This includes:

- making sure buildings and facilities are secure and evacuation procedures are in place;
- having in place a rigorous supervision protocol including a risk management process for onsite and off-site activities;
- having in place codes of conduct that will ensure the rights and responsibilities of students and staff, the application of a behaviour management system (including anti-bullying), a student leadership system, and the management and reporting of serious incidents;

- a process for receiving complaints/grievances from students, and/or parents/guardians;
- a pastoral care plan which gives students access to counselling, provision of support for special needs students, a scheme for the distribution of medication, and a serious incident response mechanism; and
- guidelines for formal and informal communication with all stakeholders.

*Location of the Student Welfare policy (Safe and Supportive Environment Policy) is found on the school's intranet. To obtain a copy please ask at the front office.*

*There have been no changes made to this policy during 2018.*

### **Discipline Policy**

#### 1. Rationale

All students have a right to a discipline system (including but not limited to the suspension, expulsion and exclusion of students) that is based on procedural fairness and expressly prohibits the use or corporal punishment or the implicit sanctioning of such. As school staff, we have a legal and moral responsibility to ensure that a fair and redemptive discipline system is in place and well understood by students and staff.

#### 2. Aim

To ensure that a procedurally fair discipline system is in place.

#### 3. Implementation

This school will abide by the legislation pertinent to the provision of a discipline system (including but not limited to the suspension, expulsion and exclusion of students) that is based on the principles of procedural fairness. This includes the right of the student to:

- know the allegation and any other information related to it;
- know the process by which the matter will be considered;
- make a response to the allegation;
- know how to have any process or decision reconsidered;
- expect impartiality in the investigation and the decision making; and
- an unbiased decision-maker.

This school expressly prohibits corporal punishment in any form or the implicit sanctioning of such.

*Location of the Discipline policy (Student Management Policy) is found on the school's intranet. To obtain a copy please ask at the front office.*

*The following sentence has been added to this policy during 2018*

*'This school expressly prohibits corporal punishment in any form or the implicit sanctioning of such.'*

## Anti-Bullying Policy

*Summary of the Anti-bullying Policy for your school goes here*

The policy aims to assist the educational institution in the provision and maintenance of a safe and supportive 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 types of bullying; states the School's stand against bullying; lists how parents, students and staff can assist with the issue of bullying; and the process of intervention – should it be needed.

The policy is part of the school's folder of policies, is a part of the Behaviour Management guidelines, and is included in the Staff Handbook.

*Location of the full text of the Anti-Bullying Policy (including how to get a copy)*

A copy of the policy can be obtained from the principal on request. Policy documents are on the SDA Schools' company website.

*Changes made to the Policy during 2018*

The policy was not changed in 2018.

## Complaints and Grievances Policy

### 1. Purpose

This Guideline is intended to ensure that complaints are handled fairly, efficiently and effectively. The complaints management system is intended to:

- enable schools and the Company to respond to issues raised by people making complaints in a timely way; and
- provide information that can be used to deliver quality improvements in schools, systems, practices, procedures and complaint handling.

This document provides the key principles and concepts of the complaints management system for both staff and parents and others who wish to make a complaint.

### 2. Company Commitment

The company expects staff at all levels to be committed to fair, effective and efficient complaint handling.

#### a. Director

The Director is committed to promoting a culture that values complaints and their effective resolution by:

- providing adequate support and direction to key staff responsible for handling complaints;
- regularly reviewing reports about complaint trends and issues arising from complaints;
- encouraging staff to make recommendations for system improvements;
- supporting recommendations for system improvements arising from analysis of complaint data.

#### b. Principal

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The Principal is responsible for complaint handling in each school and is committed to establishing and managing the complaints management system by:

- providing regular reports to the Director on issues arising from complaint handling work;
- ensuring recommendations arising out of complaint data analysis are canvassed with the Director and implemented where appropriate;
- training and empowering staff to resolve complaints promptly and in accordance with company policies and guidelines.
- encouraging staff to provide suggestions on ways to improve the company's complaints management system.

#### **c. Staff**

Staff whose duties include complaint handling are expected to be committed to demonstrating exemplary complaint handling practices by:

- treating all people with respect, including people who make complaints;
- complying with the Company Complaints Handling Guideline;
- keeping informed about best practice in complaint handling;
- assisting people who wish to make complaints to access the complaints handling guideline;
- assisting those handling complaints to resolve matters promptly;
- providing feedback to their principal/director on issues arising from complaints; and
- implementing changes arising from individual complaints and from the analysis and evaluation of complaint data.

### **3. Guiding Principles**

#### *Facilitating Complaints*

##### **People focus**

The company is committed to seeking and receiving feedback and complaints about practices, procedures and complaint handling at schools and/or the company level.

Any concerns raised in feedback or complaints will be dealt with within a reasonable timeframe.

People making complaints will be:

- provided with information about the complaints handling process;
- listened to, treated with respect by staff and actively involved in the complaint process where practicable and appropriate; and
- provided with reasons for decision/s and any options for redress or review.

##### **No detriment to people making complaints**

All reasonable steps will be taken to ensure that people making complaints are not adversely affected because a complaint has been made by them or on their behalf.

##### **Anonymous complaints**

Anonymous complaints will be accepted and there will be an investigation of the issues raised where there is enough relevant information provided, including the identity of the school or office to which the complaint relates.

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### **Visibility and transparency**

Information about how and where complaints may be made will be readily available and publicised on school websites.

### **Accessibility**

The company is committed to ensuring that its complaints management process is easily understood and accessible to everyone, particularly people who may require assistance, for example, people for whom English is not their first language.

If a person prefers or needs another person to assist them in the making and/or resolution of their complaint, the school or company will communicate with them through their representative if this is their wish. Anyone may represent a person wishing to make a complaint, with their consent.

### *Respond to Complaints*

#### **Early resolution**

Where possible, complaints will be resolved at first contact with the particular school or, in the case of complaints about the company, first contact with the director.

#### **Responsiveness**

Complaints will be assessed and prioritised in accordance with the urgency and/or seriousness of the issues raised. If a matter concerns an immediate risk to safety or security the response will be immediate and will be escalated appropriately.

The company is committed to managing people's expectations and will inform them as soon as possible, of the following:

- the complaints process;
- the expected timeframes for actions;
- the progress of the complaint and reasons for any delay; and
- their likely involvement in the process.

The school or company will advise people as soon as practicable when it is unable to deal with any part of their complaint.

#### **Objectivity and fairness**

Each complaint will be addressed with integrity and in an equitable, objective and unbiased manner. Each complaint will be assessed on its merits.

Conflicts of interests, whether actual or perceived, will be managed responsibly. In particular, internal reviews of how a complaint was managed will be conducted by a person other than the original decision maker.

#### **Confidentiality**

The identity of people making complaints will be protected where this is practical and appropriate.

Personal information that identifies individuals will only be disclosed or used by the company as permitted under privacy legislation.

### *Manage the Parties to a Complaint*

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### **Empowerment of staff**

All staff managing complaints are empowered to implement the complaints guideline as relevant to their role and responsibilities. Staff are empowered to resolve complaints promptly and with as little formality as possible. Staff are encouraged to provide feedback on the effectiveness of this complaints management process.

### **Managing unreasonable conduct by people making complaints**

Schools and the company are committed to being accessible and responsive to all people who approach them with feedback or complaints.

When people behave unreasonably in their dealings with either a school or the company, conduct can significantly affect the progress and efficiency of the school or company's work. As a result, any conduct that negatively and unreasonably affects a school or the company will be proactively and decisively managed by staff.

## **4. Complaint Management System**

### *Stages of Managing a Complaint*

When responding to complaints, staff should act in accordance with this guideline. There are five key stages in the complaint management system:

- Receipt of complaints;
- Acknowledgement of complaints;
- Initial assessment and addressing of complaints;
- Providing reasons for decisions; and
- Closing the complaint, records keeping, redress and review.

### *Receipt of Complaints*

Unless the complaint has been resolved at first point of contact, it will be recorded as a complaint together with its supporting information. Initially verbal complaints will be accepted but with serious complaints the person making the complaint may subsequently be asked to set out their complaint in writing.

The record of the complaint will identify:

- the contact information of the person making the complaint;
- issues raised by the person making the complaint;
- the school or company to which the complaint relates;
- the outcome/s sought;
- any other information required to properly respond to the matter; and
- any additional support the person making the complaint requires.

### *Acknowledgement of Complaints*

The receipt of each complaint will be acknowledged promptly and usually within 10 working days.

Consideration will be given to the most appropriate medium for communicating with the person making a complaint, taking into account the needs of the school or the company and the expressed views of the person making the complaint.

### *Initial Assessment and Addressing of Complaints*

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After acknowledging receipt of the complaint, the staff member handling the complaint will confirm whether the issue/s raised in the complaint is/are within the school's or company's control. The outcome/s sought by the person making a complaint will be considered and, where there is more than one issue raised, there will be a determination whether each issue needs to be separately addressed.

When determining how a complaint will be managed, the issues raised will be assessed against the following criteria:

- severity;
- complexity;
- health and safety implications;
- impact on the individual or wider school community; and
- potential to escalate.

#### *Addressing complaints*

The methodology for addressing the complaint may include:

- working with the person making the complaint to see how the issues can be appropriately addressed;
- making inquiries with the person or area that is the subject of the complaint; and/or
- conducting an investigation into the issues raised in the complaint.

The nature and scope of any action taken will depend on a number of factors including:

- the circumstances of each case;
- any statutory requirements;
- the issue/s complained about;
- the parties involved; and
- the likely outcome.

### **5. Providing Reasons for Decisions**

Following consideration of the complaint and any investigation into the issues raised, the person making the complaint will be contacted in a timely manner and advised of:

- the outcome of the complaint and any action that was taken arising out of the complaint so far as permitted under privacy legislation;
- the reasons for any decisions that have been made; and
- any remedy or resolution that has been offered.

### **6. Closing the Complaint, Record Keeping, Redress and Review**

At the time of closing the complaint a record will be made of the following:

- steps taken to address the complaint;
- the outcome of the complaint; and
- any undertakings or follow up action required.

## 7. Three Levels of Complaint Handling

Where possible, complaints will be resolved by staff at the appropriate school level. Staff will be adequately equipped to respond to complaints, including being given appropriate authority, training and supervision.

Where early resolution of a complaint is not possible, however, due to the complexity of the issues raised, dissatisfaction with the complaint outcome or how the complaint was dealt with, the complaint may be escalated to the director level. This second level of complaint handling will provide for the following internal mechanisms:

- assessment and possible investigation of the complaint and decision/s already made, and/or
- facilitated resolution (where a person not connected with the complaint reviews the matter and attempts to find an outcome acceptable to the relevant parties).

Where a person making a complaint is dissatisfied with the outcome of the director's review of their complaint they may seek a further review from the Chair of the Board of Directors. In some instances the Chair of the Board of Directors may engage a third party to review a matter and provide a report.

## 8. Accountability and Learning

### *Analysis and Evaluation of Complaints*

Complaints are recorded in a systematic way so that information can be easily retrieved for reporting and analysis.

Regular reports will be run on:

- the number of complaints received;
- the outcome of complaints;
- issues arising from complaints;
- systemic issues identified; and
- the number of requests received for internal and/or external review of complaint handling.

Regular analysis of these reports will be undertaken to monitor trends, measure the quality of service and make improvements.

Both reports and their analysis will be provided to the Director of Education for review.

### *Monitoring of the Complaint Management System*

The complaints management system will be monitored to:

- ensure its suitability for responding to and resolving complaints; and
- identify and correct deficiencies in the operation of the system.

### *Continuous Improvement*

The Company is committed to improving the effectiveness and efficiency of its complaints management system. To this end, the company will:

- support the making and appropriate resolution of complaints;
- implement best practices in complaint handling;
- regularly review the complaints management system and complaint data; and
- implement appropriate system changes arising out of analysis of complaints data and
- continual monitoring of the system.

*This is the full text of the Complaints and Grievances policy (Complaints Handling Guideline) and is found on the school's intranet. To obtain a copy please ask at the front office.*

*This is a new Policy introduced during 2018.*

## 11 School determined improvement targets

**Priority Areas for Improvement for 2018** (Schools in National Partnerships should include items from their school plan)

Area	Priorities
Enrolments	<ol style="list-style-type: none"> <li>1. Continue to attract and retain new enrolments through providing quality education.</li> <li>2. Continue an effective marketing campaign: update website, increase presence on social media, Company-sponsored photo shoot.</li> <li>3. Maintain and modify the effective transition process from our Pre-Kindy program to Kindergarten.</li> <li>4. Work towards re-opening the <i>Play and Grow</i> Group for under 4 year olds.</li> </ol>
Curriculum and Teaching Effectiveness	<ol style="list-style-type: none"> <li>1. School Improvement journey with AIS on developing a literature-focussed English program.</li> <li>2. Analysis of data from NAPLAN and PAT testing in literacy and numeracy in an endeavour to have data-driven improvements on outcomes.</li> <li>3. Trial Project Based Learning (PBL) in the curriculum as a teaching style and assess its effectiveness.</li> <li>4. Upload all programs onto Sharepoint and refine programs to become NESA compliant.</li> <li>5. Introduce a new Behaviour Management program – “Go for Gold”.</li> <li>6. Introduce Bush School, make the program NESA compliant through integrated units.</li> <li>7. Have all staff complete PBL 101 before the start of the school year 2020.</li> </ol>
Physical Development/BGA	<ol style="list-style-type: none"> <li>1. Continue with the building application process for: <ol style="list-style-type: none"> <li>a. fencing that will ensure adequate safety for students</li> </ol> </li> </ol>

	<ul style="list-style-type: none"> <li>b. upgrade of projection and sound equipment for hall and air-conditioning</li> <li>c. Resource the Bush School area.</li> </ul>
Quality Adventist Schools	<ul style="list-style-type: none"> <li>1. Continue working on the QAS 2.0 program for the purpose of becoming a quality school in the key improvement areas addressed.</li> </ul>
Professional Development	<ul style="list-style-type: none"> <li>1. Continue on the School Improvement journey with AIS on developing a literature-focused English program.</li> <li>2. Become up-skilled in Project Based Learning as a form of curriculum delivery.</li> <li>3. Encourage and support staff to attend relevant PD for areas of personal interest as well as for school-focused programs.</li> <li>4. Continue to review and upgrade First Aid qualifications.</li> <li>5. Complete Forest School Level 3 training in 2019</li> </ul>
Community Participation	<ul style="list-style-type: none"> <li>1. Continue to develop relationships with local preschools and churches.</li> <li>2. Participate in the local ANZAC Day service.</li> <li>3. Continue links with local Retirement homes with students, inviting residents to our school..</li> <li>4. Continue hosting Mother's Day, Father's Day and Grandparent's Day programs.</li> <li>5. Host Adventurers with a focus on student involvement on weekends, and refine our Open Days with their Pinewood Derby.</li> </ul>

**Achievement of Priority Areas listed for improvement in the 2018 report** (Schools in National Partnerships should include achievements of items from their school plan)

Area	Priorities ( <i>WIP – Work in Progress</i> )
Enrolments	<ul style="list-style-type: none"> <li>1. Continue to attract and retain new enrolments through providing quality education. <i>WIP</i></li> <li>2. Continue an effective marketing campaign focussing on the Bush School initiative for 2019. <i>WIP</i></li> <li>3. Maintain and modify the effective transition process from our Pre-Kindy program to Kindergarten. <i>WIP</i></li> </ul>
Curriculum and Teaching Effectiveness	<ul style="list-style-type: none"> <li>1. Continue to modify programs for multigrade classrooms that reflect the Australian Curriculum for NSW. <i>WIP</i></li> <li>2. Focus on Literacy &amp; Numeracy strategies to improve learning outcomes across all year levels. <i>WIP</i></li> <li>3. Continue to refine English programs with a literature focus. <i>WIP</i></li> <li>4. Continue to revise and implement a whole school PDHPE. Write integrated units. <i>WIP</i></li> <li>5. Continue to include Differentiation pedagogy</li> </ul>

	using multiple intelligences and Blooms Taxonomy. <i>WIP</i> 6. Create rubrics as an explicit form of teaching and assessment.
Physical Development/BGA	1. Continue with the building application process for fencing that will ensure adequate safety for students. 2. Resourcing for the Bush School Program in 2019; cargo net hammocks, rope course, use of fire and tools. <i>WIP</i>

Area	Priorities ( <i>WIP – Work in Progress</i> )
Professional Development	<ol style="list-style-type: none"> <li>1. Forest School Level 3 for an extra staff member <i>WIP</i></li> <li>3. Continue to review and upgrade First Aid qualifications. <i>WIP</i></li> </ol>
Community Participation	<ol style="list-style-type: none"> <li>1. Continue to develop relationships with local preschools and churches. <i>WIP</i></li> <li>2. Develop links with local Retirement homes with older students.</li> <li>3. Continue hosting Mother's Day, Father's Day and Grandparent's Day programs.</li> <li>4. Host Adventurers with a focus on student involvement on weekends. <i>WIP</i></li> </ol>
School Operations	<ol style="list-style-type: none"> <li>1. Systematically investigate the school's operations by continuing the NESA Audit process and adjust or change in an effort to improve. Update policies as necessary. <i>WIP with Chris Riley and Confluence platform</i></li> </ol>
WHS	<ol style="list-style-type: none"> <li>1. Continue to review and update school WHS policies and procedures. <i>WIP</i></li> <li>2. Continue to participate in on-line safety training. <i>WIP</i></li> </ol>
Technology	<ol style="list-style-type: none"> <li>1. Continue to integrate iPads into the multigrade setting to promote the differentiation of learning in the classrooms. <i>WIP</i></li> <li>2. Remove all extraneous apps from ipads.</li> <li>3. Use of Seesaw as a digital portfolio and communication with parents.</li> <li>4. Introduction of Skoolbag for permission notes, attendance and information sharing.</li> </ol>
Parent Participation	<ol style="list-style-type: none"> <li>1. See Community participation events.</li> <li>2. Continue to involve parents in literacy and numeracy programs, garden programs, sport and excursions. Parents invited to assist with Bush School program.</li> <li>3. Would like to introduce a PPP where parents can earn credit against school fees for helping out around the school.</li> </ol>

## 12 Initiatives promoting respect and responsibility

Initiative or area of activity	Description of initiative or activity
Values Awards	Promoting and rewarding school values through a Values program.
Care for your own property	Children are encouraged to take additional responsibility for their own materials, homework and behaviour.

<b>Modelling and Guiding</b>	Staff members model appropriate behaviour and monitor student behaviour, guiding and correcting where necessary.
<b>Direct Teaching</b>	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.
<b>School Discipline Program</b>	<i>"Go For Gold"</i> is the school's Behaviour management initiative for 2018 which has as a key focus – respect and responsibility for themselves and others.
<b>Citizenship and Civic Duties</b>	Direct teaching of duties to others and right ways of treating them. Joining in the Anzac Day march and ceremony in Taree. Embracing Remembrance Day at school on 11/11. Visit and host senior citizens from a local nursing home.

### 13 Parent, student and teacher satisfaction

#### Summary

The school experienced several staff changes during 2018 including the principal. An interim Lead Teacher worked tirelessly to maintain the school. Teachers felt supported during this time of change.

Parents have remained supportive of this school despite the school going through several difficult years. An increasing number of parents are using the school's Facebook page in a positive way, sharing the excellent attributes of MAS with their local friends. Parents feel that their children are cared for at MAS. This school has been well supported by the local Taree church.

Parents are generally contacted via SMS messages. All have mobile phones and this allows quick (instant) conveyance of messages, sometimes at short notice. With the introduction of Skoolbag communication has improved. Parents and family members generally support school events such as Mothers / Fathers / Grandparents Days, Week of Worships, Book Week Parade, and Parent Information programs. Parents 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.

Students enjoy a wide variety of experiences - including sporting events with Port Macquarie and Macksville Adventist schools, Book Fair, Week of Worship, and relevant incursions. Students generally interact well with each other.

### 14 Summary financial information

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

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### Income

Income Sources	Percentage of Total Income
Fees and private income	14.64%
State recurrent grants	9.07%
Commonwealth recurrent grants	75.34%
Other Government grants	0.80%
Government capital grants	0.00%
Other capital income	0.14%

### Expenditure

Expenditure Costs	Percentage of Total Expenditure
Salaries, allowance and related expenses	66.26%
Non-salary expenses	27.79%
Classroom expenditure	3.05%
Capital expenditure	2.90%

## 15 Public disclosure of educational and financial performance

The 2018 Annual report will be published on the School's website and available on request from the School office.

## SECTION 2

### CHECKLIST

Commonwealth legislation (Schools Assistance Act 2008) includes the following requirements not listed as part of NESA 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