



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"> - 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	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)

Enrolment Policy

MAS is a comprehensive co-educational PK-6 school owned and operated by SDA Schools (NNSW) Ltd, and provides an education underpinned by religious values and operating within the policies of the NSW BOSTES. All enrolment applications will be processed in order of receipt and consideration will be given to the applicant's support for the ethos of the school, siblings already attending the school and other criteria determined by the school as outlined in the *MAS Enrolment Procedures* document. Once enrolled, students are expected to act consistently with the school's ethos and comply with the school rules to maintain the enrolment. Parents also are expected to be supportive of the ethos of the school.

Implementation

The Application for Enrolment Process:

- All documentation required by the school as outlined in the MAS Enrolment Pack to be completed and submitted by the relevant student's parent/carer.
- Completion of school tour and interview with school Principal.
- Completion of MAS standardised assessment processes.
- Payment of deposit.
- Approval by the MAS School Council.
- Completion of fee agreement processes.

In the context of the above processes, no person will be discriminated against in enrolment on the grounds of their sex, age, race, religion, ethnicity, disability, sexual preference or marital status. (*Disability Discrimination Act 1992*).

Prerequisites for Continued Enrolment:

- Satisfactory completion of the school's initial probationary enrolment period (the school term of enrolment post an initial approval).
- Ongoing demonstration of capacity to meet the school's published academic performance, attendance, behaviour and financial agreement expectations.
- Completion of a Student Re-enrolment form for the following year.

The MAS Enrolment Procedures document should be read with the MAS Attendance Policy. The full texts of both are available upon request from the school office.

Evaluation

These guidelines will be reviewed as part of a three-year school review cycle.

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 (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, child protection, pastoral care, 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 2018.
- 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 self-management of their behaviour, resulting in 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. It does not sanction the use of corporal punishment by non-school persons.

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 2018.
- 2.4 A copy of the policy can be obtained from the Principal on request. The school's policies on suspension, expulsion and exclusion are on the SDA Schools' company website.

Anti-Bullying Policy

- 3.1 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.

- 3.2 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.
- 3.3 The policy was not changed in 2018.
- 3.4 A copy of the policy can be obtained from the principal on request. Policy documents are on the SDA Schools' company website.

Complaints and Grievances Policy - (Manual 5.2)

- 4.1 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 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.

- 4.2 The policy is part of the school's folder of policies and is included in the Staff Handbook.
- 4.3 The policy was not changed in 2018.
- 4.4 A copy of the policy can be obtained from the principal on request. Two policy documents are on the SDA Schools' company website.

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"> 1. Continue to attract and retain new enrolments through providing quality education. 2. Continue an effective marketing campaign: update website, increase presence on social media, Company-sponsored photo shoot. 3. Maintain and modify the effective transition process from our Pre-Kindy program to Kindergarten. 4. Work towards re-opening the <i>Play and Grow</i> Group for under 4 year olds.
Curriculum and Teaching Effectiveness	<ol style="list-style-type: none"> 1. School Improvement journey with AIS on developing a literature-focussed English program. 2. Analysis of data from NAPLAN and PAT testing in literacy and numeracy in an endeavour to have data-driven improvements on outcomes. 3. Trial Project Based Learning (PBL) in the curriculum as a teaching style and assess its effectiveness. 4. Upload all programs onto Sharepoint and refine programs to become NESA compliant. 5. Introduce a new Behaviour Management program – “<i>Go for Gold</i>”. 6. Introduce Bush School, make the program NESA compliant through integrated units. 7. Have all staff complete PBL 101 before the start of the school year 2020.
Physical Development/BGA	<ol style="list-style-type: none"> 1. Continue with the building application process for: <ol style="list-style-type: none"> a. fencing that will ensure adequate safety for students b. upgrade of projection and sound equipment for hall and air-conditioning c. Resource the Bush School area.
Quality Adventist Schools	<ol style="list-style-type: none"> 1. Continue working on the QAS 2.0 program for the purpose of becoming a quality school in the key improvement areas addressed.
Professional Development	<ol style="list-style-type: none"> 1. Continue on the School Improvement journey with AIS on developing a literature-focussed English program. 2. Become up-skilled in Project Based Learning as a form of curriculum delivery. 3. Encourage and support staff to attend relevant PD for areas of personal interest as well as for

	<p>school-focussed programs.</p> <p>4. Continue to review and upgrade First Aid qualifications.</p> <p>5. Complete Forest School Level 3 training in 2019</p>
Community Participation	<p>1. Continue to develop relationships with local preschools and churches.</p> <p>2. Participate in the local ANZAC Day service.</p> <p>3. Continue links with local Retirement homes with students, inviting residents to our school..</p> <p>4. Continue hosting Mother's Day, Father's Day and Grandparent's Day programs.</p> <p>5. Host Adventurers with a focus on student involvement on weekends, and refine our Open Days with their Pinewood Derby.</p>

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	<p>1. Continue to attract and retain new enrolments through providing quality education. <i>WIP</i></p> <p>2. Continue an effective marketing campaign focussing on the Bush School initiative for 2019. <i>WIP</i></p> <p>3. Maintain and modify the effective transition process from our Pre-Kindy program to Kindergarten. <i>WIP</i></p>
Curriculum and Teaching Effectiveness	<p>1. Continue to modify programs for multigrade classrooms that reflect the Australian Curriculum for NSW. <i>WIP</i></p> <p>2. Focus on Literacy & Numeracy strategies to improve learning outcomes across all year levels. <i>WIP</i></p> <p>3. Continue to refine English programs with a literature focus. <i>WIP</i></p> <p>4. Continue to revise and implement a whole school PDHPE. Write integrated units. <i>WIP</i></p> <p>5. Continue to include Differentiation pedagogy using multiple intelligences and Blooms Taxonomy. <i>WIP</i></p> <p>6. Create rubrics as an explicit form of teaching and assessment.</p>
Physical Development/BGA	<p>1. Continue with the building application process for fencing that will ensure adequate safety for students.</p> <p>2. Resourcing for the Bush School Program in 2019; cargo net hammocks, rope course, use of fire and tools. <i>WIP</i></p>

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

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.

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.
School Discipline Program	<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.
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. 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.

Income

Income Sources	Percentage of Total Income
Fees and private income	28.24
State recurrent grants	9.54
Commonwealth recurrent grants	57.03
Other Government grants	4.47
Government capital grants	0.00
Other capital income	0.72

Expenditure

Expenditure Costs	Percentage of Total Expenditure
Salaries, allowance and related expenses	67.97
Non-salary expenses	29.36
Classroom expenditure	2.67
Capital expenditure	0.00

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