



**NSW Education Standards Authority**

**Annual Report  
2024**

**Reporting on the 2023 Calendar Year**

**Manning Adventist Bush School**

Owned and Operated by

Seventh-day Adventist Schools  
(NNSW) Ltd

## **1 A message from key school bodies – (School Advisory Council and Student representative 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 School Advisory 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;
- 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;

The school's policies are updated as needed. The School Advisory 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.

## **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 Bush School (MABS) provides a quality, Christian-based education program that is affordable and accessible. Located between South Taree and Tinonee, MABS is just a short drive from Taree, Wingham and Old Bar. Established in 1977, MABS caters for students from Pre-Kindy to Year 6. It also offers a growing Pre-Kindy program – MABS Kids Pre-Kindy. Beginning in 2019, Bush Babies sessions where children from 0 – 5 can come along and explore in our beautiful bush setting, have continued.

Students from MABS approach learning with confidence. MABS is a growing school that provides a safe and nurturing environment through which children can grow and develop. MABS Bush Babies and Pre-Kindy programs provide 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. MABS 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 MABS strong emphasis is placed on literacy and numeracy. MABS 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.

MABS offers a unique learning experience where students spend quality time each week in our Bush School setting. Student well-being, confidence and resilience are a natural flow on from this innovative programme. Students learn outdoor skills in a child-led environment with teachers as mentors and facilitators.

### 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		66	33
Year 5		100	

##### Writing

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	100		
Year 5	100		

##### Spelling

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3		100	
Year 5		100	

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### Grammar and Punctuation

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	33	66	
Year 5	100		

### Interpretative Comments

Due to numbers, these results are skewed.

Year 3: 3 students

Year 5: 3 students

Students also could not complete the test on the day due to anxiety.

### 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	66	33	
Year 5	100		

### Interpretative Comments

Again, due to only 4 students completing the NAPLAN assessment in both Year 3 and Year 5, the results reflect those numbers.

5 Professional learning and teacher standards

5.1 Professional Learning

Areas of professional learning	Teachers (number or group)
Velpic Training	6
Emergency first-aid	6
Intialit Training	3
Child Protection Training	6
Child safeguarding training	6

Total Staff PD experiences: 21 Kelvin Wood

Average cost per teacher for professional learning: \$250 Kelvin Wood

## 5.2 Teacher Accreditation Status

Accreditation Level of Teachers	Numbers of teachers
(i) Conditional	
(ii) Provisional	1
(iii) Proficient or higher	3
	4

## 6 Workforce composition (comment on Indigenous staff)

Role	Quantity	.Gender
School Principal/Teacher	1	F
Teacher	3	2xF, 1xM
Bursar/Admin	1	F
Literacy/Numeracy Support	3	F
Chaplain	1	M

## 7 Student attendance rate and non-attendance

### 7.1 Average Year Level Attendance

Year Level	Average Attendance (%)
Kindergarten	84.30
Year 1	91.07
Year 2	89.57
Year 3	94.02
Year 4	94.37
Year 5	92.86
Year 6	
Year 7	
Year 8	
Year 9	
Year 10	
Year 11	
Year 12	
Total school attendance average	91.03

### 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%. The principal works with AISNSW consultants to assist with low attendance.



## 9 Enrolment Policies and characteristics of the student body

### *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. School commenced on the 29<sup>th</sup> January

### *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.
4. 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.

## 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 2022.*

## **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.

There have been no changes made to this policy during 2023.

## **Anti-Bullying Policy**

Manning Adventist Bush School is committed to a safe and secure learning environment for all. We empower the whole school community to recognize and respond appropriately to bullying and harassment, and to contribute to the general health and wellbeing of all students.

There have been no changes made to this policy during 2023.

## 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

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 time frame (see Acknowledgement of Complaints).

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.

##### **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 time frames 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*

#### **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 complaint's 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 usually be within 24 hours and a response, or an update, will be given 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*

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.*

## 11 School determined improvement targets.

### Priority Areas for Improvement for 2023

Area	Priorities
Enrolments	<ol style="list-style-type: none"> <li>1. Continue to attract and retain new enrolments through providing quality education and through the promotion of Bush School.</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 maintaining our Bush Babies program for 0-4 year old children on a weekly basis.</li> <li>5. Hire a bus for a term to trial morning pick-ups and afternoon drop offs to provide a service, for the opportunity to increase enrolments.</li> </ol>
Curriculum and Teaching Effectiveness	<ol style="list-style-type: none"> <li>1. School Improvement journey with AIS on developing whole school approach to discipline and a one room school model for some subject areas.</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. Upload all programs onto Sharepoint and refine programs to become NESA compliant.</li> <li>4. Introduce a Whole School Well-Being Program</li> <li>5. Introduce Bush School, continue to refine and make the program NESA compliant through cross-curricular integrations.</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. Upgrade of classrooms</li> <li>b. Resource the Bush School area.</li> <li>c. Breeze way refurbishment</li> </ol> </li> </ol>
Quality Adventist Schools	<ol 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> </ol>
Professional Development	<ol style="list-style-type: none"> <li>1. Encourage and support staff to attend relevant PD for areas of personal interest as well as for school-focussed programs.</li> <li>2. Continue to review and upgrade First Aid qualifications.</li> <li>3. Continue to train staff in IntiaLit to promote solid literacy skills and strategies in the beginning years of school.</li> </ol>

Community Participation	<ol style="list-style-type: none"> <li>1. Continue hosting Mother’s Day, Father’s Day and Grandparent’s Day, ANZAC ceremony, NAIDOC week celebrations programs.</li> <li>2. Continue to promote the school through Bush School programs and activities.</li> <li>3. Continue to develop relationships with local preschools and churches.</li> <li>4. Local Youth groups to attend Friday night vesper programs on a fortnightly basis.</li> <li>5. Pathfinder club has access to our hall and grounds to run their program through 21-22.</li> </ol>
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**Achievement of Priority Areas listed for improvement in the 2023 Report.**

Area	Priorities ( <i>WIP – Work in Progress</i> )
Enrolments	<ol 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 2024. <i>WIP</i></li> <li>3. Maintain and modify the effective transition process from our Pre-Kindy program to Kindergarten. <i>Implemented early years into Kindy program.</i></li> </ol>
Curriculum and Teaching Effectiveness	<ol 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.</li> <li>5. Continue to include Differentiation pedagogy using multiple intelligences and Blooms Taxonomy. <i>WIP</i></li> <li>6. Create rubrics as an explicit form of teaching and assessment.</li> <li>7. Working with Primary Curriculum consultant for Sharepoint programs across all Stages during 2021.</li> </ol>
Physical Development/BGA	<ol style="list-style-type: none"> <li>1. Continue to selectively clear Bush School surrounds for more bush walking opportunities.</li> </ol>

**12 Initiatives promoting respect and responsibility**

Initiative or area of activity	Description of initiative or activity
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<b>Values Awards</b>	Promoting and rewarding school values through a Values program. We use the ten values promoted by Adventist Schools Australia.
<b>Care for your own property</b>	Children are encouraged to take additional responsibility for their own materials, homework and behaviour. All students are responsible for tools and equipment in the Bush School setting and need to care for and return all equipment to the correct storage places.
<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. Incorporating the four PB4L pillars in our worship times (Respectful, Responsible, Resilient and a Learner) Teaching appropriate behaviour for a variety of venues and situations. Especially when students travel off campus.  We continue to implement Initialit through the lower years of the school commencing in 2023. This program is direct instruction for all years.
<b>Citizenship and Civic Duties</b>	Direct teaching of duties to others and right ways of treating them. Embracing Remembrance Day at school on 11/11. Hosting an ANZAC ceremony at school. Visit and host senior citizens from a local nursing home.

### 13 Parent, student and teacher satisfaction

Insight SRC survey -Parent Satisfaction Survey

### 14 Summary financial information Head Office

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

#### Income

Income Sources	Percentage of Total Income
Fees and private income	12.12%
State recurrent grants	17.47%
Commonwealth recurrent grants	64.80%
Other Government grants	5.61%
Government capital grants	0.00%
Other capital income	0.00%

### **Expenditure**

Expenditure Costs	Percentage of Total Expenditure
Salaries, allowance and related expenses	70.89%
Non-salary expenses	29.47%
Classroom expenditure	6.97%
Capital expenditure	(7.33%)

### **15 Public disclosure of educational and financial performance**

The 2022 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 (NA for 2022)



Provides national reports on the outcomes of schooling



Provides individual school information on performance



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