



Board of Studies Annual Report 2012

Reporting on the 2011 Calendar Year

Macksville Adventist School

Owned and Operated by

Seventh-day Adventist Schools
(North New South Wales) Ltd

ANNUAL REPORT

2012

1 A message from key school bodies

After the development of the last few years, 2011 seemed to be a quiet year in this area. No new infrastructure was planned. The School council continued following the guidelines of the 2009 Accreditation visitation and policies were reviewed as per schedule. A pastoral care team was set up to oversee the welfare of the students, staff and families of the school community. This team developed and ran programs such as preschool orientation, cooking playgroup, Rough and Tough camp 1&2, Ladies' evening, and community service projects.

The exploration of the extending of the educational program into high school was still a focus, with the development of a 10 year financial management plan due by the end of the year.

Enrolments were up on previous years due to the marketing of the school into preschools.

2 Contextual information about the school (including information about National Partnerships if applicable)

Macksville Adventist School has been in existence for nearly 45 years. Its role in the community has in that time undergone, and still is experiencing, an evolution, a growing if you will. It was originally begun to service a small group of church families wanting a Christian education. It moved from its original site in Wallace Street, Macksville to Dudley Street in the mid '80s. Along with this shift came the understanding that the school had something to offer the broader community. In the last 5 years the school has raised its profile in the Nambucca Valley and is now becoming an acceptable educational option in its broader community.

Its rural outlook on Dudley Street is quite refreshing. And although the Catholic school sought to relocate there also, its plans were rejected after lengthy investigations and a court case. Because to the rulings of the court and the relatively small block on which the Adventist school sits, the school council is aware that if expansion was to take place it would have to relocate.

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	50	25	25
Year 5	0	0	100
Year 7			
Year 9			

Writing

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	25	25	50
Year 5	25	25	50
Year 7			
Year 9			

Spelling

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	50	25	25
Year 5	50	0	50
Year 7			
Year 9			

Grammar and Punctuation

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	75	25	0
Year 5	25	25	50
Year 7			
Year 9			

Interpretative Comments

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	75	25	0
Year 5	0	0	100
Year 7			
Year 9			

Interpretative Comments

Both year 3 and year 5 classes are quite small with only 4 students in each. Some of our students were brought to us after spending time at other educational institutions to see if we could lift their academic standards. Some of these students' literacy skills are well below their chronological age and work with a teacher's aid. It makes all assessment tasks difficult when they are primarily literacy based. Many of the students are shy and become easily overwhelmed when faced with assessments of this type.

3.2 Results of the School Certificate

Test	No of students	Performance band achievement by %		Grades allocated by %	
		Bands 6 - 3	Bands 2 - 1	Grades A - C	Grades D - E
English – Literacy		School State	School State	School State	School State
Mathematics		School State	School State	School State	School State
Science		School State	School State	School State	School State
Australian <u>History</u> , Civics and Citizenship		School State	School State	School State	School State
Australian <u>Geography</u> , Civics and Citizenship		School State	School State	School State	School State
Computing Skills		School State	School State	School State	School State

Interpretative Comments for School Certificate Test Results

3.3 Results of the Higher School Certificate Examination Results

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

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

Interpretative comments for Higher School Certificate Test results

4 Senior secondary outcomes

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

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

5 Professional learning and teacher standards

5.1 Professional Learning

Areas of professional learning	Teachers (number or group)
CAPE/CASE	3
Global Developmental Delay	1

Total Staff PD experiences: 4

Average cost per teacher for professional learning:

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	
(iii) teachers who do not have qualifications as described in (i) and (ii) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed <ul style="list-style-type: none"> - to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis) and - as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity 	These teachers work under the direction of another teacher and are registered as transition scheme teachers with the NSW Institute of Teachers unless he/she is a LOTE teacher	
	Total number of teachers in school	

6 Workforce composition (comment on Indigenous staff) – (Focus Area for 2011)

MAS employs 3 teachers: 1 FT teacher/principal (male), 1 FT infant teacher (female), 1 PT (0.4 FTE) teacher (male). There is also a PT chaplain (female), 1 Secretary/Bursar (female).

7 Student attendance rate and non-attendance – (Focus Area for 2011)

7.1 Average Year Level Attendance

Year Level	Average Attendance (%)
Kindergarten	
Year 1	
Year 2	
Year 3	94
Year 4	92
Year 5	97
Year 6	93
Year 7	
Year 8	
Year 9	
Year 10	
Year 11	
Year 12	
Total school attendance average	

7.2 Management of non-attendance (priority for 2011 report)

Because we are a small school communication with parents is high. Thus when a child is away or expecting to be away, parents communicate that with us. If we do not hear from the parent either through a note or through a phone call, we will make contact with the parents to confirm the reason for the absence. Many parents drop their child off at school and so have contact with teachers regularly. If a problem arises advice and direction will be sought from head office.

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

Percentage retention rate:

8 Post School Destinations (secondary schools only) – (Focus Area for 2011)

(report on the destination of all students 17 and over who left school during 2011)

9 Enrolment Policies and characteristics of the student body

Enrolment Policy (full text)(include requirement for continued enrolment – Focus Area for 2011)

Enrolment policy is defined as a policy governing the ability, permission or right of student to become a member of the school community.

Rationale

Macksville Adventist School is operated by the Seventh-day Adventist School (NNSW) Ltd, and is open to students without regard to their ethnic background, sex, or national origin. The enrolment process complies with the Disability Discrimination Act. While no religious test is applied, all students are expected to abide by the school code of conduct and to show respect to the religious sensitivities of all students in the school. Further it is expected that students attend the regular religious classes and activities of the school. Students are also encouraged to participate in out-of-school activities such as church services and clubs organised by the church – Pathfinders. As a Christian institution, it is intended that this school should function to supplement the work of the Christian home. Thus, each student shall pledge in writing, countersigned by the parent or guardian, that they will co-operate in all the activities of the school and help maintain its standard as a Christian institution.

Aims

The school community will at all times endeavour to be inclusive in all its activities – in and out of school.

Implementation

General Procedures

1. Each application for enrolment must go before the School Council's Enrolment Committee which has the power to act on enrolment requests.
2. In cases where there is doubt as to whether the prospective student will fit into the School environment the Committee may choose to take its recommendations back to the Council for final consideration.
3. Should parents falsify or suppress relevant information regarding the reasons for transferring from another school, the Council reserves the right to terminate the enrolment immediately.

Enrolment Committee

1. Composition: Principal and Council Chairperson or Class Teacher of prospective enrollee.
2. Criteria for selection as committee member:
 - a. Exemplify diplomacy and have perception of character.
 - b. Have good people communication skills.
 - c. Be an active member of the Seventh-day Adventist Church.
3. Guidelines for interview:

- a. Forum style with interview carried out in non-threatening manner.
- b. The duration and extent of the prospective student's involvement is to be determined comparable to their year level. Eg. Infants – minimal; upper primary students – longer.
- c. Parents/guardians should be given an opportunity to express their expectations of the School.
- d. Parents will be provided with a written response of the acceptance or non-acceptance of the student into the school community.
- 4. Points to be clarified
 - a. The philosophy and objectives of the School as outlined in the School Handbook.
 - b. The curriculum of the School is taught from a Christian perspective and is Biblically based. It has a Creationist viewpoint rather than a humanist or evolutionist one.
 - c. The attitudes, conduct and academic achievement of a student transferring from another School. Contact may need to be made with the previous school to verify conduct and academic potential.
 - d. The School's homework policy and assessment procedures.
 - e. Parent involvement in the School which emphasises support for the School standards and the smooth operation of the School community. Ways in which parents can be involved should be given. Eg. Canteen, Working Bees, classroom activities.
 - f. School fee policy. Fees are due at the beginning of each term, with discounts applying for prompt payment.
 - g. A code of behaviour includes:-
 - i. wearing the School uniform as outlined in the School Handbook
 - ii. The positive nature of our discipline policy, including positive feedback for good behaviour, and the list of negative behaviours which could detract from this reward, and its consequences as outlined in Handbook.
 - iii. Attendance and punctuality.
 - iv. A positive Christian view of our community which would include but not be limited to refraining from unacceptable behaviour such as swearing, stealing, obscene or aggressive behaviour, and the possession of knives and other weapons, addictive substances or obscene literature, etc.
 - h. In some instances full classes may result in a student being placed on a waiting list.
 - i. No more than generally 25 students should be admitted into each classroom. This figure will be influenced by such things as students with special needs in the classroom and classroom dynamics.

Enrolment Procedures

These procedures are for all prospective students of the School, regardless of religious affiliation. However, when a child has been accepted at the school, his/her siblings need not

attend an enrolment interview unless it is specifically considered necessary. The principal may streamline any of the listed procedures.

1. Parent inquiry is referred to the Principal.
2. Principal has a preliminary interview with the parent/s. This interview should include the following:
 - a. Brief outline of mission, philosophy, objectives and curriculum of the School.
 - b. Ascertaining age of child. Children will be accepted into Kindergarten if they have had their 5th birthday before the start of the school year. Children whose 5th birthday falls after this date, but before April, may be allowed to start if the Enrolment Committee is satisfied that they are ready to start school. Kindergarten students will only be accepted at the start of the school year, unless they are transferring from another school. Children whose birthday falls after this date will be asked to wait until the following year before being accepted.
 - c. Determining reasons for parents wishing to enrol the child.
 - d. Expectations of the school and of the parents.
 - e. Financial basis of funding of the School.
 - f. Procedures to be followed for enrolment.
 - g. Tour of the School facilities.
 - h. School Handbook, fee schedule and enrolment application form given to the parent.
3. If the enrolment application is returned to the Principal, he/she will arrange an interview with the parents, prospective student and Enrolment Committee.
4. Following the interview the Enrolment Committee makes a recommendation within 48 hours. This is presented to the next Council meeting for ratification.
5. A \$100 deposit towards fees is paid prior to the student's entry into class.
6. Students accepted are placed on 3 months probation to allow both parties to ascertain whether a correct decision has been made.
7. The Principal notifies the parents of the Enrolment Committee's decision by telephone and this notification is confirmed in writing that the probation period is over.
8. Confirmation of Enrolment forms are to be completed and returned with \$100 deposit towards the next year's fees by end of November each year.

Composition/characteristics of the student population

The student body is made up of students from diverse backgrounds. Significant numbers come from non-Adventist or non-Christian backgrounds. Some students join our school community because of their problems (primarily bullying) fitting in with their previous school. Some come to us because they are having problems academically. Students also come from a range of socio-economic backgrounds.

The school has a spread of students across all grades with a slight bias in the lower grades. It also has a bias toward the male gender.

10 School Policies

Student Welfare Policy (Manual 5.6.2)

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Rationale:

- All children have a right to feel and be safe. Teachers with reasonable grounds for suspecting that a student has, or will be, exposed to injury through maltreatment have moral and possibly legal responsibilities to report the situation to an officer of the appropriate authority.

Aims:

- To ensure that children's rights to be safe are maintained and that each child is protected against injury resulting from physical or sexual abuse.

Implementation:

- Principals of district, primary or infant schools, mistresses in charge of infant schools, teachers in charge of kindergartens, Department of Education officers engaged primarily in welfare work, and guidance officers have a duty by virtue of Statutory Rule No 305/1977 to report suspicion on reasonable grounds of injury to students through maltreatment.
- Teachers who suspect child abuse will initially report to, and discuss the matter with, the principal.
- Teachers who have reasonable grounds for suspecting a child has suffered maltreatment, or that there is substantial risk that the child will suffer maltreatment, can lawfully make such a report without fear of legal repercussion.
- The principal and teacher may choose to investigate the matter further, including a discussion with the child involved.
- The principal and staff member may contact the Child Protection Board to discuss the case in anonymous terms with an officer of the Board to determine whether or not the circumstances warrant a report.
- The principal and/or the teacher involved may then choose to formally report the matter to the Child Protection Board.
- All details will be fully documented and retained.

- Confidentiality will be maintained at all times.
- Subsequent concerns about the same child will also be brought to the attention of the principal.
- Representatives of the Child Protection Board will be contacted by the principal with the view to providing staff with professional development relating to the signs and reporting of child abuse.

Evaluation:

- This policy will be reviewed as part of the school's three year review cycle.

This policy is kept on campus in the office. A copy can be obtained from the office staff or the principal

This policy is due to be reviewed 2012

Discipline Policy (Manual 5.7.1; 5.7.2)

Discipline Policy (Manual 5.7.1; 5.7.2)

Rationale:

Positive and responsible student behaviour is essential to the smooth running of the school, to the achievement of optimal learning opportunities, and to the development of a supportive and cooperative school environment.

Aims:

- To build a school environment based on positive behaviour, mutual respect and cooperation.
- To manage poor behaviour in a positive and professional manner.
- To establish well understood and logical consequences for student behaviour.

Implementation:

- Our school will develop, through a process of wide community consultation, a student code of conduct, which outlines amongst other things, agreed behavioural development and management strategies.
- Our code of conduct will place significant emphasis on the development and recognition of positive behaviours.
- All students will develop individual learning plans that include behavioural goals. Student individual academic reports will include details regarding student behavioural achievement.
- Peer mediation and peer counselling will be key strategies employed to guide and develop student behaviour.
- The school will deliberately engage the services of successful young people as guest speakers or workshop facilitators etc to act as positive role models.
- We will provide a wide range of positive extra-curricula activities for students including sporting, theatrical, leadership, community service and appropriate leisure pursuits.
- Positive student behavioural achievement will be appropriately recognized.
- An up-to-date database of student behaviour will be maintained.
- All staff will undertake professional development on student behaviour and discipline management.
- The school curriculum will include units on resilience, peer pressure, positive choices, bullying, conflict resolution and leadership.
- Students experiencing difficulty achieving positive behavioural outcomes will undertake individualised behaviour management programs focussing upon agreed goals.
- Consequences for ongoing inappropriate behaviour may include counselling, loss of privileges or suspension.
- Parents will be kept informed, and actively encouraged to assist in the development of their children's behavioural performance.

It should be noted that at no time will corporal punishment be used as a form of discipline with any student.

Evaluation:

This policy will be reviewed annually as part of the school's three-year review cycle.

This policy is kept on campus in the office. A copy can be obtained from the office staff or the principal

Changes in 2011 were only minor wording adjustments

Complaints and Grievances Policy

Where possible, a complaint should be resolved informally with the employee. Where a more formal procedure is required, the Guidelines are to be used, including the relevant Forms.

3.1 A complaint or grievance may be reported as an actual or perceived wrong by employees, parents, caregiver, students, or persons in the community. Complaints, allegations or grievances may be verbal, in writing, or by email from the complainant.

3.2 It is recommended that a complaint should be made to the supervisor in the area where the problem occurred, or if there are concerns about this, the complaint should be made to an administrator

3.3 When a complaint is made, an attempt should be made to resolve the complaint informally. Where a more formal procedure is required, the Guidelines are to be used, including the relevant Forms.

The procedures are based on principles of natural justice. This involves procedural fairness including 'the hearing rule', the 'bias rule', and the 'no evidence rule'. Possible outcomes of an investigation into a complaint (including a vexatious complaint) may include: an apology, a warning letter, termination of employment, a mediation/conciliation meeting to resolve issue/s or other, depending on the finding made

For complete policy, see Policy For Managing Complaints and Greivances provided by the Company.

This policy is kept on campus in the office. A copy can be obtained from the office staff or the principal.

This is a conference-based policy and thus is reviewed at the administrative level and amendments are made and passed down. There were no changes made in 2011.

11 School determined improvement targets

Priority Areas for Improvement for 2011 (Schools in National Partnerships should include items from their school plan)

Continuing development of curriculum documents within the school. This has been an ongoing process over the last few years. With the looming introduction of the Australian curriculum and our expansion to a two-class school this was and is a priority.

The new library is now in use. Stocking it with the relevant resources was a priority that was hampered by the lack of funds. Progress was there but at a slow pace.

Developing a financial management plan to give guidance to the exploration of expanding the educational offerings into high school was a priority. In conjunction with our administration office

a consultant was commissioned to prepare a document outlining the financial commitment required. The document had not been completed by the end of 2011.

The establishment of a Pastoral Care team enhanced the school's program by bringing under one umbrella many activities that were happening in the school. This brought a more professional approach to things like the resilience program, incorporating campout and sleepover, curriculum units and formal dinner.

Achievement of Priority Areas listed for improvement in the 2010 report (Schools in National Partnerships should include achievements of items from their school plan)

Many of the priority areas set out for 2010 were expected to be ongoing, for example the curriculum development and the policy review process. However, the putting in place of a procedure to guide these activities was successful. These procedures now drive the ongoing nature of these areas.

The library development and set up went well. However, with limited funding this will take more time to achieve.

The high school proposal is not just based with MAS but impacts on the NNSW educational system. Our goals for this will thus be reliant on the administration office and our Board of Directors. This will take time.

12 Initiatives promoting respect and responsibility

The development for the boys of a Rough and Tough program has put rights, respect and responsibilities in a new light with the student body. This program was developed (and is continuing to go through an evolution) to challenge the social perception of the macho image and the perceived set of behaviours that go along with that. The ultimate goal of this program is to see that it takes a tough person to stand up for what is right and to show respect to all members of our society.

The program for the girls was to show that they have value and to build their self-esteem. Again, this program challenged to social perception of what is of value and of beauty.

These programs were brought together in the final event as a formal dinner where the boys waited on the girls and the girls' mums. Tough boys can show respect to female peers and adults without being weak or silly.

Cooking playgroup and our community service programs try to engender in the students that they have a responsibility to look after the vulnerable members of our community – both locally and globally. Senior students are invited to support and help preschool children in a fun and hands-on manners as children participate in a cooking playgroup that is run over eight sessions. Students develop tolerance, patience, responsibility and to serve all in the atmosphere of fun.

Students also learn about the plight of others that are less fortunate and that it is their responsibility as part of the community to help where possible. Thus as various opportunities for

the support of charities arises students are given the chance to take part in some way. For example, the school supports an Asian Aid child. Fundraising for this project is through a formal dinner. At which the students wait on diners and help them through the evening.

13 Parent, student and teacher satisfaction

Being a small school the staff is able to touch base with parents and families regularly. Much emphasis in our community is placed on communication. Because of this staff is constantly taking opportunity to talk with parents of students both within their own class and within the other class. This allows for greater understanding of issues and also the opportunity to resolve any apparent problems.

Parents know what is happening at school emotionally socially and academically with their children. This makes for very satisfied clients. We have trialled surveys to find out feelings and satisfaction levels but continue to discover direct face-to-face conversations the best way to gauge client satisfaction.

Teachers spend a portion of each morning before school together, chatting about issues that may impact upon the various facets of our school community. Teachers are given opportunity to have input into programs, are invited to participate and share their ideas. This leads to a strong and vibrant partnership.

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	
State recurrent grants	
Commonwealth recurrent grants	
Other Government grants	
Government capital grants	
Other capital income	

Expenditure

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

15 Public disclosure of educational and financial performance

The Annual report will be posted on the school's website and available on request from the school's office.

SECTION 2

CHECKLIST

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

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



Participates in National Student Assessments – NAPLAN



Provides national reports on the outcomes of schooling



Provides individual school information on performance



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



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



Implements the National Curriculum as it becomes available



Has an annual certificate of financial accountability from a qualified accountant



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



Participates in program evaluations