



Board of Studies Annual Report 2014

Reporting on the 2013 Calendar Year

Macksville Adventist School

Owned and Operated by

Seventh-day Adventist Schools (NNSW) Ltd

ANNUAL REPORT 2014

1 A message from key school bodies – (School Council and Student representative Council)

Macksville Adventist School (MAS) has been working on strengthening its ties and relationships with its neighbouring pre-school centres, implementing regular programs such as Cooking Playgroup, Science Day and Pre-Kindergarten Transitioning programs. This strategy has resulted in a growing number of enrolments in the lower grades and an increased awareness of the school in the local and now, much broader community.

The Literacy and Numeracy School Action Plan implemented by the State Government through the “Principals as Literacy Leaders” is continuing for MAS, with a further 3 years of funding (to the end of 2016) to improve both components. This program has helped to fund a second Teacher’s Aid at MAS and increased both the time spent and quality of work achieved for those students who required more personalised program in these areas.

In 2013, MAS continued preparing for its forthcoming audit (in 2014) and reviewing all policies and guidelines as necessary.

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

Macksville Adventist School (MAS) has been in existence for nearly 45 years. Its role in the community has in that time undergone, and still is experiencing, an evolving process. It was originally begun to service a small group of church families wanting a Christian education. Along with this evolution came the understanding that the school had something to offer the broader community. In the last 6 years the school has raised its profile in the Nambucca Valley and is now becoming an acceptable educational option in its broader community. Because of this, student numbers have increased, predominantly in the lower grades, leading to growth coming from the bottom.

Macksville Adventist School is a small school with small numbers of students per grade. Within this structure, the Literacy and Numeracy results from the Naplan Tests have not allowed an accurate view of the students’ achievements, something most small schools would struggle with.

As MAS is participating in the State Government funded ‘Literacy and Numeracy School Action Plan’, Professional Development for detecting at risk students, developing individual plans for these students and improving teacher quality are a focus.

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	50	0
Year 5	0	100	0

Writing

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	0	100	0
Year 5	0	100	0

Spelling

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	0	100	0
Year 5	50	50	0

Grammar and Punctuation

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	0	100	0
Year 5	0	100	0

Interpretative Comments

The cohort in both year 3 and year 5 were quite small with only two students participating in the Naplan in each grade. The literacy results highlight the strengths each student displays.

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	50	50	0
Year 5	0	50	50

Interpretative Comments

With only 2 students in both year 3 and year 5 the results are slightly skewed. We see here one student in year 3 struggling with numeracy and in year 5 one student performing well.

3.2 Record of School Achievement

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

3.3 Results of the Higher School Certificate Examination

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

4 Senior secondary outcomes

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

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

5 Professional learning and teacher standards

5.1 Professional Learning

Areas of professional learning	Teachers (number or group)
Principals As Literacy Leaders – 7 x 1 day sessions	1
Empowering local schools – 5 x 1 day sessions	1
MultiLit – 2 day sessions	4
Teaching In a Multi-grade Classroom/Differentiated Learning – 2 days	1
Live Life Well – 2 days	1
School Improvement – QASF - 2 days	3
Literacy – AIS - 4 sessions	3

Total Staff PD experiences: 23

Average cost per teacher for professional learning: \$3500

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	3

6 Workforce composition (comment on Indigenous staff)

The staff at the school includes two male teachers and one female teacher, making up a FTE of 2.6. MAS employs a female chaplain and two female teacher's aides. There are no indigenous persons on the staff.

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

7.1 Average Year Level Attendance

Year Level	Average Attendance (%)
Kindergarten	94
Year 1	97
Year 2	92
Year 3	95
Year 4	84
Year 5	93
Year 6	92
Total school attendance average	92

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

The old 'policy' had some informal components to it. It was reviewed and a new guideline was drafted up to better guide our growing school. These informal components were replaced with more formal procedures giving teachers clear directions to follow.

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

Percentage retention rate:

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

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

9 Enrolment Policies and characteristics of the student body

Enrolment Policy (full text)(include text which complies with Disability Discrimination Act and requirement for continued enrolment – Focus Area for 2013)

ENROLMENT

GUIDELINE

Rationale

Macksville Adventist School is operated by the Seventh-day Adventist Schools (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, support its ethos and show respect to the religious sensitivities of all students in the school.

As a Christian institution, it is intended that MAS should function to supplement the work of the home and the community.

Aims

The enrolment guidelines provide a mutual understanding for both MAS and the future student and their family for:

1. The clarification the student's journey thus far and why they wish to be a part of the MAS community.
2. The Mission and purpose of MAS.
3. The holistic educational journey we will take together.
4. The expectations and requirements of both MAS and the student on that journey.

Enrolment Committee:

The Enrolment Committee is composed of the Principal and Chaplain, and if required, the class teacher of the prospective student (the composition of this committee is set by the school council).

Enrolment Procedures:

These procedures are for all prospective students of the School. 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. This may include an informal interview where introductory information is given and the enrolment package is passed onto the family.
2. MAS receives an enrolment application with a deposit.
3. The Enrolment Committee organises and facilitates a formal interview with the prospective family. Should parents falsify or suppress relevant information regarding the student, the Enrolment Committee reserves the right to terminate the enrolment immediately.
4. Following the interview the Enrolment Committee may offer the student a position at MAS.
5. That offer is accepted.
6. Senior students are required to sign the *MAS Senior Students Word of Honour Contract*.
7. Students accepted are placed on 3 months probation to allow both parties to ascertain whether a correct decision has been made. At the end of that period, there are three alternatives:
 - a. The student's position at MAS is terminated.
 - b. The student's probation period is extended.
 - c. The probation period is over and the student's tenure at MAS is made permanent.

The principal will communicate the final outcome with the student's parents.

This policy was last ratified by the MAS School Council in: JULY 2013

Composition/characteristics of the student population

The school has students ranging from kindergarten through to year six. This means that the age range is from approximately 5 all the way up to 12. Students come from a variety backgrounds and families holding down careers ranging from unskilled labour to professional, tertiary trained. Some hold down no permanent job. Students also come a variety religious backgrounds.

There is one student with a disability. He has a severe vision impairment.

There is a predominance of male students as opposed to female students, though the lower grades are more gender balanced. There are no indigenous students enrolled at the school at this stage.

10 School Policies

Student Welfare Policy (Manual 5.6.2)

STUDENT WELFARE

GUIDELINE

Rationale

- Macksville Adventist School provides nurture for all students in a Christian community while educating and developing character in a secure and safe environment.

Aims

- To develop a positive environment where all staff take responsibility for the safety and security of all students.
- Children develop positive social behaviours and problem solving skills.
- Staff are confident, skilled and proactive in the management of student welfare issues.
- Communication is encouraged between home and school.

Implementation

- Student Welfare is a shared responsibility between school, home and the community.
- The school chaplain, with the principal, will coordinate student welfare across the school.
- The school will adopt a proactive strategy with issues of student welfare.
- The school will implement welfare support structures and programs which prioritise and address the identified needs of individual students or the school.
- The school will endeavour to implement and maintain programs such as but not limited to, Chapel programs, breakfast club, resiliency programs, developing family relationships.
- Staff will regularly address issues such as bullying and ensure that students are confident to work through these.
- The school will provide the following support structures: -
- Monitoring of, and responding to, protracted student absences
- Protocol for Mandatory Reporting
- The school will facilitate access to outside services to provide support for students and staff that include but not limited to psychological assessment, community welfare, school nurse.

- Our school will comply with all privacy issues in accordance with current legislation and departmental requirements – see separate Privacy policy.

Implementation

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

This document is held in the staff policies book and the parents book. A copy can be obtained through the school office.

The policy was reviewed in September of 2013 and any adjustments necessary were made.

Discipline Policy (Manual 5.7.1; 5.7.2)

DISCIPLINE GUIDELINE

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.

- 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 should 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
 - Suspension
 - Expulsion
 - Exclusion.

Exclusion will be from re-enrolling at MAS or enrolling at any other school within the Adventist Education (NNSW) Ltd system.

- Parents will be kept informed, and actively encouraged to assist in the development of their children's behavioural performance.

Evaluation

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

This 'policy' is held in the staff policy book and also in the parents' policy book.

This policy was on the cyclic review and was to be reviewed in 2014

Complaints and Grievances Policy

This policy is a large policy covering a range of subjects annexed by the title. The policy is to:

To provide procedures for management of complaints or grievances about matters of concern raised by students, parents, employees or other relevant persons. A complaint may be about services provided, behaviour, decisions made, policies or procedures.

It covers the following areas:

- Causes of grievances
- Process for making a complaint
- Complainant
- Principles for handling complaints or grievances
- Investigation procedure
- Appeal
- Suspension during an investigation
- Findings
- Actions where a complaint or grievance is found to be sustained or have merit
- External resolution

This policy may be found in the school's policy book, in the parent's policy book.

11 School determined improvement targets

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

The school has a few areas highlighted for improvement:

NSW Literacy and Numeracy Action Plan – in partnership with the state government, MAS is working to improve the levels of numeracy and literacy. 2013 was year one of a four year, ongoing project. In 2014 the focus will be on addressing quality teaching in literacy and numeracy. Professional Development sessions will be organized for all the staff.

2014 will see the trialling of the new National Science curriculum and the development and implementation of the Maths curriculum due in 2015. PD days will up-skill teachers as this deadline nears. It will also be the first year of the English Curriculum. The fine-tuning of this curriculum will be a priority.

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

The NSW Literacy and Numeracy Action Plan saw the development of an intervention program for students below the benchmark. The particular focus was on tier 3 – students at high risk. This program

was quite successful with 67% of students in tier 3 being integrated back into class. The added bonus was that a number of tier 2 students being able to spend more time in class.

12 Initiatives promoting respect and responsibility

During 2013, MAS implemented various programs that fell under the banner of Pastoral Care. Of these, a pre-school transitioning program, "Cooking Playgroup" was held. This event sees up to twenty pre-school aged children (and their teachers and carers) attend our school, once per week for four weeks, for a morning of healthy cooking, playing, making crafts, learning and eating together – and our MAS senior students help.

The senior students mentor, advise and support the pre-schoolers in all aspects of the program, from reading recipes and helping with crafts to modelling respectful and responsible behaviour to our guests. Feedback from participating pre-school centres emphasises the way MAS students proudly wear their uniform and the kind and nurturing way MAS students perform their tasks on the day.

Even though we are a small school, MAS also has a leadership program in place. One student is elected by the student body to be "Captain" and another to be "Prefect". A part of this program is to foster responsibility and respect in these students, by giving them regular leadership duties. The Captain participates in presenting reading awards at each weekly assembly and is expected to show responsibility and care in their interaction with students in the classroom and the playground.

As well as students, staff are also expected to display respect and responsibility at MAS. As MAS does not have "Heads of Departments" like some larger schools, each staff member is allocated responsibilities to contribute to the overall running of the school; sometimes more than what is expected where there is a larger staff pool for general and extra-curricular operating procedures.

13 Parent, student and teacher satisfaction

Parents

At the close of each school year, parent surveys are completed to provide directives for the future. From the last parent survey, the highlights of parent satisfaction are as follows:

- Small school – great high ratios of teachers to students
- Fun, family atmosphere
- Quality Christian education
- Great rural setting
- Holistic interactions between school, church, families and community
- Professional, reliable staff
- Open and approachable with staff/parent/student communication
- Upholds high standards and values
- High levels of caring between students, families and staff
- Maintains the importance of serving the community

Students

Many parents have commented in the previous parent surveys completed at the end of each year, that their children are happy at MAS and look forward to coming to school each day. Because of the low teacher to student ratio, students enjoy learning and value the support that is continually offered in the classroom environment.

Parents have also commented on the stability that MAS provides their children, resulting in happier students who are eager to learn.

Teachers

During 2013 a survey was held collecting data about the relationship between the principal and the staff. The response from the survey indicated that the staff had a positive approach to their work environment.

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	23
State recurrent grants	8
Commonwealth recurrent grants	34
Other Government grants	26
Government capital grants	9
Other capital income	0

Expenditure

Expenditure Costs	Percentage of Total Expenditure
Salaries, allowance and related expenses	59
Non-salary expenses	32
Classroom expenditure	8
Capital expenditure	1

15 Public disclosure of educational and financial performance

The 2013 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 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