



**Board of Studies, Teaching and  
Educational Standards NSW  
Annual Report  
2015**

**Reporting on the 2014 Calendar Year**

**Macksville Adventist School**

Owned and Operated by

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

# ANNUAL REPORT 2015

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

In 2014, Manning Adventist School (MAS) underwent a BOSTES audit. This was taken out by a team, guided by representatives of BOSTES. This gave valuable feedback in areas of strength and areas that need to be strengthened. Strategies were put in place to work where needed. MAS also participated in an 'embedding excellence' program review referred to as "Quality Adventist Cyclic Review". This program is overseen by the education department of the Seventh-day Adventist Church. It involved the school community going through a self-review process and then having an external body come in and walk through the findings with the school community.

Macksville Adventist School (MAS) has continued working on its ties and relationships with its neighbouring pre-school centres, running 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). 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. It has also enabled tier 1 (classroom presentations) to be strengthened through professional development for staff.

## **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 48 years. Its role in the community has, in that time undergone and is still experiencing, an evolving process. It originally began as a service to 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. There are also transfers in during the school year.

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		33	67
Year 5		100	

##### Writing

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3		33	67
Year 5		100	

##### Spelling

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3		33	67
Year 5	100		

### Grammar and Punctuation

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3		67	33
Year 5	100		

### Interpretative Comments

The cohorts for both years are quite small with only one student in year five and 3 in year 3. These small figures skew percentages.

### 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			100
Year 5	100		

### Interpretative Comments

The cohort in both year 3 and year 5 were quite small with only one student in year 5 and 3 students in year 3 participating in the NAPLAN assessment.

### 3.2 Record of School Achievement

Not applicable. (Relevant only for schools with grade 10 students)

### 3.3 Results of the Higher School Certificate Examination

Not applicable.

## 4 Senior secondary outcomes

Not applicable.

## 5 Professional learning and teacher standards

### 5.1 Professional Learning

Areas of professional learning	Teachers (number or group)
Literacy	6 + (3x5)
Numeracy/LIEN	3 + (5x3)
Live Life Well	1
Curriculum Development	1
First Aid	4
<b>Total Staff PD experiences:</b>	<b>46</b>
<b>Average cost per teacher for professional learning:</b>	<b>\$217</b>

### 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"> <li>- to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis) and</li> <li>- as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity</li> </ul>	These teachers work under the direction of another teacher and are registered as transition scheme teachers with the NSW Institute of Teachers unless he/she is a LOTE teacher	
	<b>Total number of teachers in school</b>	<b>3</b>

## 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 2014)

### 7.1 Average Year Level Attendance

Year Level	Average Attendance (%)
Kindergarten	94
Year 1	96
Year 2	90
Year 3	90
Year 4	94
Year 5	90
Year 6	92
<b>Total school attendance average</b>	<b>92.3%</b>

### 7.2 Management of non-attendance (priority for 2014 report)

The guidelines for attendance which covers non-attendance is reviewed annually. Communications between school and home on absenteeism is frequent particularly if the student is absent over significant periods. If no satisfactory results are achieved through this process the government home liaison officer (or Aboriginal liaison officer) will be contacted.

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

Not applicable.

## 8 Post School Destinations (secondary schools only) – (Focus Area for 2014)

Not applicable.

## 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 2014)



### ENROLMENT

#### GUIDELINE

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#### **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 of 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 School council may be notified and kept up to date if there are any irregularities in this period.

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. The school will work closely with the AIS to ensure any student with disabilities is accommodated fully.

### **Composition/characteristics of the student population**

During 2014, Macksville Adventist School had a total 'transient' student population of 34 students. Of these, 12 were girls and 22 were boys.

Two class levels consisted of K-3 and 4-6.

Four students were categorised as students with special needs.

Two students were Indigenous Australians.

It is imperative that the enrolment process at Macksville Adventist School does not discriminate against any student.



## 10 School Policies

### Student Welfare Policy (Manual 5.6.2)

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

Macksville Adventist School provides nurture for all students in a Christian community while educating and developing character in a secure and safe environment. We believe all children have the right to feel safe and supported in their school environment. As staff at MAS, 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.

Policies and Guidelines for this include but not limited to:

1. Safe and Supportive Environment Policy
2. Anti-Bullying Guideline
3. Anti-Discrimination Guideline
4. Anti-Harassment Guideline
5. Community Service Guideline
6. Critical Incident Management Guideline
7. Emergency Management Guideline
8. First Aid Guideline
9. Gender Equity Guideline
10. Medications Guideline
11. Pastoral Care Guideline
12. Privacy Guideline
13. Student Welfare Guideline
14. Students with Limited Abilities Guideline
15. Sun Smart Guideline

#### *Location of the full text of the Student welfare policy (including how to get a copy)*

Two hardcopies of the MAS Student Welfare Guideline (which comes under our Safe and Supportive Environment Policy) can be found in the *Macksville Adventist School Policy and Guidelines Manual* located in the main foyer of the school (Parent and Community Copy) and inside the Principal's office.

Digital copies can be found on the Principal's Personal Assistant's computer. To attain a copy a request must be made to the MAS Principal.

#### *Changes made to the policy during 2014 – (Focus Area for 2014)*

In 2014 MAS underwent a BOSTES audit. Some policies and guidelines were developed prior to or after the audit, and all policies or guidelines that were already in use underwent a vigorous review.

## **Discipline Policy (Manual 5.7.1; 5.7.2)**

### *Summary of policies for Student Discipline*

All children have a right to a discipline system that is based on procedural fairness and expressly prohibits the use of 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 is well understood by students and staff.

MAS believes that positive and responsible student behaviour is essential to the smooth running for the school, to the achievement of optimal learning opportunities, and to the development of a supportive and cooperative school environment. As a part of this policy, there are clear written processes and procedures in place for suspension, expulsion and/or exclusion of students if needed.

Policies and Guidelines for this include but not limited to:

1. Student Management Policy
2. Discipline Guidelines (SDA Schools NNSW Ltd)
3. Discipline Guideline

### *Location of the full text of the Discipline policy (including how to get a copy)*

Two hardcopies of the MAS Discipline Guideline (which comes under our Student Management Policy) can be found in the *Macksville Adventist School Policy and Guidelines Manual* located in the main foyer of the school (Parent and Community Copy) and inside the Principal's office.

Digital copies can be found on the Principal's Personal Assistant's computer. To attain a copy a request must be made to the MAS Principal.

### *Changes made to the policy during 2014 – (Focus Area for 2014)*

In 2014 MAS underwent a BOSTES audit. Some policies and guidelines were developed prior to, or after the audit, and all policies or guidelines that were already in use, underwent a vigorous review.

## **Complaints and Grievances Policy**

### *Summary of policies for reporting complaints and resolving grievances*

MAS and its governing body (SDA Schools NNSW Ltd) is committed to providing a safe and supportive school environment where all individuals are treated with dignity, courtesy and respect and the risk of harm is minimized. MAS endeavours to operate as a community of faith which fosters a harmonious and productive environment for staff and students.

Where complaints arise, they should where possible, be resolved informally with the complainant. The processes and procedures are found in the brochure *Addressing Concerns & Complaints About A School*. However, where serious complaints or grievances are notified, a formal process is required to document the issue/s and processes as evidence that stated procedures were followed. This is done through the implementation of the Managing Complaints and Grievances Guideline.

Policies and Guidelines and other resources for this include:

1. Staff Management Policy
2. Conflict Resolution Guideline
3. Statements for defining Staff Complaints, Grievance and Harassment
4. Managing Complaints and Grievances Guideline

5. Grievance Resolution Flow Chart
6. Grievance Forms for formal processing.
7. Parent information Brochure "Addressing Concerns and Complaints About School"

*Location of the full text of the Complaints and Grievances welfare policy (including how to get a copy)*

Two hardcopies of each policy, guideline or resource can be found in the *Macksville Adventist School Policy and Guidelines Manual* located in the main foyer of the school (Parent and Community Copy) and inside the Principal's office.

Digital copies can be found on the Principal's Personal Assistant's computer.

To attain a copy of either policy a request must be made to the MAS Principal.

*Changes made to the policy during 2014 – (Focus Area for 2014)*

In 2014 MAS underwent a BOSTES audit. Some policies and guidelines were developed prior to, or after the audit, and all policies or guidelines that were already in use, underwent a vigorous review.

## **11 School determined improvement targets**

**Priority Areas planned for Improvement in 2015** (Schools in National Partnerships should include items from their school plan)

As part of the New South Wales Literacy and Numeracy Action Plan, 2015 sees the implementation of a new spelling program that dovetails with the school's focus on a phonics-based reading program. Also, teachers will attend professional learning courses to develop their skills in the presentation and instruction of Literacy skills. Numeracy assessments will be refined to more clearly enunciate areas of need within students.

**Achievement of Priority Areas listed for improvement in the 2014 report** (Schools in National Partnerships should include achievements of items from their school plan) – (Focus Area for 2014)

With the strengthening of the intervention program for literacy and numeracy 2014 saw students at risk improve their skill levels markedly. Screening of students as they enrol at MAS has become more thorough and individual educational programs more focused on specific needs.

## **12 Initiatives promoting respect and responsibility**

Macksville Adventist School has a strong focus on building positive relationships within the school and its wider community, and building resilience within the students. Because of this, programs and events are held throughout the year, promoting connection, respect and responsibility. These programs and events include, but are not limited to, the following:

**Cooking Playgroup** – inviting pre-school aged children into our facility to learn healthy cooking and eating methods. Senior students mentor and befriend the participants.

**Rough 'N' Tough** – All boys at MAS from grades K-6 were invited to participate in an overnight program that focused on building resilience, character and friendships. These events were held in age appropriate levels.

**Girl's Sleepover** – All girls at MAS from grades K-6 were invited to participate in an overnight program to enable and develop friendship, character, self-esteem and awareness of self.

**Service** – Each term of the year, MAS students are encouraged to participate in providing support in an MAS approved charity. This saw MAS students collecting donations for the Red Cross Calling campaign, helping at an ADRA Fete day in Nambucca Heads, waiting on tables and providing kitchen help for a fundraising dinner for our MAS sponsor child and compiling gifts into shoeboxes for Operations Christmas Child.

**Parent and Child Events** – MAS believes that the relationship a child has with its parents or adult guardians is special and needs to be nurtured. MAS held four special events to build respect, friendship and memory events between specific relationships including; Mother and Son's Day, Father and Daughter's Day, Father and Son's morning and Mother and Daughter's Banquet.

### 13 Parent, student and teacher satisfaction

At the end of 2014, MAS encouraged staff and parents to participate in an online survey managed by marketing company, Vividus. The results of this survey, in the areas pertaining to satisfaction, brought the following results:

66% Very Satisfied  
33% Satisfied  
0% Neutral  
0% Unsatisfied  
0% Very Unsatisfied

## 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	17.50
State recurrent grants	8.38
Commonwealth recurrent grants	52.99
Other Government grants	21.13
Government capital grants	0.00
Other capital income	0.00

### Expenditure

Expenditure Costs	Percentage of Total Expenditure
Salaries, allowance and related expenses	70.31
Non-salary expenses	20.02
Classroom expenditure	8.78
Capital expenditure	0.89

## 15 Public disclosure of educational and financial performance

The 2014 Annual report will be published on the school's website and available on request from the school office.

## SECTION 2

### CHECKLIST

Commonwealth legislation (**Australian Education Act 2013** and accompanying **Australian Education Regulation 2013**) includes the following requirements not listed as part of the BOSTES requirements for registration and accreditation.

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

- Participates annually in National Student Assessments, NAPLAN, and other sample assessments as invited.
- Provides Student Background information for all students participating in the assessment listed above.
- 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