



# **Board of Studies, Teaching and Educational Standards**

**Annual Report  
2016**

**Reporting on the 2015 Calendar Year**

**Macksville Adventist School**

Owned and Operated by

Seventh-day Adventist Schools  
(NNSW) Ltd

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

In 2015, Macksville Adventist School expanded from two classrooms to three, and now comprises of a K-1, 2-3 and 4/5/6 classroom. The addition of another classroom and teacher has exponentially increased the learning and physical environment for the students at MAS.

During 2015, MAS also continued its journey implementing an 'embedding excellence' program referred to as the "Quality Adventist Schools Framework". This program is overseen by the education department of the Seventh-day Adventist Church. It involves 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.

In 2015, MAS began working on new topical components including Teaching Practices, Assessment and Reporting, Curriculum, Students and Their Families, Finances, Facilities and Resources and Sharing Faith.

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 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 further 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 a 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. 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	25	25	50
Year 5	25	25	50

##### Writing

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	0	0	100
Year 5	40	40	20

##### Spelling

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	25	0	75
Year 5	0	0	100

##### Grammar and Punctuation

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	0	25	75
Year 5	40	40	20

##### Interpretative Comments

The cohorts for both years are quite small with only six students in year 5 and four students in year 3. These small figures have the potential to 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	0	0	100
Year 5	0	60	40

## Interpretative Comments

The cohort in both year 3 and year 5 were quite small with only six students in year 5 and four 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 2015

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)
Program writing	4
GOTAGS	6
Formative Assessment (3 Individual days)	6
Numeracy Workshop (3 Individual days)	3
Principals Conference into student learning	1
First Aid	6
Literacy Planning Days x2	3
Mentoring Beginning Teachers (2 Days)	1
Governance	1
Risk Assessment Training	5

Total Staff PD experiences: 14

Average cost per teacher for professional learning: \$2000

## 5.2 Teacher standards

Categories of Teacher Standards	Qualifications	Numbers of teachers
(i) teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	Education qualification Doctorate Masters degree Graduate Diploma Bachelors degree Diploma	4
(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	
	Total number of teachers in school	4

## 6 Workforce composition (comment on Indigenous staff)

The staff at the school includes two male teachers and two female teachers, making up a FTE of 3.4. MAS employs a male chaplain and two female teacher's aides. There are currently no indigenous persons on the staff.

## **7 Student attendance rate and non-attendance – (BOSTES Focus Area for this Report)**

### *7.1 Average Year Level Attendance*

Year Level	Average Attendance (%)
Kindergarten	92
Year 1	94
Year 2	91
Year 3	92
Year 4	90
Year 5	87
Year 6	90
Total school attendance average	90.5

### *7.2 Management of non-attendance*

Macksville Adventist School Staff have a legal and moral responsibility to ensure that attendance of students at school is monitored and records are kept. It does this by abiding by the legislation (Education Act 1990) pertinent to student attendance. Part of this includes adhering to a set of protocols to monitor attendance/absences from school, identify absences from school, follow up unexplained absences, notify parents/guardians of attendance trends and keep unsatisfactory attendance records on file.

If a student from Macksville Adventist School is absent with no explanation, a follow up call will be attempted on either day two or three that the child is absent.

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)**

Not Applicable.

## 9 Enrolment Policies and characteristics of the student body - (BOSTES Focus Area for this Report)

**Enrolment Policy** (full text) (include text which complies with Disability Discrimination Act and requirement for continued enrolment)

### **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 signatories of all parents/guardians) 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.

*(The above guideline 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 2015, Macksville Adventist School had a total 'transient' student population of 3 students.
- 18 students were girls and 19 were boys.
- Three class levels consisted of K-1, 2-3 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) - (BOSTES Focus Area for this Report)**

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

#### *(Safe and Supportive Environment and Child Protection)*

Macksville Adventist School believes all children have a right to feel safe and supported in their school environment. School staff 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. Child Protection
2. Anti-bullying
3. Anti-discrimination
4. Anti-harassment

5. Arrivals and Departures
6. Community Service
7. Critical Incident Management
8. Emergency Management
9. First Aid
10. Gender Equity
11. Medications
12. Pastoral Care
13. Privacy
14. Risk Assessment
15. Student Welfare
16. Students with Limited Abilities
17. Sun Smart
18. Supervision of Students

*Location of the full text of the Student welfare policy (Safe and Supportive Environment and Child Protection) (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 as well as back up copies in the school safe. To attain a copy a request must be made to the MAS Principal.

*Changes made to the policy during 2015*

A new Macksville Adventist School Guideline "Arrivals and Departures" was ratified by the MAS Advisory Committee and implemented during 2015. This guideline is to ensure the safety of students, their families and staff members at the peak traffic times of the school day.

## **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 and on a digital back up drive in the school safe. To attain a copy a request must be made to the MAS Principal.

*Changes made to the policy during 2015*

A new Macksville Adventist School Guideline for a "Positive Rewards System" was ratified by the MAS Advisory Committee and implemented during 2015. This guideline is to ensure that students are rewarded for exceptional behaviour and effort during their school day.

**Anti-Bullying Policy - (BOSTES Focus Area for this Report)**

*Summary of policies for anti-bullying*

*(Found under our Safe and Supportive Environment Policy)*

Macksville Adventist School believes a person is bullied when one or more other people expose them regularly and over time to negative or harmful actions. Bullies are people who deliberately set out to intimidate, exclude, threaten and/or hurt others repeatedly. Bullying is a clear form of harassment.

The school will provide a positive culture where bullying is not accepted, and in so doing, all will have the right of respect from others, the right to learn or to teach, and a right to feel safe and secure in their school environment by the following methods:

1. Members of the MAS community will be made aware of the implementation strategies used to address bullying.
1. MAS believes that prevention of bullying is paramount to eliminating and will endeavour to do this through staff, student and community training in relevant contexts.
2. If bullying does occur at MAS, staff will intervene appropriately, according to the policies procedures. Consequences for bullying behaviour will be implemented.
3. MAS has a school support and liaison officer for bullying incidents and this staff member will be included in the appropriate process.

*Location of the full text of the Anti-Bullying policy (including how to get a copy)*

Two hardcopies of the MAS Anti-Bullying 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 and on a digital back up drive in the school safe. To attain a copy a request must be made to the MAS Principal.

*This policy was reviewed and no changes were made.*

**Complaints and Grievances Policy - (BOSTES Focus Area for this Report)**

*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 the MAS Discipline 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 and on a digital back up drive in the school safe. To attain a copy a request must be made to the MAS Principal.

A review of this policy was made in 2015 and changes were made to make the policy more clear and steps were more clearly enunciated.

## 11 School determined improvement targets

**Priority Areas for Improvement for 2016** (Schools in National Partnerships should include items from their school plan)

2015 was the 3<sup>rd</sup> year that MAS has been involved in the Literacy and Numeracy Action Plan, partnered by the NSW government. A part of this program was the involvement of staff in professional development in the areas of Literacy and Numeracy.

As a part of the QASF, MAS focused on two areas: Assessment and Reporting and Pastoral Care. Professional Development was designed to cater for workshops in Assessment and Reporting. Professional learning was also arranged in the area of Pastoral Care.

Curriculum development was a priority as the Federal Government continues to roll out the National Curriculum.

**Achievement of Priority Areas listed for improvement in the 2015 report** (Schools in National Partnerships should include achievements of items from their school plan)

Much of the priorities for 2015 were ongoing and as such they continued into 2016.

## 12 Initiatives promoting respect and responsibility

The Pastoral Care team at MAS have had a goal over the last few years to develop and instil the values of respect and responsibility into students and staff. There have been several extra curricula programs developed to help achieve this goal. Programs such as Mothers and Daughter's Day, Father and Son's Day, Café for Meena and the Red Cross Appeal are just a few of these programs. All programs go through a review process and if need be they are refined or revamped.

## 13 Parent, student and teacher satisfaction

The data collected through regular surveys and through discussions with all parties involved with the school indicate a high level of satisfaction with the school's direction and programs. All involved know that there is opportunity to contribute to, and give feedback on activities the school organises.

## 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	16.44
State recurrent grants	10.00
Commonwealth recurrent grants	60.03
Other Government grants	13.53
Government capital grants	0.00
Other capital income	0.00

### Expenditure

Expenditure Costs	Percentage of Total Expenditure
Salaries, allowance and related expenses	71.16
Non-salary expenses	19.70
Classroom expenditure	5.90
Capital expenditure	3.25

## 15 Public disclosure of educational and financial performance

The 2015 Annual report will be published on the School's website and is 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