



NSW Education Standards Authority

**Annual Report
2017**

Reporting on the 2016 Calendar Year

Macksville Adventist School

Owned and Operated by

Seventh-day Adventist Schools (NNSW) Ltd

1 A message from key school bodies

In 2016, Macksville Adventist School (MAS) comprised of a K-1, 2-3 and a 4/5/6 classroom. The addition of another classroom and teacher in 2015 has exponentially increased the learning and physical environment for the students at MAS.

During 2016, MAS also continued its journey implementing the school improvement program referred to as the “Quality Adventist Schools Framework” a company wide school improvement model. Adventist Schools Australia oversee this program. 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 2016, MAS began working on topical components including Teaching Practices, Assessment and Reporting, Curriculum, Students and Their Families, Finances, Facilities and Resources and Sharing Faith.

MAS continued working on its ties and relationships with the neighbouring pre-school centres, running regular programs such as Cooking Playgroup and Pre-Kindergarten Transitioning programs. This strategy resulted in increased 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” was completed for MAS at the end of 2016. This program helped to fund a second Teacher’s Aide 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

Macksville Adventist School (MAS) has been in existence for nearly 50 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 10 years, the school 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 upward growth. There have also been 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 encounter.

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	60%	20%	20%

Writing

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	25%	50%	25%
Year 5	40%	40%	20%

Spelling

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	25%	50%	25%
Year 5	40%	40%	20%

Grammar and Punctuation

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	25%	50%	25%
Year 5	60%	40%	0%

Interpretative Comments

The cohorts for both years are quite small with only five 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	50%	0%	50%
Year 5	40%	40%	20%

Interpretative Comments

The cohort in both Year 3 and Year 5 were quite small with only five students in Year 5 and four students in Year 3 participating in the NAPLAN assessment. These small figures have the potential to skew percentages.

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 2016

Not Applicable.

Interpretative comments for Higher School Certificate results

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)
First Aid / CPR	4
Child Protection	4
Assessment and Reporting AIS	4
Numeracy AIS	1
Pre-Lit Training	1
Scope and Sequence Training	4
STEM	2
NSW Literacy and Numeracy Action Plan	1
Design and Development of Educational Spaces	1

Total Staff PD experiences:	22
Average cost per teacher for professional learning:	\$1,591

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"> - 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	4

6 Workforce composition

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 staff.

7 Student attendance rate and non-attendance

7.1 Average Year Level Attendance

Year Level	Average Attendance (%)
Kindergarten	92
Year 1	91
Year 2	96
Year 3	93
Year 4	95
Year 5	94
Year 6	92
Total school attendance average	93

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

Enrolment Guidelines

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 1992.

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 provided to 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. It is imperative that the enrolment process at Macksville Adventist School does not discriminate against any student.
8. 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 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

- The student population at Macksville Adventist School at the end of 2016 was 33.
- 15 students were girls and 18 were boys.
- Three class levels consisted of K-1, 2-3 and 4-6.
- Five students were categorised as students with special needs.
- One student was an Indigenous Australian.

10 School Policies

Student Welfare Policy (Manual 5.6.2)

Summary of policies for Student Welfare

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
19. Arrivals and Departures Guideline

Location of the full text of the policy

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 backup copies in the school safe. To attain a copy a request must be made to the MAS Principal.

Changes made to the policy during 2016

The policy was reviewed and no changes were made.

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 of 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 (Seventh-day Adventist Schools (NNSW) Ltd)
3. Discipline Guideline
4. Positive Reward System Guideline

Location of the full text of the policy

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.

A copy of the policy can be obtained from the Principal on request.

Changes made to the policy during 2016

The policy was reviewed and no changes were made.

Anti-Bullying Policy

Summary of policies for reporting complaints and resolving grievances

(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 provides a positive culture where bullying is not accepted, and in so doing, all 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 are made aware of the implementation strategies used to address bullying.
2. MAS believes that prevention of bullying is paramount to eliminating and endeavours to do this through staff, student, and community training in relevant contexts.
3. If bullying does occur at MAS, staff will intervene appropriately, according to the policies procedures. Consequences for bullying behaviour will be implemented.
4. 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 policy

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.

A copy of the policy can be obtained from the Principal on request.

Changes made to the policy during 2016

This policy was reviewed and no changes were made.

Complaints and Grievances Policy

Summary of policies for reporting complaints and resolving grievances

MAS and the Seventh-day Adventist Schools (NNSW) Ltd Head Office are 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 policy

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 copy of the guidelines and the information brochure can be obtained from the Principal on request.

Changes made to the policy during 2016

A review of this policy was made in 2015. No changes were made to this policy during 2016.

11 School determined improvement targets

Priority Areas for Improvement for 2017

2016 was the fourth and final year that MAS has been involved in the Literacy and Numeracy Action Plan, collaborated 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 Quality Adventist Schools (for school improvement), MAS focused on several areas: Students and Their Families, Finances, Resources and Facilities, Assessment and Reporting, Teaching Practices, and Sharing Faith. Some of these focus areas began their review during 2016, others flowed over from 2015. Quite a few focus areas will have their review completed by the end of 2017.

Curriculum development was a priority during 2016, and will continue to be in 2017, as the Federal Government continues to roll out the National Curriculum.

Achievement of Priority Areas listed for improvement in the 2016 report

Many of the priorities for 2016 were ongoing and as such they continued into 2017.

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 (fundraiser for the school's Indian Sponsor Child) and the Red Cross Appeal are just a few of these programs. All programs go through a review process and if necessary they are refined or revamped accordingly.

13 Parent, student, and teacher satisfaction

The data collected through parent, staff and student 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	19.98%
State recurrent grants	9.61%
Commonwealth recurrent grants	59.96%
Other Government grants	10.42%
Government capital grants	0.00%
Other capital income	0.03%

Expenditure

Expenditure Costs	Percentage of Total Expenditure
Salaries, allowance, and related expenses	64.65%
Non-salary expenses	16.39%
Classroom expenditure	3.80%
Capital expenditure	15.16%

15 Public disclosure of educational and financial performance

The 2016 Annual Report will be published on the Macksville Adventist School website and available on request from the school office.

SECTION 2

CHECKLIST

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

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



Participates in National Student Assessments – NAPLAN



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

