



**NSW Education Standards Authority**

**Annual Report  
2018**

**Reporting on the 2017 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*)**

A milestone was reached in 2017 for Macksville Adventist School (MAS), as we reached our 50<sup>th</sup> year of operation as a quality Christian education provider in the Nambucca Valley. This achievement was celebrated with a reunion type anniversary weekend, involving past and present staff and students.

Academically, in 2017, MAS began the year comprised of one classroom each for the K-2, 3-4 and 5-6 grade levels. After a change in leadership and student configuration, the higher four grades combined to form one classroom. This modification exponentially increased the learning and physical environment for the students at MAS, as the multi-purpose building was once again claimed as a functioning library and learning space.

During 2017, MAS also continued its journey implementing its school improvement program referred to as the "Quality Adventist Schools Framework". The education company of the Seventh-day Adventist Church superintends this program. This process involves the MAS community self-evaluating its improvement journey, followed by a valuation from a Head Office representative. In 2017, MAS continued working on topical components including Teaching Practices, Assessment and Reporting, and Sharing Faith.

MAS has continued to work on its ties and relationships with community partners e.g. charities, churches, and community welfare groups. This strategy has resulted in an increased awareness of the school in the local and broader community.

A continued approach to Literacy and Numeracy through additional Learning Support hours has increased both the time spent and the quality of work achieved for those students who required a more personalised learning program in these areas.

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

Macksville Adventist School (MAS) has this year, been in existence for 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 has raised its profile in the Nambucca Valley and is now becoming an acceptable educational option.

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.

MAS has a strong focus for detecting academically at-risk students, developing individual plans for these students, and improving teacher quality, something that a small school like MAS can implement quite quickly as the needs arise.

### 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 | 0%                                | 43%                            | 57%                               |
| Year 5 | 0%                                | 33%                            | 67%                               |

##### Writing

| Year   | % below national minimum standard | % at national minimum standard | % above national minimum standard |
|--------|-----------------------------------|--------------------------------|-----------------------------------|
| Year 3 | 13%                               | 0%                             | 87%                               |
| Year 5 | 33%                               | 67%                            | 0%                                |

##### Spelling

| Year   | % below national minimum standard | % at national minimum standard | % above national minimum standard |
|--------|-----------------------------------|--------------------------------|-----------------------------------|
| Year 3 | 0%                                | 29%                            | 71%                               |
| Year 5 | 33%                               | 33%                            | 33%                               |

##### Grammar and Punctuation

| Year   | % below national minimum standard | % at national minimum standard | % above national minimum standard |
|--------|-----------------------------------|--------------------------------|-----------------------------------|
| Year 3 | 43%                               | 0%                             | 57%                               |
| Year 5 | 0%                                | 0%                             | 100%                              |

##### Interpretative Comments

The cohort for both grades involved in the NAPLAN assessments are quite small, with only seven students in grade 3 and three in grade 5. These small figures have the potential to skew percentages.

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## 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 | 29%                               | 14%                            | 57%                               |
| Year 5 | 13%                               | 0%                             | 67%                               |

## Interpretative Comments

The cohort for both grades involved in the NAPLAN assessments are quite small, with only seven students in grade 3 and three in grade 5. 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 2017*

Not applicable. (Relevant only for schools with grade 12 students completing the HSC).

## 4 *Senior secondary outcomes*

Not applicable. (Relevant only for schools with high school students).

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## 5 Professional learning and teacher standards

### 5.1 Professional Learning

| Areas of professional learning                             | Teachers<br>(number or group) |
|--|-------------------------------|
| First Aid / CPR  | 3                             |
| Leadership Training  | 1                             |
| Chaplaincy Conference                                      | 1                             |
| AIS Maths  | 4                             |
| Stepping Stones Maths                                      | 3                             |
|  |                               |
| <b>Total Staff PD experiences:</b>                         | 12                            |
| <b>Average cost per teacher for professional learning:</b> | \$203.33                      |

## 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<br>Doctorate<br>Masters degree<br>Graduate Diploma<br>Bachelors degree<br>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<br>Masters degree<br>Graduate Diploma<br>Bachelors degree<br>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 Compositions

As MAS had some staffing changes during 2017, the following composition reflects how the 2017 year concluded. During 2017, there were no indigenous persons on staff.

| Staff                         | Male | FTE | Female | FTE  | Total |
|-------------------------------|------|-----|--------|------|-------|
| Operations Manager            | 0    | 0.0 | 1      | 1.0  | 1     |
| Teachers                      | 0    | 0.0 | 3      | 2.0  | 3     |
| Chaplain                      | 1    | 0.8 | 0      | 0.0  | 1     |
| Learning Support Aides        | 0    | 0.0 | 3      | 0.75 | 3     |
| Cleaning Staff (contract)     | 0    | N/A | 1      | N/A  | 1     |
| Grounds Staff (contract)      | 1    | N/A | 0      | N/A  | 1     |
| <b>Totals:</b>                | 2    | 0.8 | 7      | 3.75 | 10    |
| <b>Total FTE (all staff):</b> | 4.55 |     |        |      |       |

## 7 Student attendance rate and non-attendance

### 7.1 Average Year Level Attendance

| Year Level                       | Average Attendance (%) |
|----------------------------------|------------------------|
| Kindergarten                     | 95                     |
| Year 1                           | 97                     |
| Year 2                           | 86                     |
| Year 3                           | 90                     |
| Year 4                           | 85                     |
| Year 5                           | 91                     |
| Year 6                           | 81                     |
| Total school attendance average: | 89                     |

## *7.2 Management of non-attendance*

Macksville Adventist School Staff have a legal and moral responsibility to ensure the attendance of students at school. Attendance is monitored, and records are kept. MAS 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

### MAS 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 the school Chaplain, and if required, the class teacher of the prospective student (the composition of this committee is set by the school advisory committee).

#### 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 on 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 Students Code of Conduct*.

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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 outcome with the student's parents.

*(The above guideline was last ratified by the MAS School Advisory Committee in JULY 2016.)*

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

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

1. The student population at Macksville Adventist School at the end of 2017 was 31.
2. 15 students were girls and 16 were boys.
3. Two composite classes consisted of K-2 and 3-6.
4. Four students were categorised as students with special needs.
5. There were no students who identified as indigenous persons enrolled in 2017.
6. 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 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 are 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
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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 (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 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 2017*

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 expressively 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 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 are not limited to:

1. Student Management Policy
2. Discipline Guidelines (Seventh-day Adventist Schools (NNSW) Ltd)
3. Discipline Guideline
4. Positive Reward System Guideline

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

Two hardcopies of the MAS Student 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 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 2017*

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 being 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 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 bullying being eliminated 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 its policies and 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 Anti-Bullying policy (including how to get a copy)*

Two hardcopies of the MAS Anti-Bullying 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 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 2017*

The policy was reviewed, and no changes were made.

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## 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 minimised. 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 and Complaints About A School*. However, where serious complaints or grievances are notified, a formal process is required to document the issues and processes as evidence that stated procedures were followed. This is done through the implementation of the Managing Complaints and Grievances Guideline.

Policies, 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 A School".

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

Two hardcopies of the MAS Complaints and Grievances welfare policy (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 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 2017*

This policy was reviewed but no changes were made.

## 11 School determined improvement targets

### ***Priority Areas for Improvement for 2018***

*(Schools in National Partnerships should include items from their school plan)*

Macksville Adventist School will concentrate on Literacy and Numeracy in the classroom in 2018. Program and Curriculum Development will be a priority, as it was in 2017, as the Federal Government continues to roll out the National Curriculum. To continually improve in this space, MAS has created a Memorandum of Understanding with Kempsey Adventist School, who will provide quality mentors in the Teaching and Learning areas of the school program, including (but not limited to) program and

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curriculum development, timetable allocations, explicit teaching practices and a new reading and spelling program relevant for our K-6 students.

As part of the Quality Adventist Schools Framework, Macksville Adventist School will also be focussing on the following areas:

1. Vision, Mission and Values within our identity as an Adventist School
2. Rationale for Teaching within the Teaching and Learning component
3. Professional Learning for teachers
4. Improving the Professional Partnerships MAS has within the local community

### ***Achievement of Priority Areas listed for improvement in the 2017 report***

*(Schools in National Partnerships should include achievements of items from their school plan)*

As many of the 2017 focussed areas were carried over from 2016, achievements were noted. These included the following:

1. Finalising the Literacy and Numeracy Action Plan, collaborated by the NSW Government, which ended in 2016.
2. Improvement in Teaching Practices within our Teaching and Learning Component of the Quality Adventist Schools Framework.
3. Improvement in Sharing Faith within our Adventist Identity Component of the Quality Adventist Schools Framework.

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

The Pastoral Care Team at Macksville Adventist School have the goal of instilling the values of respect and responsibility into students and staff. There are several extra curricula activities that help achieve this focus at MAS through participation and training, including our separate girl's and boy's overnight resilience camps, parent and child days, charity fundraisers, Brekky Clubs, talent nights, church service day, and our annual week of worship.

Emphasising a value or positive character trait is done fortnightly with intention in each classroom, and students are encouraged to learn, and then implement, that value in their life. Affirmation is given when it is noticed and achieved.

All programs in this space are reviewed and refined when necessary.

## **13 Parent, student, and teacher satisfaction**

Data is collected from advisory committee members, staff, student, and parent online surveys, and through formal and informal discussions with all stakeholders of the school. The data from the 2017 surveys expressed a clear satisfaction with the school's direction and programs.

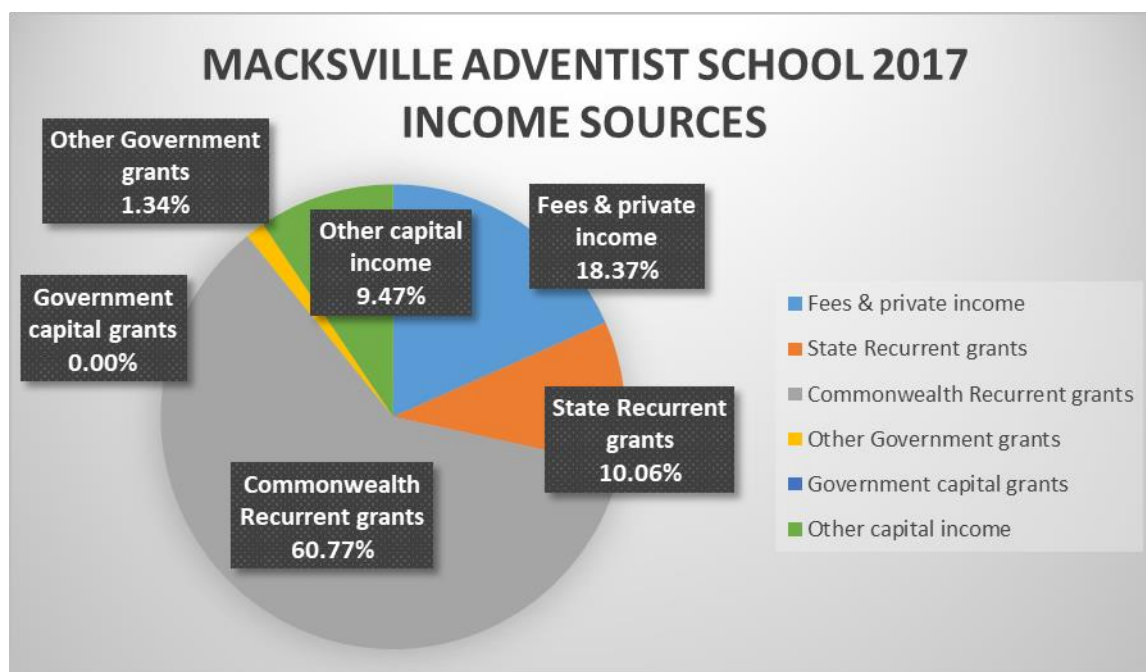
The MAS family culture is also a strong attraction for families who have enrolled their children with MAS.

All involved with MAS know that there is opportunity to contribute to and give feedback on activities the school implements.

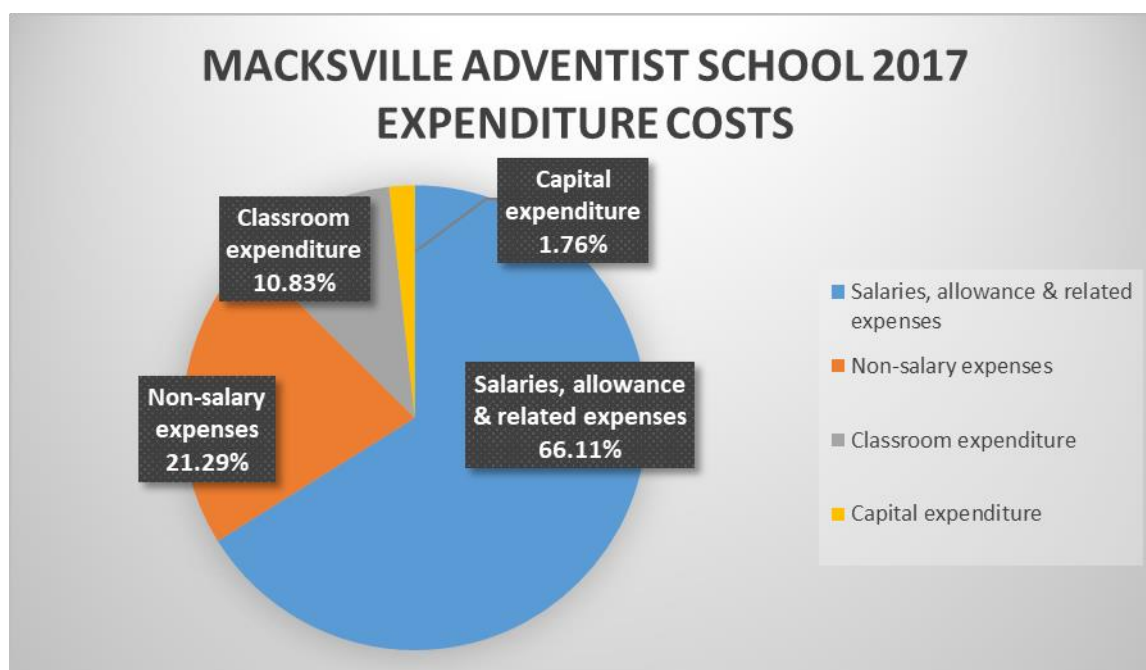
## 14 Summary financial information

The schools company will complete this section for all SDA schools.

### Income



### Expenditure



## 15 Public disclosure of educational and financial performance

The 2017 Annual report will be published on the Macksville Adventist School's website and will be available on request from the school office.

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## 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