



NSW Education Standards Authority

**Annual Report
2019**

Reporting on the 2018 Calendar Year

Macksville Adventist School

Owned and Operated by

Seventh-day Adventist Schools
(NNSW) Ltd

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

In 2018, Macksville Adventist School (MAS) reached 51 years of providing quality Christian Education in the Nambucca Valley. The school culture and family atmosphere are attributed to the high-quality level of staff and community contributions which have added value to the education experience for the MAS students.

Academically in 2018, MAS operated with two classrooms; K-2 and 3-6. Teachers were intentionally mentored in areas of curriculum and teaching practice, focusing on multi-grade classroom learning and best practice teaching skills.

During 2018, 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 2018, MAS continued working on topical components including its ‘1.2 Vision, Mission and Values’, ‘2.3 Teaching Practices’, and ‘2.1 Rationale for Teaching’.

MAS has continued to work on its ties and relationships with community partners. For example, 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 require a more personalised learning program in these areas. Increased student learning results have confirmed this strategic decision multiple times.

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 51 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	75	0	25
Year 5	100	0	0

Writing

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

Spelling

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	50	25	25
Year 5	100	0	0

Grammar and Punctuation

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

Interpretative Comments

The cohort for both grades involved in the NAPLAN assessments are quite small, with only four students in grade 3 and two in grade 5. 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	75	0	25
Year 5	100	0	0

Interpretative Comments

The cohort for both grades involved in the NAPLAN assessments are quite small, with only four students in grade 3 and two 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 2018

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

Comparison of 2018 HSC results as a trend over time

Interpretative comments for Higher School Certificate result trends over time

4 Senior secondary outcomes

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

5 Professional learning and teacher standards

5.1 Professional Learning

Areas of professional learning	Teachers (number or group)
First Aid / CPR	6
THRASS	3
Programming and Planning Science and Technology K-6 Syllabus	1
Live Learning – Bringing Learning to Life	2
PBL Leadership Training	2
Project Based Learning 101	3
Project Based Learning Leadership	2
InitialLit Foundation	1
Total Staff PD Experiences:	20
Average Cost per Teacher for Professional Learning:	\$361.25

5.2 Teacher Accreditation Status

Accreditation Level of Teachers	Numbers of teachers
(i) Conditional	0
(ii) Provisional	1
(iii) Proficient or higher	3
	4

6 Workforce composition (comment on Indigenous staff)

MAS experienced stable staffing during 2018 and the following composition reflects how the 2018 year concluded. During 2018, there were no Indigenous Australian persons on staff.

Staff	Male	FTE	Female	FTE	Total
Head of School	0	0.0	1	1.0	1
Teachers	1	0.06	3	2.0	3
Chaplain	1	0.2	0	0.0	1
Learning Support Aides	0	0.0	2	0.8	2
Cleaning Staff (contract)	0	N/A	1	N/A	1
Grounds Staff (contract)	1	N/A	0	N/A	1
Totals:	3	0.26	7	3.8	9
Total FTE (all staff):	4.06				

7 Student attendance rate and non-attendance

7.1 Average Year Level Attendance

Year Level	Average Attendance (%)
Kindergarten	70
Year 1	93
Year 2	96
Year 3	94
Year 4	90
Year 5	82
Year 6	79
Total school attendance average	86

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) and the ASINSW Student Services Team (office) 02 9229 2845 will be contacted.

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

Not applicable (relevant only for schools with grades 10-12 students).

8 Post School Destinations (secondary schools only)

Not applicable (relevant only for secondary schools).

9 Enrolment Policies and characteristics of the student body

Applications

Applications for enrolment may be made at any time by the parent/carer(s) of students to commence at a nominated SDA school.

Students enrolling in K at the school for the first time will be at least 5 years of age on or before 31 July of the enrolling year. Students enrolling in Pre-Kindergarten classes will be at least 4 years of age on or before 31 July of the enrolling year.

Immunisation Requirements

All schools are required to request an [immunisation certificate](#) at enrolment.

The school will then:

- record each child's immunisation status in a register and retain copies of approved immunisation certificates for a period of three years after the child has ceased to attend the school;
- provide a copy of a child's immunisation certificate to a school that the child has transferred to (on request);
- notify the public health unit if an enrolled child has a vaccine preventable disease, or if they reasonably believe that an unimmunised enrolled child has come into contact with someone who has a vaccine preventable disease;
- exclude unimmunised children at risk of contracting a disease from attending school on the direction of a public health officer.

Processing Applications

1. The school will base any decision about offering a place to a student on:
 - Family Relationship with the school:
 - the applicant coming from a Seventh-day Adventist family;
 - sibling of a current or ex-student;
 - whether they hold attitudes, values and priorities that are compatible with the school ethos.
 - The Student:
 - the contribution that the student may make to the school, including the co-curricular activities;
 - any special needs or abilities of the student;
 - the student's reports from previous schools.
 - Other Considerations:
 - order of receipt - when the application to enrol is received by the school.
 2. The school will meet with parent/caregiver(s) of the students before offering a place.
 3. The school has an absolute discretion in determining the weight of each of the factors it takes into account in determining whether to offer a place for the student.
 4. Continued enrolment at the school is dependent upon the student making satisfactory academic progress, attending consistently, and the student and the parent/carer(s) observing all behavioural codes of conduct, payment of fees and other requirements of the school which are applicable from time to time.
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Composition/characteristics of the student population

1. The student population at Macksville Adventist School at the end of 2018 was 21.
2. 12 students were girls and 9 were boys.
3. Two composite classes consisted of K-2 and 3-6.
4. At the end of 2018, five students were categorised as students with special needs.
5. There were three students who identified as Indigenous Australian persons enrolled in 2018.
6. It is imperative that the enrolment process at Macksville Adventist School does not discriminate against any student.

10 School Policies

Student Welfare Policy

Summary of policies for Student Welfare

1. Rationale

All children have a right to feel safe and supported in their school environment. As school staff, 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.

2. Aim

To ensure that every child's need for support and safety is maintained.

3. Implementation

This school will abide by the legislation pertinent to the provision of a safe and supportive environment. This includes:

- making sure buildings and facilities are secure and evacuation procedures are in place;
- having in place a rigorous supervision protocol including a risk management process for onsite and off-site activities;
- having in place codes of conduct that will ensure the rights and responsibilities of students and staff, the application of a behaviour management system (including anti-bullying), a student leadership system, and the management and reporting of serious incidents;
- a process for receiving complaints/grievances from students, and/or parents/guardians;
- a pastoral care plan which gives students access to counselling, provision of support for special needs students, a scheme for the distribution of medication, and a serious incident response mechanism; and
- guidelines for formal and informal communication with all stakeholders.

Location of the Student Welfare policy (Safe and Supportive Environment Policy) is found on the school's intranet. To obtain a copy please ask at the front office.

There have been no changes made to this policy during 2018.

Discipline Policy

1. Rationale

All students have a right to a discipline system (including but not limited to the suspension, expulsion and exclusion of students) that is based on procedural fairness and expressly prohibits the use or 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 well understood by students and staff.

2. Aim

To ensure that a procedurally fair discipline system is in place.

3. Implementation

This school will abide by the legislation pertinent to the provision of a discipline system (including but not limited to the suspension, expulsion and exclusion of students) that is based on the principles of procedural fairness. This includes the right of the student to:

- know the allegation and any other information related to it;
- know the process by which the matter will be considered;
- make a response to the allegation;
- know how to have any process or decision reconsidered;
- expect impartiality in the investigation and the decision making; and
- an unbiased decision-maker.

This school expressly prohibits corporal punishment in any form or the implicit sanctioning of such.

Location of the Discipline policy (Student Management Policy) is found on the school's intranet. To obtain a copy please ask at the front office.

The following sentence has been added to this policy during 2018

'This school expressly prohibits corporal punishment in any form or the implicit sanctioning of such.'

Anti-Bullying Policy

Summary of the Anti-bullying Policy for your school goes here

1. Definition:

Bullying is defined as the intentional, targeted and repeated hurting of another person, either physically, emotionally or psychologically. It can be planned or spontaneous, by individuals or groups, of a continuous or repeated isolated nature. In most cases bullying is further expanded upon in definition as behaviours and actions being repetitious / ongoing in nature.

Bullying can take many forms and exists in both the real world and the online / digital world of computing, phones and digital community. We consider the following behaviour to be bullying:

Physical

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1. Any unwanted physical contact or activities
 2. Hitting, Kicking, punching
 3. Punching, shoving, spitting
 4. Making rude gestures
 5. Taking or damaging something which belongs to someone else
 6. Forcing others to hand over food, money or something that belongs to them.
 7. Making someone do something they don't want to do.

Verbal

1. Name calling
2. Teasing
3. Threatening
4. Making fun of someone because of their appearance, physical characteristics, family, faith or cultural background
5. Making fun of someone's actions

Indirect

1. Excluding others from the game or group
2. Spreading untrue stories about others
3. Isolating students

NB – the chronological age, mental age and context of the situation may not always necessitate the definition of bullying apply. All children grow into an understanding of acceptable and unacceptable behaviour. It is the role of parents and teachers to assist in this growth of understanding.

The behaviours of a Kindy student will be filtered differently to that of a Year 6 student and those with a disability that reduces their capacity to function inside society norms likewise are viewed through an alternate filter; just as is the case inside legislation and law, where age and capacity have determining impacts upon decisions made.

2. Rationale:

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.

3. Aims:

1. To reinforce within the school community what bullying is, and the fact that it is unacceptable.
2. Everyone within the school community to be alert to signs and evidence of bullying and to have a responsibility to report it to staff whether as observer or victim.
3. To ensure that all reported incidents of bullying are followed up appropriately and that support is given to both victims and perpetrators.
4. To always seek parental and peer-group support and co-operation.

4. Implementation:

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1. Parents, teachers, students and the community will be aware of the school's position on bullying.
 2. The school will adopt a four-phase approach to bullying.

A. Primary Prevention:

1. Professional development for staff relating to bullying, harassment and proven counter measures.
2. Community awareness and input relating to bullying, its characteristics and the school's programs and response.
3. To provide programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving.
4. Each classroom teacher to clarify at the start of each year the school policy on bullying.
5. Student Representative Council, peer support delegates, staff and students to promote the philosophy of Anti-Bullying.
6. Controlled, regular supervision and sports activities and equipment to be available to students at recess and lunch breaks.

B. Early Intervention:

1. Promote children and staff reporting bullying incidents involving themselves or others.
2. Classroom teachers and principal on a regular basis reminding students and staff to report incidents of bullying.
3. Parents encouraged to contact the school if they become aware of a problem.
4. Public recognition and reward for positive behaviour and resolution of problems.
5. School Council will be informed of all bullying incidents.

C. Intervention:

1. Once staff has been made aware that a bullying situation may be occurring, individuals (eg bully, victim and witnesses) will be spoken with, and all incidents or allegations of bullying will be fully investigated.
2. Students and staff identified by others as bullies will be informed of allegations.
3. Both bullies and victims will be offered counselling and support.
4. If student bullying persists parents will be contacted, and consequences implemented consistent with the school's Student Management policies and guidelines.
5. If staff bullying persists the principal will commence formal disciplinary action.

D. Post Violation:

1. Consequences for students will be individually based and may involve:
 - i. exclusion from class.
 - ii. exclusion from yard.
 - iii. in-school suspension.
 - iv. suspension from school.
 - v. withdrawal of privileges.
 - vi. ongoing counselling from appropriate agency for both victim and bully.
 - vii. expulsion from school.
 2. Reinforcement of positive behaviours.
 3. Classroom Meetings.
 4. Support Structures.
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5. Ongoing monitoring of identified bullies.
 6. Rewards for positive behaviour.
 7. Consequences for staff will be individually based and may involve: -
 - i. counselling
 - ii. a period of monitoring
 - iii. a formal support groups
 - iv. disciplinary actions

E. School Support and Liaison for bullying incidents:

Contact: Mrs Kerry Howard, Head of School.

5. Strategies we will use to deal with Bullying

At Macksville Adventist School we:

1. Openly talk about bullying – what it is, how it affects us and what we can do about it in each classroom and/or small groups as appropriate, and foster a class culture of respect and support for others
2. Teach our students the skills which will build their self-esteem and empower them to take the responsibility for themselves – and give them the opportunity to practise these skills
3. Discuss behavioural boundaries, e.g.: when a 'stir' or joke goes too far
4. To further use staff to address specific identified student needs and to conduct small group intervention and education work based on issues and events that unfold.

6. The following are guidelines for staff in dealing with bullying in the school: -

Symptoms of victims

Class/School Attendance

1. truancy
2. refusal or reluctance to attend school
3. refusal to attend on certain days, e.g., sports days
4. lateness for school
5. reluctance to leave classroom
6. constant use of library

Academic

1. significant decrease in work output and results
2. distracted in class
3. problems with retention and short-term memory
4. reluctance to participate in class discussion

Physical

1. tiredness
2. psychosomatic complaints – headaches and stomach aches
3. bed wetting

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4. loss of appetite
 5. unexplained bruises and injuries
 6. torn clothing

Parents

1. frequent complaints by parents of student's reluctance to attend school due to peer relationship problems

Discipline

1. increase in the number of students requiring discipline for fighting
2. increase in bus conflicts requiring attention
3. need for increase playground supervision
4. need for increased vigilance

7. The School will

1. Help children feel confident about coming forward
2. Keep victim's anonymity protected when speaking to bullies whenever possible
3. Encourage teachers not to have favourites – this can instigate bullying because of jealousy
4. Be as sure as possible about the incident involved – to be fair to both victim and supposed bully through diligent investigation.
5. Keep written records of offences
6. Keep things as "low key" as possible, depending on the severity of the case to allow for growth and change
7. Keep parents informed when bullying takes place – both the parents of the victim and the bully
8. Help students who appear to be left out to be included in activities
9. Treat all complaints seriously

8. Talking to Victims of Bullying

1. Believe them – this is important, affirm the child for telling you "thank you for telling me, you have done the right thing"
2. Determine feelings – "How did you feel?" "How do you feel now?" "It sounds like you feel..."
3. Time Line Episodes – "Let's take one specific recent situation. Let me try to understand what happened."
4. Introduce the concept of "Vicious Cycle" – "Let's try to see what happens in terms of a cycle which is self-perpetuating." "You are not to blame for the cycle but there may be something you can do to break the cycle."
5. Behaviour Rehearsal – "What can you say and do that would be different and would break the vicious cycle?" "Let us rehearse that."
6. Assertiveness Training – Practice "I" statements
7. Praise, Encourage and Goal Setting – "This is fantastic – the new insight you have made. In the next few days you could experiment with your new skills. How much energy do you need to put into this?"

9. Talking to the Bully

1. Determine feelings – "How did you feel?", "How do you feel now?", "It sounds like..."
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2. Discuss Behaviour in Terms of Rights and Responsibilities – “Student have a right to come to school without being bullied, teased or harassed.” “Your responsibility is to treat all fellow students with respect.” “What behaviours of yours have breached this basic right?”
 3. Outline Consequences – “The consequences for bullying and teasing are clear...”
 4. Challenge – “Your behaviour has brought about these consequences.” “Is this behaviour helping you?”
 5. Discuss Alternative Behaviours – “Let’s talk about other behaviours you could try.”

10. Responsibilities of Staff

1. Commit to promoting a school culture of anti-bullying by providing a safe and caring environment and fostering respect for others
2. Model non-bullying behaviour in discipline and interaction with students. Undertake training or professional development to better manage bullying situations
3. Monitor ongoing relationships between students
4. Advise students of more appropriate behaviours – bullying will not be tolerated. To deal with all reported and observed incidences of bullying as set out in this policy
5. Ensure that students are adequately supervised within the boundaries of the law
6. Report incidences of bullying to Administration where warranted
7. Provide counselling services as required
8. Involve prayer as part of resolution and process

11. Responsibilities of Students

1. Tell if they are being bullied or if they see someone else being bullied – both at school and on the way to and from school
2. Help and support someone who is being bullied
3. Avoid bullying others
4. Come to the aid of anyone they think is being bullied

12. Responsibilities of Parents

1. Familiarise themselves with the school policy on Anti-Bullying
2. Teach their children traditional values – honesty, tolerance and right and wrong. Be prepared to learn more by attending information sessions
3. Give their children ideas on how to solve friendship and social problems themselves. Children need opportunities to solve their own problems. This is part of becoming a person in society at large.
4. Teach boundaries of behaviour
5. Watch for signs that their child may be being bullied
6. Support their child emotionally if they are being bullied – let them know it is unacceptable and will improve
7. Speak to someone on staff at the school if their child is being bullied, or they suspect that this is happening
8. Instruct their children to “tell” if they are bullied

13. Reporting of Bullying

Children and their parents can report incidences of bullying to: -

1. Their class teacher
2. The Head of School
3. The Chaplain for support and advice

14. Responding to Reported Incidences of Bullying

Bullying behaviours sit inside the existing behavioural management systems of the school. The MAS Behaviour Management Guidelines processes students through behaviour modification and consequence for action timelines.

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

Location of Macksville Adventist School's Anti-Bullying Policy is found on the school's intranet. To obtain a copy please ask at the front office.

Changes made to the Policy during 2018

There were no changes made to this policy during 2018.

Complaints and Grievances Policy

1. Purpose

This Guideline is intended to ensure that complaints are handled fairly, efficiently and effectively. The complaints management system is intended to:

- enable schools and the Company to respond to issues raised by people making complaints in a timely way; and
- provide information that can be used to deliver quality improvements in schools, systems, practices, procedures and complaint handling.

This document provides the key principles and concepts of the complaints management system for both staff and parents and others who wish to make a complaint.

2. Company Commitment

The company expects staff at all levels to be committed to fair, effective and efficient complaint handling.

a. Director

The Director is committed to promoting a culture that values complaints and their effective resolution by:

- providing adequate support and direction to key staff responsible for handling complaints;
- regularly reviewing reports about complaint trends and issues arising from complaints;
- encouraging staff to make recommendations for system improvements;
- supporting recommendations for system improvements arising from analysis of complaint data.

b. Principal

The Principal is responsible for complaint handling in each school and is committed to establishing and managing the complaints management system by:

- providing regular reports to the Director on issues arising from complaint handling work;
- ensuring recommendations arising out of complaint data analysis are canvassed with the Director and implemented where appropriate;

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- training and empowering staff to resolve complaints promptly and in accordance with company policies and guidelines.
 - encouraging staff to provide suggestions on ways to improve the company's complaints management system.

c. Staff

Staff whose duties include complaint handling are expected to be committed to demonstrating exemplary complaint handling practices by:

- treating all people with respect, including people who make complaints;
- complying with the Company Complaints Handling Guideline;
- keeping informed about best practice in complaint handling;
- assisting people who wish to make complaints to access the complaints handling guideline;
- assisting those handling complaints to resolve matters promptly;
- providing feedback to their principal/director on issues arising from complaints; and
- implementing changes arising from individual complaints and from the analysis and evaluation of complaint data.

3. Guiding Principles

Facilitating Complaints

People focus

The company is committed to seeking and receiving feedback and complaints about practices, procedures and complaint handling at schools and/or the company level.

Any concerns raised in feedback or complaints will be dealt with within a reasonable timeframe.

People making complaints will be:

- provided with information about the complaints handling process;
- listened to, treated with respect by staff and actively involved in the complaint process where practicable and appropriate; and
- provided with reasons for decision/s and any options for redress or review.

No detriment to people making complaints

All reasonable steps will be taken to ensure that people making complaints are not adversely affected because a complaint has been made by them or on their behalf.

Anonymous complaints

Anonymous complaints will be accepted and there will be an investigation of the issues raised where there is enough relevant information provided, including the identity of the school or office to which the complaint relates.

Visibility and transparency

Information about how and where complaints may be made will be readily available and publicised on school websites.

Accessibility

The company is committed to ensuring that its complaints management process is easily understood and accessible to everyone, particularly people who may require assistance, for example, people for whom English is not their first language.

If a person prefers or needs another person to assist them in the making and/or resolution of their complaint, the school or company will communicate with them through their representative if this is their wish. Anyone may represent a person wishing to make a complaint, with their consent.

Respond to Complaints

Early resolution

Where possible, complaints will be resolved at first contact with the particular school or, in the case of complaints about the company, first contact with the director.

Responsiveness

Complaints will be assessed and prioritised in accordance with the urgency and/or seriousness of the issues raised. If a matter concerns an immediate risk to safety or security the response will be immediate and will be escalated appropriately.

The company is committed to managing people's expectations and will inform them as soon as possible, of the following:

- the complaints process;
- the expected timeframes for actions;
- the progress of the complaint and reasons for any delay; and
- their likely involvement in the process.

The school or company will advise people as soon as practicable when it is unable to deal with any part of their complaint.

Objectivity and fairness

Each complaint will be addressed with integrity and in an equitable, objective and unbiased manner. Each complaint will be assessed on its merits.

Conflicts of interests, whether actual or perceived, will be managed responsibly. In particular, internal reviews of how a complaint was managed will be conducted by a person other than the original decision maker.

Confidentiality

The identity of people making complaints will be protected where this is practical and appropriate.

Personal information that identifies individuals will only be disclosed or used by the company as permitted under privacy legislation.

Manage the Parties to a Complaint

Empowerment of staff

All staff managing complaints are empowered to implement the complaints guideline as relevant to their role and responsibilities. Staff are empowered to resolve complaints promptly and with as little formality as possible. Staff are encouraged to provide feedback on the effectiveness of this complaints management process.

Managing unreasonable conduct by people making complaints

Schools and the company are committed to being accessible and responsive to all people who approach them with feedback or complaints.

When people behave unreasonably in their dealings with either a school or the company, conduct can significantly affect the progress and efficiency of the school or company's work. As a result, any conduct that negatively and unreasonably affects a school or the company will be proactively and decisively managed by staff.

4. Complaint Management System

Stages of Managing a Complaint

When responding to complaints, staff should act in accordance with this guideline. There are five key stages in the complaint management system:

- Receipt of complaints;
- Acknowledgement of complaints;
- Initial assessment and addressing of complaints;
- Providing reasons for decisions; and
- Closing the complaint, records keeping, redress and review.

Receipt of Complaints

Unless the complaint has been resolved at first point of contact, it will be recorded as a complaint together with its supporting information. Initially verbal complaints will be accepted but with serious complaints the person making the complaint may subsequently be asked to set out their complaint in writing.

The record of the complaint will identify:

- the contact information of the person making the complaint;
- issues raised by the person making the complaint;
- the school or company to which the complaint relates;
- the outcome/s sought;
- any other information required to properly respond to the matter; and
- any additional support the person making the complaint requires.

Acknowledgement of Complaints

The receipt of each complaint will be acknowledged promptly and usually within 10 working days.

Consideration will be given to the most appropriate medium for communicating with the person making a complaint, taking into account the needs of the school or the company and the expressed views of the person making the complaint.

Initial Assessment and Addressing of Complaints

After acknowledging receipt of the complaint, the staff member handling the complaint will confirm whether the issue/s raised in the complaint is/are within the school's or company's control. The outcome/s sought by the person making a complaint will be considered and, where there is more than one issue raised, there will be a determination whether each issue needs to be separately addressed.

When determining how a complaint will be managed, the issues raised will be assessed against the following criteria:

- severity;

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- complexity;
 - health and safety implications;
 - impact on the individual or wider school community; and
 - potential to escalate.

Addressing complaints

The methodology for addressing the complaint may include:

- working with the person making the complaint to see how the issues can be appropriately addressed;
- making inquiries with the person or area that is the subject of the complaint; and/or
- conducting an investigation into the issues raised in the complaint.

The nature and scope of any action taken will depend on a number of factors including:

- the circumstances of each case;
- any statutory requirements;
- the issue/s complained about;
- the parties involved; and
- the likely outcome.

5. Providing Reasons for Decisions

Following consideration of the complaint and any investigation into the issues raised, the person making the complaint will be contacted in a timely manner and advised of:

- the outcome of the complaint and any action that was taken arising out of the complaint so far as permitted under privacy legislation;
- the reasons for any decisions that have been made; and
- any remedy or resolution that has been offered.

6. Closing the Complaint, Record Keeping, Redress and Review

At the time of closing the complaint a record will be made of the following:

- steps taken to address the complaint;
- the outcome of the complaint; and
- any undertakings or follow up action required.

7. Three Levels of Complaint Handling

Where possible, complaints will be resolved by staff at the appropriate school level. Staff will be adequately equipped to respond to complaints, including being given appropriate authority, training and supervision.

Where early resolution of a complaint is not possible, however, due to the complexity of the issues raised, dissatisfaction with the complaint outcome or how the complaint was dealt with, the complaint may be escalated to the director level. This second level of complaint handling will provide for the following internal mechanisms:

- assessment and possible investigation of the complaint and decision/s already made, and/or
- facilitated resolution (where a person not connected with the complaint reviews the matter and attempts to find an outcome acceptable to the relevant parties).

Where a person making a complaint is dissatisfied with the outcome of the director's review of their complaint they may seek a further review from the Chair of the Board of Directors. In some instances the Chair of the Board of Directors may engage a third party to review a matter and provide a report.

8. Accountability and Learning

Analysis and Evaluation of Complaints

Complaints are recorded in a systematic way so that information can be easily retrieved for reporting and analysis.

Regular reports will be run on:

- the number of complaints received;
- the outcome of complaints;
- issues arising from complaints;
- systemic issues identified; and
- the number of requests received for internal and/or external review of complaint handling.

Regular analysis of these reports will be undertaken to monitor trends, measure the quality of service and make improvements.

Both reports and their analysis will be provided to the Director of Education for review.

Monitoring of the Complaint Management System

The complaints management system will be monitored to:

- ensure its suitability for responding to and resolving complaints; and
- identify and correct deficiencies in the operation of the system.

Continuous Improvement

The Company is committed to improving the effectiveness and efficiency of its complaints management system. To this end, the company will:

- support the making and appropriate resolution of complaints;
- implement best practices in complaint handling;
- regularly review the complaints management system and complaint data; and
- implement appropriate system changes arising out of analysis of complaints data and
- continual monitoring of the system.

This is the full text of the Complaints and Grievances policy (Complaints Handling Guideline) and is found on the school's intranet. To obtain a copy please ask at the front office.

This is a new Policy introduced during 2018.

11 School determined improvement targets

Priority Areas for Improvement for 2019 (Schools in National Partnerships should include items from their school plan and come from the QAS Rolling School Improvement Plan)

Macksville Adventist School will concentrate on Literacy and Numeracy in the classroom in 2019. As 2019 is our NESA Accreditation year, we will be focusing on the following components:

1. 2.4 Curriculum
2. 3.1 Leading the Learning and Improvement Culture

3. 1.4 Adventist Identity

4. 4.1 Students and Their Families and 4.2 Professional Partnerships.

Achievement of Priority Areas listed for improvement in the 2018 report (Schools in National Partnerships should include achievements of items from their school plan **and come from the improvements listed in your last Annual Report**)

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

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 student days, charity fundraisers, Breakfast Clubs, 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 2018 surveys expressed a clear satisfaction with the school's direction and programs.

The MAS family culture is 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 school's company will complete this section for all SDA schools.

Income

Income Sources	Percentage of Total Income
Fees and private income	16.86%
State recurrent grants	11.37%
Commonwealth recurrent grants	70.01%
Other Government grants	1.75%
Government capital grants	0.00%
Other capital income	0.00%

Expenditure

Expenditure Costs	Percentage of Total Expenditure
Salaries, allowance and related expenses	69.77%
Non-salary expenses	25.72%
Classroom expenditure	4.03%
Capital expenditure	0.48%

15 Public disclosure of educational and financial performance

The 2018 Annual report will be published on the School's website and available on request from the School office.

SECTION 2

CHECKLIST

Commonwealth legislation (Schools Assistance Act 2008) includes the following requirements not listed as part of 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