



NSW Education Standards Authority

**Annual Report
2021**

Reporting on the 2020 Calendar Year

Port Macquarie 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)

The School Council would like to commend the principal and her staff at the school for the dedicated efforts and the positive growth that they have achieved at the school.

The efforts of the School Council have been focused on developing a solid educational program, which will ensure a school that provides quality education for the students attending the school.

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

PMAS Summary

Port Macquarie Adventist School is a co-educational institution operated by the Seventh-day Adventist Church, as part of its worldwide system of Christian schools. It is open to any student who wishes to study and learn within a Christian environment.

Port Macquarie Adventist School was established on its current site in 1992. The school currently offers primary education.

Port Macquarie Adventist School is fully registered with the New South Wales Board of Studies, and is a member of the Association of Independent Schools (NSW). Seventh-day Adventist Schools (NNSW) Ltd is responsible for the appointment of permanent staff and supervision of teaching standards. The local School Advisory Council is responsible for the management of the school, student enrolment and the provision of suitable facilities in which the school can operate efficiently and safely. Responsibility for the day to day operation of the school rests with the Principal and staff.

In 2021 PMAS will commence secondary school for the first time. This will be held in the

The Cultural Makeup of PMAS

PMAS has a rich variety of cultures. Both Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander Australian and, a variety of European and Asian backgrounds make up the most common cultural components. This multicultural mix is one of the positive aspects of PMAS. Each culture brings something special and exciting to the mix.

The Religious Makeup of PMAS

PMAS has a wide range of religions represented. Seventh-day Adventists students make up about eighteen percent of the school population. Students who worship with other Christian denominations represent 18% of the school population. The majority of the school's religious population is largely families who identify as non-Christian.

Despite these differences, PMAS treats all student with the same nurture and respect and, all students are expected to uphold the values of the Seventh-day Adventist Church and partake in the spiritual activities of the School.

Having a school with such a high percentage of non-Adventist students provides PMAS with an ideal opportunity for ministry. As staff in a Christian school we are all personally involved in this ministry and should always be aware of opportunities to share Christ with our students.

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	22.2	22.2	55.6
Year 5	12.5	56.3	31.1
Year 7			
Year 9			

Writing

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	22.2	44.4	33.3
Year 5	0	75	25
Year 7			
Year 9			

Spelling

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	22.2	33.3	44.4
Year 5	12.5	50	37.7
Year 7			
Year 9			

Grammar and Punctuation

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	11.1	44.4	44.4
Year 5	18.8	50.0	31.3
Year 7			
Year 9			

Interpretative Comments

Year 3, 2019 were a small cohort of 6 students. The results appear to have a higher than normal percentage of students for Spelling, Reading and Writing with below minimum standard results. However when considering the small cohort it is entirely likely to see these results.

Year 5, 2019: The pleasing writing results were attributed to the direct teaching in Kindergarten to Year 3. These were pleasing results for Year 5. Grammar and Punctuation has been identified as an area of need for growth for teaching staff and students. The school will implement a whole of school sequenced program in 2020 to capture a greater percentage in at standard and above standard.

The school was pleased with Year 5 spelling, reading and writing results. To further strengthen these results the school has implemented phonic based reading and vertical classes for 2020.

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	33.3	44.4	22.2
Year 5	12.5	75.0	12.5
Year 7			
Year 9			

Interpretative Comments

Although the results are pleasing for Year 5 they are disappointing for Year 3. The school has implemented Stepping Stones K-6 for 2020 with Year 5 and 6 also accessing Math Pathways. It was identified that whilst students could use math manipulatives, they found recording math difficult. As this program is across the whole school, it is also intended to implement vertical classes across the school to capture students who need extension and support those who have learning gaps.

3.2 Record of School Achievement

Item	Students
Number of Students studying in Year 10	N/A
Number of ROSAs issued by NESA in 2019	N/A

Subject	No of students		Performance band achievement by number and/or %					
			Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
		State						
		School						
		State						
		School						
		State						
		School						
		State						
		School						
		State						
		School						
		State						
		School						
		State						
		School						
		State						

Interpretative comments for Higher School Certificate results

Comparison of 2019 HSC results as a trend over time

Subject	No of students		Performance band achievement by number and/or %					
			Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
N/A		2019						
		2018						
		2017						
		2019						
		2018						
		2017						
		2019						
		2018						
		2017						
		2019						
		2018						
		2017						
		2019						
		2018						
		2017						
		2019						
		2018						
		2017						
		2019						
		2018						
		2017						
		2019						

Subject	No of students		Performance band achievement by number and/or %					
			Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
		2018						
		2017						
N/A		2019						
		2018						
		2017						
		2019						
		2018						
		2017						
		2019						
		2018						
		2017						
		2019						
		2018						
		2017						
		2019						
		2018						
		2017						
		2019						
		2018						
		2017						

Subject	No of students		Performance band achievement by number and/or %					
			Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
		2019						
		2018						
		2017						
		2019						
		2018						
		2017						
		2019						
		2018						
		2017						
		2019						
		2018						
		2017						
		2019						
		2018						
		2017						
		2019						
		2018						
		2017						

Interpretative comments for Higher School Certificate result trends over time

4 Senior secondary outcomes

Percentage of students in Year 12 undertaking vocational or trade training:

Percentage of students in Year 12 attaining a Year 12 certificate or equivalent
VET qualification:

5 Professional learning and teacher standards

5.1 Professional Learning

Areas of professional learning	Teachers (number or group)
PBL Training 101	5
PBL Training 201	3
PBL Training - Coaching	1
Lionsquest Wellbeing	9
Velpic	14
Dynamiq	8
Nick Salmon – School Improvement	8
Assessment for Learning – School based	7
PDHPE – AIS	7
Encounter	1
Phonic Based Reading	4
Governance	1
Principal’s Conference	1
Leading Learning USA Trip	1
NCCD Network Meeting – Evidence and Moderation	1

Total Staff PD experiences: 15

Average cost per teacher for professional learning: \$150

5.2 Teacher Accreditation Status

Accreditation Level of Teachers	Numbers of teachers
(i) Conditional	0
(ii) Provisional	2
(iii) Proficient or higher	5
	7

6 Workforce composition (comment on Indigenous staff)

There is 1 male and 4 female teaching staff employed at PMAS. All full-time classroom teaching staff identify as Seventh-day Adventist.

There are no indigenous staff employed at PMAS. In 2020 one indigenous parent will volunteer in the canteen as the manager. No other positions for indigenous staff are available.

One teacher is employed as Learning Enrichment.

One teacher is employed as Science /Technology release across the school (does not identify as Adventist)

One teacher is employed as Music release across the school (does not identify as Adventist).

One of the school's grandparents (a qualified teacher) volunteers as the librarian.

The school receptionist is female and does not identify as Seventh-day Adventist.

The maintenance manager is male and identifies as Seventh-day Adventist. He is also the school cleaner.

7 Student attendance rate and non-attendance

7.1 Average Year Level Attendance

Year Level	Average Attendance (%)
Kindergarten	
Year 1	
Year 2	
Year 3	
Year 4	
Year 5	
Year 6	
Year 7	
Year 8	
Year 9	
Year 10	
Year 11	
Year 12	
Total school attendance average	

7.2 Management of non-attendance

The following process is to be followed regarding notification of student absences from school:

Up to 10 Consecutive or Habitual Days

- Classroom teacher contact parents/guardian when absences are either consecutive or habitual. Notes recorded on SEQTA regarding conversation and suspected return date to school.

Attendance Letter No 1 mailed home by Student Services Officer.

Up to 15 Consecutive or Habitual Days

- Class Teacher to fill in Student at Risk Form and pass on to Principal to contact and meet with parents. PMAS Back-to-School Action Plan discussed and completed with parent/s including strategies for back to school. Plan attached to child's file on SEQTA. Provide counselling if necessary.

Attendance Letter No 2 and Back-to-School Plan mailed home to parents/carer.

20 Consecutive or Habitual Days

- Meeting with Principal to discuss attendance at school and how to move forward.
Attendance letter No 3, mailed home
Family Referral Service notified
School Liaison Officer Notified

30 Consecutive or Habitual Days

- Police Liaison Officer notified by Principal with a visit to follow
- AIS notified by Principal
- Attendance Letter No 4 mailed to family

40 DAYS

- FaCS report made at 40 days.
- Attendance Letter No 5 mailed to family

Where absences occur at a habitual level*, the following processes are to be followed by the Principal, or their delegate:

In the first instance, report the habitual absence to the local NSW Police – School Liaison Program.
(Senior Constable Steven Jeffrey – (office) 65616599 (Mobile) 0437 776 946

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

Percentage retention rate: **N/A**

8 Post School Destinations (secondary schools only)

(report on the destination of all students 17 and over who left school during 2019)

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.

Please Note: **Enrolment Policies - PMAS**

- **General Enrolments**

At initial enrolment, all parents must give a firm undertaking that they will accept and support during the period of their child's enrolment the philosophy, mission and ethos of the Adventist school, including the appropriate participation of their children in the religious education programs.

- **Pre-Kindy Enrolments**

In order to commence Pre-Kindy at KAS the child must be four (4) years of age prior to the 31st of March in the year of enrolment.

- **Kindergarten Enrolments**

In order to commence Kindergarten at KAS the child must be five (5) years of age prior to the 31st of March in the year of enrolment.

- **Early Age Enrolment**

The Principal has the discretion to process an early age enrolment (Primary-5 year old by July 1 of the year of enrolment) if special circumstances exist.

The Principal shall inform the parents that the school will assess the child's readiness and learning after consultation with the school's Learning Enrichment Department.

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.

Composition/characteristics of the student population

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 2019.

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.

There have been no changes made to this policy during 2019.

Anti-Bullying Policy

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

Rationale

Port Macquarie Adventist School committed to providing a safe learning environment in which students feel valued. We recognise that bullying can thrive in the closed world of children and therefore all schools need to create an atmosphere of openness and reporting.

Bullying interferes with learning and will not be tolerated at Port Macquarie Adventist School. *It is not an acceptable part of growing up.*

The school recognises bullying as an inappropriate behaviour, which can be dealt with according to the school's discipline policy and suspension code. Every student has the right to enjoy learning and leisure free from intimidation.

We also recognise the role of parents and the community in influencing how we deal with bullying in the school community. The stress for targets of bullying will have far reaching effects on their personal and social development as well as a considerable impact on their educational achievements and the educational achievements of their peers.

Bullying is too important not to report. Students should support each other by reporting all instances of bullying. Saying nothing implicates a bystander as condoning or being complicit in the bullying.

Reports of bullying will be taken seriously, and appropriate action will be taken. Each member of the school community shares the collective responsibility to ensure every member feels safe, supported, and valued at all times. Bullying, in any form, is never acceptable and will not be tolerated.

Aims

Ensure that:

1. All students feel safe and accepted without being bullied.
2. All staff follows guidelines to provide a safe and supportive environment for all students.
3. Bullies are dealt with appropriately and follow the schools discipline policy.

Implementation

1. Let it be clear that there is zero tolerance on bullying at Port Macquarie Adventist School.
2. Every grade looks at life skills and examples of bullying. Teachers constantly talk about treating other nicely and refer to the way Jesus would want us to be like. The PMAS way ideals are also taught to students to encourage positive relationships.
3. All reports of bullying are taken seriously. This includes cyberbullying.
4. If a student reports that they are being bullied by another student to their teacher then their teacher is to let the Principal know immediately.
5. The Principal will then investigate the situation and call the parents of the suspected bully to come in for a meeting to discuss the allegation.
6. The Behaviour Management Policy outlines consequences for bullying, which is in line with other offences.
7. The bully may end up on monitoring and given therapy with the school psychologist.
8. The teacher is to report the behaviour on SEQTA under the rose.
9. If a student is a repeat offender then they may be given a behaviour plan to follow and it will be recorded on SEQTA by the teacher of the student.
10. The Principal will discuss the situation with the parents of the child being bullied and inform them that the situation is being monitored and dealt with.

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

Port Macquarie Adventist School – Anti-Bullying and Harassment Guidelines can be on the school's website. Please contact the front office for a copy.

Changes made to the Policy during 2019

The Anti-Bullying Policy was written in 2019.

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;
- 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 time frame (see Acknowledgement of Complaints).

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 time frames 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 usually be within 24 hours and a response, or an update, will be given 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;
- 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.

There have been two changes made to this Policy in 2019.

1. In Facilitating Complaints this line was added: *(see Acknowledgement of Complaints).*
2. In Acknowledgement of Complaints the first paragraph was changed to *The receipt of each complaint will usually be within 24 hours and a response, or an update, will be given within 10 working days.*

11 School determined improvement targets

Priority Areas for Improvement for 2020 (Schools in National Partnerships should include items from their school plan and should come from your QAS Rolling School Improvement Plan)

- Communicate with parents in a professional and personal manner by the end of 2020.
- Staff complete Berry Street Educational Model training by the end of Term 2, 2020.
- All staff to have completed 101 PBL training by the end of Term 2
- Staff to write and implement PBL units (one per term).
- Staff writing and implement programs in accordance with NESAs compliance by the end of Term 2, 2020
- Pastoral Care to implement (in conjunction with school administration) connection points for the schools parental/student community.

Achievement of Priority Areas listed for improvement in the 2019 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**)

Each teacher implemented a STEAM teaching unit with a PBL science focus throughout the year. Teachers were able to determine the term this unit would be implemented.

Final work was completed with a Science specialist from AIS for two of the staff members. These staff member shared the information in a staff meeting with other staff.

Continue development of staff capabilities with the use of new STEAM equipment and online apps and programs.

All staff to participate in Project based learning 101 or 201 with Buck institute at the end of Term 1. PBL units were taught during each subsequent term.

Implement Math Pathways into Years 5 and 6 as a preparation for Secondary school was implemented at the beginning of the year and will do so again in 2020.

All teaching staff to completed the Berry Street Educational Model (BSEM) Training and LionsQuest Training. Staff will complete the Berry Street Training at the beginning of 2020.

12 Initiatives promoting respect and responsibility

Each week each classroom has a focus on one of the school values. Respect and responsibility are always the first values of each term. At the end of the week the chapel service has focus on the value for the week.

The principal will often talk with children about respecting the school and being responsible for their behaviour.

13 Parent, student and teacher satisfaction

Data from the 2019 insight SRC survey suggests:

Staff:

Across all areas of Performance and Gain staff indicated the school fell from the middle 50% to the bottom 25%. Staff suggested Student Management fell by 26 points in the actual scores.

Students:

Year 5-6 students believe Students Morale, Classroom Behaviour, and Connectedness to School and have all fallen since the 2016 survey. Students scored the school in the Lower 25% of Australian Schools.

Students in Year 5-6 believe Collaboration has increased from the middle 50% to the top 25% of Australian schools.

Parent:

60% of parents indicated they are satisfied with the educational their child receives at the school and 66% indicate the school aims to improve the quality of education at the school.

80% of parents indicated their child is supported in transitioning into the school.

Parents indicated they would like to see more extra-curricula opportunities at the school. At the end of the year the school was offering tennis lessons and guitar lessons.

62% of parents indicated they are not encouraged to engage in peer-to-peer ministry. The school does not have a program where the school community can gather together either socially or spiritually. The school administration and chaplaincy will be implementing some form of program in 2020.

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	
State recurrent grants	
Commonwealth recurrent grants	
Other Government grants	
Government capital grants	
Other capital income	

Expenditure

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

15 Public disclosure of educational and financial performance

The 2019 Annual report will be published on the College's website and available on request from the College 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

