



# **Board of Studies Annual Report**

**Reporting on the 2014 Calendar Year**

**Macarthur Adventist College**

Owned and Operated by

Seventh-day Adventist Schools  
(Greater Sydney) Ltd

# **ANNUAL REPORT**

# **2014**

## **Introduction**

Welcome to the 2014 Annual School Report of Macarthur Adventist College

This Annual School Report is a requirement for compliance with Section 3.10 Educational and Financial Reporting of the Registration and Accreditation Requirements for Independent Schools, under the Education Amendment (NSW Non-Government Schools Registration) Act 2004 (NSW).

The Annual School Report provides parents and the wider school community with fair, accurate and objective information about various aspects of school performance and development.

## 1 A message from key school bodies

### Principal's Message

Macarthur Adventist College provides a caring learning environment with effective pastoral care that supports student well-being. Our aim is to provide students with a positive, supportive school environment with the focus on active learning.

At Macarthur Adventist College, our mission is to empower students to reach their full potential through a quality education in a supportive Christian community where we

- Promote excellence through all aspects of school life.
- Embrace diversity
- Uphold Christ as the model for all to follow.

At Macarthur Adventist College, our Vision is:

- Nurture for Today
- Learning for Tomorrow
- Character for Eternity

We believe that all students have a right to an education that meets their immediate and future needs, that is Christ centred, promoting Christian values and practice including prayer, worship and service. As a result, we are attracting families who are seeking a school with the focus not solely on academic achievement, but a school, which provides a holistic approach. Teaching and learning take place in a nurturing, student-centred, caring, and safe environment, where every effort is made to cultivate the individual's full potential by providing opportunities for academic, cultural and sporting achievement.

Recent school enrolments grew due to a review, which lowered school fees and parent satisfaction with the school program. Our students range from those who are well-equipped independent learners to some needing various forms of learning support. We have a large number of students who actively participate in the Arts and a significant number of students who performed extremely well at various sporting events resulting in selection for state and national competitions. The students' achievements and accomplishments were showcased throughout 2014 through classroom displays, newsletters and the College website and were celebrated at many school assemblies.

Our dedicated and enthusiastic teaching staff ranges from early career to highly experienced professionals. The school aimed through Quality Adventist Schools Framework (QASF) to improve the teacher quality through seminars, workshops and professional development courses, which occurred throughout 2014 and this led to a more effective delivery of lessons and improvements in student engagement.

Our school is multicultural, and a large number of our students come from a non-English speaking background with many parents having limited English fluency thus impacting their capacity to support their child's literacy needs. The introduction of an afternoon homework club, which started in 2013 and continued in 2014, was conducted two afternoons a week to help support parents who cannot help their child at home. The College also encourages unity and understanding for the many different cultures that are represented at the College by holding an annual multi-cultural evening.

The College is growing rapidly, both, in terms of infrastructure and student numbers with a new primary block containing 3 classrooms and a shared withdrawal area scheduled for completion in Term 2, 2015. A specialist secondary classroom block with Music, Visual Arts and IT Labs are scheduled for completion in time for 2016 school year. The College is well equipped with IT resources having 2 computer labs, one PC and one Apple, so that students can be exposed to varied types of technology. The College also has computers in each classroom, and the availability for classroom sets of laptops and iPads. The College is equipped with interactive whiteboards in each classroom and teachers are well skilled at using different forms of technology.

We are very proud of our school, our students, teachers, parents and community. This report provides a window into our wonderful school and its achievements. It is a blessing to be working in a community of cooperative and supportive staff, students and families.

I would like to thank the parents, the staff and the Schools' Board for their continued support and guidance for our children throughout the year.

Further information about the College and/or this Report may be obtained by contacting the College.

## **COLLEGE COUNCIL**

2014 saw another year of significant growth for the College. This growth was due not only to school fees being retained at an affordable rate but also due to a continued trend of student retention.

Student growth increased in the secondary; in particular the Year 7 intake, as 2014 saw a second year of a double-streamed Year 7. The College also added teaching staff to and was able to provide specialty teachers to accommodate students wishing to select a variety of electives. Subjects such as Music and Visual Art, which were made available at the school for the first time in 2013, continued to be developed in 2014.

The Multi-Purpose Hall has been a true blessings allowing for many new activities to be available throughout lunch times as well as extending learning opportunities before, during and after school. The College hosted a number of events throughout the year including Interschool basketball challenges with a few of our sister schools as well as the local schools and the local police. It also hosted Days of Worship and the "I choose 2B Drug Free" program.

The College chaplaincy program also increased to having two chaplains available to cater for the spiritual needs of the students. Weeks of Prayer now known as SWAT (Spiritual Weapons and Tactics) involved students leading out in Praise and Worship and preaching to the College community. Our chaplain is also the Lead Minister of the College church, Church in the Fields (CITF), which meets on the campus and caters for students and families as well as local community members.

Counselling services increased from one day to two days a week in 2014 which made a significant impact on the school community providing students opportunities to address issues that they may be facing. Stronger bonds were made by working more closely with the Indigenous community as well as supporting the HOPE program, which was run by the police local area command.

Although the National Partnership ceased in 2013, the staff continued to work vigorously and collaboratively in 2014 to improve and enhance Literacy and Numeracy skills and outcomes as well as differentiating programs to assist and support the diverse level of student abilities.

2014 saw the introduction of Quality Adventist Schools Framework (QASF), a framework for school assessment and improvement. Staff worked on four components addressing the areas of Special Character, Vision, Mission and Values, Curriculum and Professional Learning.

## **ROLES OF THE SCHOOL COUNCIL:**

The School Council meets on a regular basis. The members are appointed by the Board of Directors and representation comes from the feeder churches in the area. A conference representative is always in attendance. A copy of the minutes from the meetings is kept in a folder in the college office.

### ***Responsibilities and Duties of the School Council***

The School Council will be responsible for the good governance of the school subject to and as delegated by the Board of Directors, and in accordance with the company constitution, South Pacific Division and the Australian Union Conference Education Handbooks and the South Pacific Division Working Policy. The school council shall:

1. Review and report annually to the Board of Directors the school's operation on:

- a. the level of fidelity to the preservation of the Seventh-day Adventist mission and ethos as expressed in its Strategic Plan,
  - b. the quality of its witnessing program and the level of involvement by other ministries of the Church,
  - c. the effectiveness of application of its Statement of Special Character in all school programs and policies
  - d. the financial viability of the school.
  - e. develop and implement policies that meet compliance with legislative requirements.
2. Develop and adopt policies in local school matters which include but not confined to:
- a. The School Charter and Statement of Special Character.
  - b. Use of school property and buildings.
  - c. Bus schedules and routes, where applicable.
  - d. Equipment and maintenance of school plant.
  - e. Provision for cleaning of buildings and upkeep of grounds.
  - f. Academic and physical plant master plans for the development of the school.
  - g. Student health, hazards and safety management.
3. Be supportive of the principal, recognising that it is the principal's role to implement the policies developed by the Board and the Board of Directors, in the management, leadership and operation of the school program including:
- a. Implementation of Board of Directors financial policies.
  - b. Development and implementation of a code of student conduct.
  - c. Building up and maintaining a satisfactory enrolment.
  - d. Confirming enrolment and continued attendance of students.
  - e. Appraisal of all staff
  - f. Professional development of all staff
  - g. A safe environment
4. In consultation with the school administration and staff make recommendations to the Board of Directors on the academic program and curriculum of the school.
5. Be responsible for the financial management of the school in harmony with the policies outlined by the Board of Directors and:
- a. With the approval of the Director of Education and/or the Chief Financial Officer of the Board of Directors, determine annually, prior to the commencement of the teacher staffing period, the number of teacher budgets the school can afford to fund for the next school year.
  - b. During the last term of the school year, in counsel with the Director of Education and the Chief Financial Officer, of the Board of Directors prepare an annual operating budget setting out all items of income and expenditure for the next school year. The budget shall be set within the parameters established by the Board of Directors. After confirmation by the Board of Directors, the proposed budget will be reviewed and, if necessary, adjusted at the first meeting of the school council in the new school year.
  - c. Receive and consider monthly statements from the Chief Financial Officer of the Board of Directors and determine ways and means of maintaining a balanced budget, noting that the school council has the responsibility to liquidate any indebtedness.
  - d. Manage all tuition and other income in accord with the policies of the Board of Directors.
  - e. Determine the tuition/fees schedule for the school within the parameters established by the Board of Directors
  - f. Professional development of all staff
  - g. A safe environment
6. In consultation with the school administration and staff make recommendations to the Board of Directors on the academic program and curriculum of the school.
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7. Be responsible for the financial management of the school in harmony with the policies outlined by the Board of Directors and:
  - a. With the approval of the Director of Education and/or the Chief Financial Officer of the Board of Directors, determine annually, prior to the commencement of the teacher staffing period, the number of teacher budgets the school can afford to fund for the next school year.
  - b. During the last term of the school year, in counsel with the Director of Education and the Chief Financial Officer, of the Board of Directors prepare an annual operating budget setting out all items of income and expenditure for the next school year. The budget shall be set within the parameters established by the Board of Directors. After confirmation by the Board of Directors, the proposed budget will be reviewed and, if necessary, adjusted at the first meeting of the school council in the new school year.
  - c. Receive and consider monthly statements from the Chief Financial Officer of the Board of Directors and determine ways and means of maintaining a balanced budget, noting that the school council has the responsibility to liquidate any indebtedness.
  - d. Manage all tuition and other income in accord with the policies of the Board of Directors.
  - e. Determine the tuition/fees schedule for the school within the parameters established by the Board of Directors.
8. Counsel with the Director of Education of the Board of Directors on the employment of non-teaching personnel. This category of employee is a school council appointment subject to the Board of Directors approval. Recognise that teaching staff are employed and/or employment terminated by the Board of Directors. Issues of teacher performance are dealt with by that body rather than at the school council.
9. Support the home and school association committee, whose appointment and operation should be in harmony with South Pacific Division Working Policy EDU.10.30.3 a-e.
10. Ratify the recommendations of the school administration in situations involving serious disciplinary cases and to serve as the ultimate authority in the dismissal of students.
11. Accept responsibility for adhering to the Board of Directors adopted school calendar. Any modifications or contemplated changes must receive prior approval from the Board of Directors.
12. Receive and consider the school accreditation reports from the Australian Union Conference Education Department, and to support the Board of Directors in the implementation of the recommendations made.
13. Where non-confidential agenda items are addressed teachers and other interested constituents may be invited to attend. Where considered appropriate by the chair, the non-voting observers in attendance may address the meeting.
14. Ensure that all reasonable care is taken to protect the health and safety of persons employed or engaged in activities organised by the school in harmony with the Division and company occupational health and safety policy. This care is to extend to members of the public whose health and safety may be endangered by the activities of the school.
15. Establish standing and ad hoc committees to assist the council with the governance of the school, such as:
  - Management committee
  - Finance committee
  - Development committee
  - Promotion/marketing committee
  - Education/Pastor Care Committee
  - Special Character Review Committees

## **STUDENT REPRESENTATIVE COUNCIL**

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Student input into formal decision-making is integral to our mutual success. A formal and structured student Representative Council (SRC) provides a forum for students to express their views, and to have them heard.

The 2014 Student Representative Council consisted of:

- College Captains
- College Vice Captains
- House Captains and
- House Vice Captains
- A representative from each grade from Year 5 – Year 12.

Elected members receive badges and the day-to-day coordination and directions as to their role and basic meeting procedures and protocol was managed by the College appointed SRC staff members.

The SRC represented the school at several events, and a number of students attended leadership conferences. They also organised fundraising activities and events and lead student forums.

## **2 Contextual information about the school**

Macarthur Adventist College, a Pre-Kindergarten to Year 12 School, is held in high esteem by the community for its well-balanced education, and its nurturing and caring staff. The development of the child in a well-disciplined environment encourages students to be all that God intended them to be. Our College focus is on helping students to reach their full academic potential develop Christian faith and moral character, and acquiring social confidence and responsibility.

We are blessed to have a team of dedicated teachers and staff who are committed to the welfare of the children in their care. They endeavour to foster an education system where each student has every opportunity to reach their optimal potential and to nurture them on this path to be lifelong learners.

The size and structure of our College allows for each child to be treated as a special individual. Value for one's self, respect and acceptance of others and wise decision-making are just a few of the skills and attitudes that demonstrate the special character of our College. At our College, families become part of a community which seeks positive, well-balanced Christian values for their children. It is a place where lasting friendships are established.

The College is situated in a low socio-economic area of Western Sydney and was part of the National Partnership from 2010 to the end of 2013. Although funding ceased for this program in 2014, staff have continued to deliver a differentiated curriculum through professional development and a variety of strategies in their teaching in order to meet the needs of the students in Literacy and Numeracy.

### 3 Student performance in National and Statewide 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	4	7	89
Year 5	14	9	77
Year 7	11	27	62
Year 9	13	33	54

##### Writing

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	0	7	93
Year 5	9	8	83
Year 7	16	29	55
Year 9	38	25	37

##### Spelling

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	0	11	89
Year 5	9	4	87
Year 7	8	16	76
Year 9	8	21	71



### Grammar and Punctuation

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	0	7	93
Year 5	9	21	70
Year 7	21	29	50
Year 9	21	29	50

### Interpretative Comments

In Year 3 between, 89% - 93% of students scored above national minimum standard in all areas and no students are below minimum standards in Writing, Spelling, and Grammar and Punctuation. In Year 5 87% of students are above minimum standard for Spelling. In 2014 we had our second year of a 2-stream Year 7 class, which was made up of a mix of new students to the school and students who had been with us in Year 6 and earlier. Year 7 Spelling results were great with 92% of students scoring above national minimum standard. In Year 9 we saw growth for the cohort overall, in particular in Reading and Writing. In general students scored considerably better in spelling overall than any other areas.

### Numeracy

Numeracy incorporates Number and Algebra, Measurement and Geometry, and Statistics and Probability.

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	4	21	75
Year 5	23	9	68
Year 7	11	24	65
Year 9	0	29	71

### Interpretative Comments

In Year Three, 75% of students scored above national standard. In Year 5, while we still have areas we can work on all student results indicated growth in Numeracy. In 2014 we had our second year of a 2-stream Year 7 class, which was made up of a mix of new students to the school and students who had been with us in Year 6. 89% of Year 7 students scored at or above national minimum standard. In Year 9 there was considerable growth for the cohort with no students below national minimum standard and 71% of students above national minimum standard.

### 3.2 Record of School Achievement (ROSA)

Item	Students
Number of Students studying in Year 10	23
Number of ROSAs issued by the Board of Studies in 2014	0

### 3.3 Results of the Higher School Certificate Examination Results

Subject	No of students	Performance band achievement by number and/or %			
		Bands 6 - 3		Bands 2 - 1	
Ancient History	12	School State	17% 83%	School State	83% 17%
Business Studies	10	School State	70% 88%	School State	30% 12%
English	19	School State	58% 85%	School State	42% 15%
Food Technology	2	School State	0% 78%	School State	100% 22%
Information Processing and Technology	13	School State	38% 88%	School State	62% 12%
Mathematics	6	School State	0% 91%	School State	100% 9%
Mathematics General 2	5	School State	11 % 75%	School State	89% 25%
Music 1	4	School State	100 % 97%	School State	0% 3%
PDHPE	9	School State	33% 88%	School State	67% 12%
Senior Science	6	School State	83% 89%	School State	17% 11%
SOR I	18	School State	56% 94%	School State	44% 6%
SOR II	1	School State	100% 90%	School State	0% 10%

#### Interpretative comments for Higher School Certificate Test results

Our HSC cohort for 2014 was 19 students and this has been steady in numbers in the past 2 years. With a cohort this small the data can be skewed as each student represents a significant percentage of the class.

Many of the students studying at the College come from low-socioeconomic backgrounds with parents who work in the unskilled economy. These students have low expectations about their potential which affects their motivation and engagement to class work. In addition they are routinely exposed to events that hinder their ability to fully engage in learning inside and outside the classroom. The College has an active plan to promote the possibility of tertiary studies to these students and is constantly seeking ways to assist students to overcome their disadvantage. This is an area that continues to be a challenge at the College and will continue to be a strong focus in the College's initiatives. For many of the Year 12 graduates they are the first members of their families who will receive a Higher School Certificate.

#### **4 Senior secondary outcomes**

Percentage of students in Year 12 undertaking vocational or trade training: 0  
 Percentage of students in Year 12 attaining a Year 12 certificate or equivalent VET qualification: 95%

#### **5 Professional learning and teacher standards**

##### *5.1 Professional Learning*

Areas of professional learning	Teachers (number or group)
CASE/CAPE	24
Child Protection Compliance	24
First Aid Course (Full 2-day including CPR/Anaphylaxes)	1
CPR/Anaphylaxes/Diabetes/Asthma (only)	24
Fire Safety Compliance	24
WHS Risk Management	23
SIAS Workshop	22
Quality Adventist Schools Framework Workshop	22
SIAS Team Workshop (x3)	5
English Workshops	2
Cracking the Hard Class	2
National Curriculum	6
Maths	2
Shell Questacon Science Circus	9
Student Welfare	2
Kitchen Garden Training	3

Areas of professional learning	Teachers (number or group)
iPad/IPT PD	2
Primary Conference	1
Program Builder	22
Literacy Lego	1
PDHPE	3

Total Staff PD experiences: 224

Average cost per teacher for professional learning: \$400

## 5.2 Teacher standards

Categories of Teacher Standards	Qualifications	Numbers of teachers
(i) teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	Education qualification Doctorate Masters degree Graduate Diploma Bachelors degree Diploma	24
(ii) teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or	Doctorate Masters degree Graduate Diploma Bachelors degree Diploma	-
(iii) teachers who do not have qualifications as described in (i) and (ii) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed <ul style="list-style-type: none"> <li>- to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis) and</li> <li>- as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity</li> </ul>	These teachers work under the direction of another teacher and are registered as transition scheme teachers with the NSW Institute of Teachers unless he/she is a LOTE teacher	-
	Total number of teachers in school	24

## 6 Workforce composition

There are 9 males and 15 females on the College staff. The Principal is a female.

Three staff are part time due to preferred reduce hours or only specialising in a particular KLA while the rest are full time.

The staff come from a wide range of nationalities: Australian, Fijian, Indian, Asian, Samoan, South American, Ukrainian, South African, Brazilian, Mauritian, Singaporean, Canadian, Dutch and New Zealand.

## 7 Student attendance rate and non-attendance

### 7.1 Average Year Level Attendance

Year Level	Average Attendance (%)
Kindergarten	85
Year 1	95
Year 2	93
Year 3	93
Year 4	93
Year 5	96
Year 6	94
Year 7	91
Year 8	86
Year 9	87
Year 10	81
Year 11	91
Year 12	84
Total school attendance average	90%

There were a number of students who impacted the overall attendance significantly due to being absent for almost a full term due to illness or overseas holidays.

## 7.2 Management of non-attendance

Office staff contact parents/caregivers by SMS when a child is recorded as absent on any day. This procedure is done using MAZE. Parents/caregivers are then able to notify the school the reason for the absence. Parents are expected to provide written or verbal explanation of the reason for the absence.

Should staff receive no response to the SMS and the student has not returned for 3 or more days the teacher, Head of School or Principal will contact the parents to check on the welfare of the student. In cases where an absence rate rises above 15% parents are called in and the problem is discussed and a strategy set in place to manage non-attendance. This same procedure is also used for continual lateness to school.

If a child has more than 30 days in 100 unexplained absences the Children's Services Department is contacted and it becomes a matter of child protection.

## 7.3 Retention from Year 10 to Year 12

66% of 2012 Year 10 students completed their HSC at our College in 2014. The other students who left moved out of the area or moved to other schools to access subjects the College didn't offer, while others chose TAFE or moved into the workforce.

## 8 Post School Destinations

At the end of 2014 there were 19 students who attempted the HSC exams.

Of the students who completed their HSC, 50% went onto further studies at Universities, TAFE or Colleges in such areas as Criminology, Child Care, Occupational Therapy; or trade areas such as Photography and Event Management. 25% have taken a Gap year and are working and will continue further studies next year, while the other 25% are working or seeking employment.

## 9 Enrolment Policies and characteristics of the student body

### Enrolment Policy

#### ENROLMENT PROCEDURES AND GUIDELINES

##### Rationale:

All children enrolling at our school deserve a smooth transition that enables them to become part of our school with a minimum of disruption and maximum support.

##### Aims:

To provide an efficient process of enrolment that satisfies the needs of students, families and the school.

##### Implementation:

All children who are eligible to attend a Government College are welcome to make application to attend our school.

Students enrolling at our school as part of a Prekindergarten intake will be required to provide proof of age (indicating that they have turned 4 years of age by the 31<sup>st</sup> of July of that year) and an immunisation certificate. Proof of identity is required for both the parents and the student. For the student this would include original or certified copies of a birth certificate or citizenship certificate if Australian or a Passport and Visa documents for Citizens of other countries.

Students enrolling at our school for the Kindergarten intake will be required to provide proof of age (indicating that they have turned 5 years of age or will turn 5 by the 31<sup>st</sup> of July of that year) and an immunisation certificate. Proof of identity

is required for both the parents and the student. For the student this would include original or certified copies of a birth certificate or citizenship certificate if Australian or a Passport and Visa documents for Citizens of other countries.

A child who is less than the minimum age of entry but has transferred from an interstate school is eligible for enrolment. Evidence of age and full-time enrolment at the interstate school must be provided.

Parents seeking early age entry for their children must make a written application to the Education Director with supporting documentation.

Information regarding the enrolment of overseas students is available (See overseas student policy document.)

The school does not discriminate against any child on the basis of race, religion, colour, intellect or physical disability.

Students with Disabilities are welcome to enrol at the College. The College will seek in the enrolment process further information on any adjustments necessary to the existing programs or facilities so that the College can provide a suitable similar program for the student.

The enrolment application form includes a section for the parents and students in Year 3-12 to sign indicating they will uphold the ethos and standards of the school. Information is required by the school to ascertain the unique needs of the child. This will assist the College in knowing how best to adjust the program to better meet their educational needs. This may include current reports, educational and psychological reports and paediatric reports.

The Role of the Receptionist in the enrolment process is to:

1. provide a Handbook and an application form.
2. show the family the College uniforms and discuss procedures for their purchase
3. Contact parents in writing informing them of the decision about the application.
4. If the child is accepted, give further explanation in regards to transport, canteen and routine procedures.

### **Procedure**

Enrolment enquires will be coordinated by the College Receptionist who will provide general information about the College, its program and the enrolment process as well as enrolment application forms. The receptionist will arrange for an interview for families who wish to proceed with an enrolment application. The enrolment interview will involve the primary or secondary coordinator and the Principal either in separate or combined interviews and an interview with the Accounts Clerk.

During the interview, the Coordinator / Principal will:

1. Answer any questions about the College program or policies.
2. Discuss the family's interest in the College including how they found out about the College and what they are hoping the College will achieve for their son or daughter.
3. Discuss family arrangements including marital status and if any court orders apply.
4. Sight and copy reports from previous schools or educational or medical specialists.
5. Show the family around the school and introduce them to the appropriate teacher
6. Inform them that a letter of acceptance will be sent once the enrolment application has been processed.
7. Discuss the importance of fees at the College, the obligations of the person who will be responsible for fee payment, the agreed fee amount, fee payment methods, payment schedules and what happens when fees are owing.

During the interview with the Accounts Clerk the Clerk will:

1. Discuss the fees and methods of paying fees.
2. Calculate the agreed payment amount and payment method.
3. Discuss what to do if agreed payments can't be made.
4. Discuss how the College will handle accounts that are in arrears.
5. Prepare and have payment agreement signed, outlining the obligations of the person responsible for the fees.

For Kindergarten only:

1. Arrange for them to come in for Orientation Day usually at the end of the year prior to attendance. This helps the child to be acquainted with their teacher, the College and other students who will be in their class.

2. During Registration Day/s, prior to the start of the year the student will attend for a 20 minute interview and basic testing to determine their readiness for school.

The College will process an enrolment application receipt of the application form and the application fee. Successful applicants will be sent a Letter of Offer and forms outlining information needed by the College including the MCEETYA Student Background form. These need to be completed, signed and return to the College office before the student is considered as an enrolled student at the College.

Students will be allocated to classes according to a combination of class size and student need.

During their first week at the school, the student will be introduced to the key personnel of the school. If the student is in Years 4-6, the Head of Primary, along with the student's year teacher, will inform the student of their obligations when joining the school, eg. Expectations in relationship to rules, homework, uniform, etc. The same applies for the Secondary Department with the Head of Secondary conducting the interview. The Chaplain/s will introduce themselves to the new students to explain their role at the school and discuss how they can help the student to transition into the new school environment.

### **Disabilities Policy**

#### **Rationale:**

Students with disabilities have a right to attend a Seventh day Adventist school, and to have their individual needs addressed.

#### **Aims:**

- To provide all students with learning opportunities that caters for their individual needs.
- To ensure that those students who attract Integration funding have programs tailored to meet their special requirements.

#### **Implementation:**

The College is committed to, resources permitting, enrolling any applicant who has special needs and will seek to apply for any further funding available to help the College cater for these special needs.

The College is committed to the process of assessing any adjustments needed to its regular program to cater for the special needs of applicants with disabilities. This process will involve teachers, parents, former teachers, special needs professionals, any relevant health professionals and where possible the student.

With assistance from the Association for Independent School's consultants, an Individual Education Plan will be developed. This may include further Professional development for any staff involved. Where needs dictate and where financially possible, an additional support person may be sourced who will assist the teacher in the implementation of the Individual Education Plan.

Communication with relevant consultants and support agencies will be undertaken on a needs basis.

All curriculum programmes will be inclusive of all students.

Professional development relating to relevant disabilities as well as integration funding processes will be made available to all appropriate staff as required.

### **Re-Enrolment Guidelines**

Each year in Term 3 existing parents are asked to complete a Re-Enrolment form to indicate their intentions for schooling for the next year. This is needed to help determine classes for the next year as well as staffing. Parents are also asked to update their details

A past student or a student who had their enrolment terminated by the College may be considered for re-enrolment in the following year provided:

1. a new enrolment application is completed
2. the student can provide positive school report from the school presently being attended
3. verbal or written recommendations from the previous school's Principal or Deputy



4. verbal or written recommendations from the local pastor, which may include attendance, attitude and church involvement

The final decision will be made by the College Council on a recommendation by the College Administration.

**Composition/characteristics of the student population**

The College had a total of 348 students enrolled in 2014:

	Preps	Primary (K-6)	Secondary (Years 7-12)
Enrolments	15	178	155
% male	73%	50%	55%
% female	27%	50%	45%

The College student population consisted of pupils from many different backgrounds and cultures.

The nationalities from around the world that were represented in our student body consisted of:

113	Australian	3	Indonesian
59	Samoan	2	American
26	New Zealander	2	British
26	Fijian	2	Chinese
25	Indian	2	Colombian
24	Tongan	2	Lebanese
23	Cook Islander	2	Yugoslavian
20	African	1	Italian
6	Filipino	1	Austrian
5	Papua New Guinean	1	Ukrainian
3	Nepal		

Eleven of the students have an indigenous background.

A majority of the students are from the local area and come from low socio-economic backgrounds, while others travel from areas as far as Liverpool, Moorebank, Hoxton Park, Campbelltown and Narellan by public transport or through our own private bus system.

## 10 School Policies

### 10.1 Student Welfare Policy

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

Macarthur Adventist College, along with all Adventist Colleges, exists to provide a Christian education that prepares the child for life and for eternity.

To do this our College:

- Promotes the values and morals of the Bible in all aspects of daily living;
- Provides students with Christ-like roles models through the staff
- Endeavours to raise educational standards and levels of educational achievement;
- Provides a quality education
- Provides for the care and safety of all who participate in the school's activities.

In working towards achieving these priorities, we seek to provide young people with their primary foundation for life and for eternity. The quality of this foundation is of the utmost importance to each individual.

#### **A Partnership: Parents and the School**

When parents enrol their children at our College they enter into a partnership with the College staff. This partnership is based on shared responsibility and mutual respect. The partnership should aim at achieving effective learning and good discipline so that the College environment is both productive and harmonious. This partnership should lead to the understanding that the student needs to develop a responsibility for his or her own behaviour.

Parents naturally want the very best for their children. Basically they want their children to be successful and happy and to feel secure in all aspects of their lives.

During their school years, the home and school occupies the greatest part of their time and carries the greatest influence on their development into adulthood. Obviously, the more harmony there is between home and school, the greater will be the chances of achieving this goal.

The contribution that parents have traditionally made in schools is highly valued. However, children (first and foremost), parents, teachers and the College community generally stand to reap major benefits from even stronger ties.

The "best" possible outcomes for the education of all children are very much enhanced by a strong partnership between parents, teachers and students.

#### **Our Aims:**

- Providing a good learning environment
- Provide a supportive environment.
- Develop an expectation of high standards in our students.
- Create classrooms that are places of excitement, exploration, scholarship and learning

#### **Expectations of Parents, Teachers and Students**

The precise character of the partnership between parents, teachers and students will be unique to each student. There are, however, certain expectations in common to all such partnerships.

#### **Parents**

- Parents are responsible for ensuring their children attend College every school day.
- Parents share in the responsibility of shaping their child's understandings and attitudes about acceptable behaviour.
- Parents assume greater responsibility for their child's behaviour as their child travels to and from school.

### **Teachers**

- Teachers are responsible for the education and care of their students when at school.
- Teachers have the task of providing the best possible programme to meet the needs, capabilities and aspirations of each student.
- Teachers are also responsible for appropriately communicating with parents about the educational progress and behaviour of each student.
- Teachers, the Principal, and all other school staff, are required by law to notify the appropriate authorities in cases where there are reasonable grounds to suspect that a student under 18 years of age is, or has been, subject to:

- **Child Sexual Assault**

*Child Sexual Assault is any sexual act or sexual threat imposed on a child\**

- **Physical Abuse**

*Physical Abuse refers to non-accidental injury to a child by a parent, caregiver or another person responsible for the child.\**

- **Emotional Abuse**

Emotional Abuse is behaviour by a parent or caregiver which can destroy the confidence of a child resulting in significant emotional deprivation or trauma.\*

- **Neglect**

Child Neglect occurs where the child is harmed by failure to provide the basic necessities of life such as adequate and proper food, nursing, clothing, medical aid or lodging.

(\*Procedures for Recognising and Notifying Child Abuse and Neglect. Memorandum 97/019 (S.018))

The principle underpinning this mandatory requirement is that the welfare of the child is paramount. This College will ensure that this focus is maintained as a primary responsibility.

At our College, the classroom teacher is usually the first point of reference on matters related to the welfare and discipline of the children in their care. It is understood that the classroom teacher is in the best position to have the greatest awareness of the needs of the children in their care.

### **Students**

Each student's right to learn depends on the capacity of teachers to carry out their professional responsibilities in the classroom free from disruption.

Each student has a right to be safe. Schools exist in a society in which violence is often prevalent. This social problem does not always stop at the school gate. Nevertheless, every student has the right to expect that he or she will spend the school day - both in and out of the classroom - free from bullying and intimidation. Students have a right to be safe and happy at College. They have a right to be treated fairly and with dignity.

Macarthur Adventist College has the following requirements of all students:

- Sustained application to learning
- Respect for other individuals and their property
- Courtesy and respect to other students, to teachers and to community members
- No violence, discrimination, harassment, bullying or intimidation
- No involvement in anything of a dangerous or illegal nature such as the possession or use of weapons, drugs, tobacco or alcohol.
- Peaceful resolution of conflict
- Adherence to the standards of dress determined by the school community
- Compliance with all school rules.

Macarthur Adventist College is a happy and safe place to be when children:

- Abide by the school's discipline code and classroom discipline code.

- Attend school regularly, be punctual and present notes to explain absences.
- Follow the instructions of teachers and others in authority.
- Complete all required work carefully and to the best of their ability.
- Behave in a responsible, polite and courteous manner.
- Behave in a manner that shows respect for themselves, and for the rights and feelings of others.
- Behave in a manner that keeps themselves and others, safe at all times.
- Respect and care for school buildings, school property and the property of others.
- Wear appropriate school uniform at all times.
- Accept their responsibilities as members of the School Community.
- Observe classroom and playground rules.

While meeting these expectations, students also have the right to expect courtesy, fairness, respect and excellence in teaching.

Our school promotes Student Welfare by:

- Providing appropriate curriculum, based on the Adventist Curriculum and the Board of Studies, Teaching and Educational Standards requirements, to meet the needs of each student.
- Encouraging the presentation of this curriculum in a way that motivates and encourages the active participation of children in the learning process.
- Supporting children in achieving success in learning
- Providing recognition and reward for positive achievements and behaviour through a system of awards.
- Maintaining a small number of easily understood rules that are fair, clear and consistently applied. .”

#### *Location of the full text of the Student welfare policy*

The Student Welfare policy is located in the Policies and Procedures Folder. A copy can be obtained from the College office.

## **10.2 Discipline Policy**

### *Summary of policies for Student Discipline*

All children have a right to a discipline system that is based on procedural fairness. The College expressly prohibits the use of corporal punishment or the implicit sanctioning of such. As school staff, we have a legal and moral responsibility to ensure that a fair and redemptive discipline system is in place and well understood by students and staff.

Macarthur Adventist College is committed to maintaining a firm but procedurally fair approach to the discipline of our students. Discipline procedures work towards reconciliation and restitution, repairing and rebuilding relationships following the imposition of consequences or penalties.

In order for this College to operate efficiently and harmoniously, the students are expected to demonstrate standards of conduct that will enhance their self-esteem, respect the rights and privileges of others and uplift the philosophy of the College.

While at College, each student is expected to participate to the best of his/her ability in every aspect of the College program. Orderly conduct and correct uniform is expected at all times.

Students are required to abide by the College rules and to follow the directions of teachers and staff, and other people with authority delegated by the College. The rules include those formulated for the classroom, the playground, as well as travelling to and from school. These rules are based on three basic rights:

- The right to feel safe
- The right to learn
- The right to be treated with dignity and respect.

Students are encouraged to develop attitudes which build self-control, cooperation and respect for others.

Strong emphasis is placed on cooperative behaviour and self-discipline. Respect for teachers and fellow students is fostered. Teachers see themselves as partners with parents in the development of each child.

Where a student disregards rules, disobeys instructions or otherwise engages in conduct which causes or may cause harm, inconvenience or embarrassment to the College, staff members or other students, the student may be subject to disciplinary action.

For more serious breaches, the behaviour could result in suspension or expulsion, following a process incorporating the principles of procedural fairness.

Corporal punishment is not permitted under any circumstance as a means of disciplining students. Corporal punishment is also not sanctioned as a suitable means for parents or guardians to deal with school related discipline issues.

We believe that discipline is leading, guiding, encouraging and instructing children within a framework of rights, responsibilities and rules.

The three strands of discipline, **the 3R'S (rights, rules, responsibilities)** should work together to create a caring community atmosphere.

Every society, organisation, club, family and College operates on a set of rules. In our College these rules are made by discussion between each teacher and their class.

The rules are

- written in a positive way
- owned by teachers *and* children
- fair
- certain

The rules set reasonable limits to children's behaviour and make expected behaviour clear in advance. A copy of the rules can be found in each classroom. The rules are based on the rights of each person in our College community.

Discipline is best when all parties have clear expectations about the behaviours which are acceptable and a sense of comfort in their surroundings.

It is essential that all students develop an awareness that they own, and are responsible for their behaviour. It is one of our aims to develop in all students a clear understanding of the ways in which their behaviour affects their ability to meet their various needs.

It is then equally essential that the owner of the behaviour understands the consequences which follow from their behaviour within the organisational context of the College, as this may be very different from the context in which they operate elsewhere.

Our Discipline Policy aims to create an environment of mutual respect in which all students can grow and learn, feeling they are safe and valued at all times.

**Implementation:**

1. Our discipline procedures benefit students and everyone in the College and wider community. The staff has a responsibility to model positive human relationships, to encourage and acknowledge responsible behaviour, thus helping students to accept the consequences of their own actions through the application of consistent and reasonable sanctions.

2. The Principal/Heads of School will instruct new staff about our procedures and brief staff regularly, as well as discuss with teachers their individual Classroom Management Plan
3. All teachers need to prepare their own classroom management plan in order to affirm positive behaviour, apply appropriate sanctions and keep notes on behaviour when sanctions are applied.
4. Students will discuss the implications of the Student Code of Conduct in their own classroom context.
5. The Principal will involve support services where appropriate (e.g. counsellor, chaplain, etc.) and will provide opportunities for staff to access professional development in the area of student discipline.

#### *Conduct Guidelines*

1. Children are expected to be honest, loyal and supportive of each other and the College.
2. Bad language is not accepted.
3. Aggressive behaviour and fighting are not acceptable.
4. Eating and drinking are not permitted while travelling on the College buses or public transport or while in class (water exempted).
5. Children are not permitted to leave College grounds or to go into out-of-bound areas without the permission and supervision of a teacher.
6. Children are required to walk (not run) inside buildings and under the covered areas.
7. Our insurance company insists that children don't climb, except over soft-fall material, and that they don't use skates, bikes, scooters, roller blades or skateboards at school.
8. Possessions of toy guns, knives or other lethal weapons, questionable literature, playing cards, trading cards, fireworks, matches, radios, MP3 and iPods is forbidden at College. Laptops may be accepted with conditions.
9. The chewing of gum is prohibited.
10. We don't encourage trading of goods by any student. Any items will be confiscated.
11. Property damage: the policy of the school in this area is simple. If the damage occurs when the child plays within the rules of the College, the College accepts responsibility for the cost of the repairs. If a child damages property purposefully, or because he/she plays in a forbidden area or manner, he/she accepts responsibility for the damage and the cost of repair or restitution.
12. It is recommended children don't bring valuables, such as expensive toys, to College. Property brought to College is at the owner's risk.
13. Mobile phones, iPods, MP3 players or any other electronic toy or device brought to school by students are required to be handed to their class teacher at the commencement of the College day, and sign them in. They will remain in the care of the office staff until signed out at the end of the day. It is against the College rules to use mobile phones during College hours.
14. The use of alcohol, cigarettes and drugs of any sort are prohibited on the College grounds and buses.

#### **REWARD SYSTEM**

At Macarthur Adventist College, the staff intends to reward the many positive things that students do throughout each and every week of the College year.

##### *Stage 1*

This award is called a Teachers Award. Deeds the students perform in the following areas may be rewarded with a Teachers Award:-

- excellent work and/or marked improvement and effort in a test, assignment or exam

- excellent behaviour shown at College or on school events
- excellent attendance throughout a term
- excellent uniform
- excellent participation in a sport activity or other school activity.
- being helpful and for service activities
- consistently bringing the necessary equipment to class

Teachers and staff may issue these awards throughout the term. Students are to keep the Teacher Awards as they can accumulate towards the next level of Award.

#### *Stage 2*

When a student has received 5 Teachers Awards he/she is able to receive a Head of School Award – given by the Head of Primary or Secondary. This Award is presented at assembly on Friday afternoon for Primary and during PCG for Secondary, and involves receiving a Certificate and a prize.

#### *Stage 3*

When a student has accumulated 3 Head of School Awards, they will receive a Principal's Award, which consists of a special, certificate, a prize and morning tea with the Principal. Accumulation of awards carries over into the next year.

#### *Summary*

1. Teacher's Awards (Certificates) can be given for: homework, test results, assignments, uniform, equipment, courteous behaviour, and punctuality.
2. 5 Teacher's Awards = 1 Head of School Award (Certificate) + prize given at assembly or PCG
3. 3 Head of School Awards = 1 Principal's Award (Certificate) + prize + morning tea with Principal.

Each time a student receives a Teacher's Award, Head of School Award or a Principal's Award; this will be recorded on the student's Academic Report, received in June and December each year, as well as in the College newsletter.

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

The Discipline Policy can be found in the Policies and Procedures folder as well as in the College Handbook. A copy can be obtained from the College office as well as on the College website and Skoolbag app.

## **ANTI-BULLYING**

Macarthur Adventist College, along with all Adventist Colleges is committed to providing a safe learning environment in which students feel valued.

#### *Definition:*

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

Bully can take many forms from face to face such as embarrassing, intimidating, mocking, fighting, pushing, insulting, teasing and invading personal space as well as behind-the-back such as hurtful, offensive or threatening emails, messages, spreading hurtful rumours or anonymous notes. It can include social exclusion, cyber bullying, sexting or trashing someone on social networking sites as well as sexual harassment such as unwanted touching, inappropriate joking, or making sexual advances.

For behaviour to be considered as bullying, it needs to comprise of repeated actions that are intended to cause hurt. Not having friends, or not being popular isn't necessarily a sign that a person is being bullied; it can simply mean a person lacks inter-personal skills. There is a difference between bullying behaviour and what could be defined as normal interpersonal conflict.

***Rationale:***

- The College 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.

***Aims:***

- To reinforce within the College community what bullying is, and the fact that it is unacceptable.
- Everyone within the College 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.
- To ensure that all reported incidents of bullying are followed up appropriately and that support is given to both victims and perpetrators.
- To seek parental and peer-group support and co-operation at all times.

***Implementation:***

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

**A. Primary Prevention:**

- Professional development for staff relating to bullying, harassment and proven counter measures.
- Community awareness and input relating to bullying, its characteristics and the school's programs and response.
- To provide programs that promotes resilience, life and social skills, assertiveness, conflict resolution and problem solving.
- Each classroom teacher to clarify at the start of each year the College policy and guidelines on anti-bullying.
- The curriculum to include anti-bullying messages and strategies eg: "The Power of One" program.
- Student Representative Council, staff and students to promote the philosophy of "The Power of One".

**B. Early Intervention:**

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

**C. Intervention:**

- Once identified each bully, victim and witnesses will be spoken with, and all incidents or allegations of bullying will be fully investigated and documented.
- Students and staff identified by others as bullies will be informed of allegations.
- Both bullies and victims will be offered counselling and support.



- If student bullying persists parents will be contacted and consequences implemented consistent with the College's Student Code of Conduct.
- If staff bullying persists the principal will commence formal disciplinary action.

**D. Post Violation:**

- Consequences for students will be individually based and may involve:-
  - exclusion from class.
  - exclusion from yard.
  - school suspension.
  - withdrawal of privileges.
  - ongoing counselling from appropriate agency for both victim and bully.
- Reinforcement of positive behaviours.
- Classroom Meetings.
- Support Structures.
- Ongoing monitoring of identified bullies.
- Rewards for positive behaviour.
- Consequences for staff will be individually based and may involve:-
  - counselling
  - a period of monitoring
  - a formal support group
  - disciplinary actions

*Location of the full text of the Anti-Bullying*

The Anti-Bullying policy is located in the Policies and Procedures Folder. A copy can be obtained from the College office.

## **10.4 Complaints and Grievances Policy**

*Guideline: Complaints and Appeals*

**Rationale:**

The College is committed to providing a quality education for its students and working in an open and accountable way that builds the trust and respect of all in our community.

It is believed that this can be enhanced by listening and responding positively to the concerns of our parents and community members, and by putting mistakes right. Any concerns of a serious nature will be investigated by a senior member of the College staff.

**Aims:**

These guidelines set out the responsibility of the College to:

- recognise, promote and protect the customer's right to complain about their dealings with the College
- handle all complaints fairly and honestly regardless of who makes the complaint
- treat all members of the community equitably and not show bias to any particular individual or group
- ensure an accessible, timely and well-publicised complaints procedure is in place
- recognise the need to be fair to both the complainant and the organisation or person complained about

- provide a mechanism for responding to complaints in a timely and courteous manner
- determine and implement remedies
- review annually the complaints Guidelines and procedures
- provide adequate resources to support the complaints management process
- record, assess and review complaints on a regular basis to ensure responsiveness and ongoing commitment to service improvement

### **Implementation:**

#### *Definition*

A complaint is

“An expression of dissatisfaction about the College’s action or lack of action or about the standard of a service, whether the action taken or the service provided was by the College itself or a body acting on behalf of the College”.

A complaint is not a request for information or clarification on College policy or procedures although these may lead to a complaint.

#### *Record Keeping*

The College Principal will keep a log of all complaints with individual files storing all documents related to the complaint including the detail of the complaint, all the evidence gathered that was used to make a determination, the result determination and copies of any communications relating to the investigation of the complaint.

#### *Cost*

Complaints at the College will be processed at no cost to the complainant.

#### *Roles and Responsibilities*

College Staff Member

It is recognised that many concerns will be raised informally, and hence can be dealt with quickly. It is the responsibility of any College staff member with any informal concerns to:

- resolve the concern quickly
- keep matters low-key
- enable mediation between the complainant and the individual concerned

An informal approach is desirable. If concerns cannot be satisfactorily resolved informally, then the formal complaints procedure should be followed.

With formal complaints it is the College staff member’s responsibility to:

- recognise, promote and protect the customer’s right to complain
- treat a complaint as a clear expression of dissatisfaction with our service which calls for an immediate review and possible adjustment to that service
- deal with the complaint promptly, politely and, when appropriate confidentially
- respond in the appropriate way – for example, with an explanation, or an apology, or information on any action taken
- learn from complaints and use them to improve services

#### *Complainant*

It is the responsibility of the Complainant to:

- raise concerns promptly, directly and informally with the appropriate member of the College staff

- explain the problem as clearly and as fully as possible, including any action taken to date and an indication of the desired solution
- be as dispassionate and constructive as possible about the complaint. Aggressive, obsessive or abusive behaviour cannot be tolerated as each employee has a right to a workplace free of such behaviour. If this negative behaviour occurs, employees are directed to cease discussion of the problem and report the matter to a supervisor. The supervisor may write to vexatious complainants to inform them that their behaviour is considered to be unacceptable.
- Allow the College a reasonable time to deal with the matter, and
- Recognise that some circumstances may be beyond the College's control.

#### *Investigation manager*

It is the responsibility of the investigation manager to:

- Investigate the complaint in a timely way
- Avoid bias and perceptions of a conflicts of interest by transferring the investigation to another party if one becomes apparent
- Keep the complainant informed particularly if the investigation is delayed
- Seek further resources if the investigation stagnates
- Maintain good records
- Communicate the findings of a formal investigation in writing

#### *Who can make complaints*

Complaints may be made by students, parents, guardians, other key stakeholders and members of the public.

#### *Right for a support person*

The complainant has the right to bring a support person to any meeting where they are required to be present during the complaints and appeals process

#### *How to make a complaint*

Many complaints can be sorted informally by discussing the issue with the appropriate member of staff. It is suggested that this approach be attempted before formalising the complaint. However, if the issue remains unresolved a formal complaint can be made.

Formal complaints can be made by:

- Phone
- Email
- Letter
- Contacting the school in person

While anonymous complaints will be investigated it should be understood that further clarification of details and a formal response are not possible and hence the College would prefer the contact details of the complainant.

The Principal is usually the best person to give advice on who could investigate a complaint. If the complaint relates to the Principal, the Director of Education, Seventh-day Adventist Schools (Greater Sydney) Ltd. Is the best person to help you with the complaint. Contact can be made on:

(Dr) Jean Carter

Executive Director of Education

Greater Sydney Conference

Seventh-day Adventist

Phone: (02) 9868 6522

4 Cambridge Street

Fax: (02) 9868 4520

EPPING NSW 2121

Email: [JeanCarter@adventist.org.au](mailto:JeanCarter@adventist.org.au)

### *Matters that are Outside the Policy*

A complaint will become outside the jurisdiction of this Guideline if it becomes a matter for the courts.

### *The Complaints Process*

#### **Stage 1 – Receipt of the Complaint**

Staff members receiving complaints by phone or in person should determine the appropriate investigating manager and redirect the call or person to that manager. If the manager is not available, the staff member should take a message and deliver the message via email.

On receipt of a complaint by phone or in person the investigating manager should:

1. Record the details of the complaint
2. Determine the required solution for the complainant
3. Enquire on the desired level of confidentiality
4. Record if possible the following contact details: name, address, phone/s and email address

This information should be used to create a written complaint, a copy of which should be provided to the complainant.

The investigating manager should inform the Principal of the complaint who will add the complaint to the complaints log.

If there are any factors, which may affect the perception of the impartiality of the investigating manager, he or she should stand aside on the grounds of a conflict of interest. Factors causing a conflict of interest are, but not limited to:

- A close relationship to either the complainant or to the staff member being complained about
- Involvement in the investigation of the formal complaint, and
- Receipt of gifts from either of the parties.

In the event of a conflict of interest the manager's supervisor will appoint a replacement investigation manager.

The investigation manager should contact the complainant to indicate the receipt of the complaint and give an estimated time for the completion of the investigation.

#### **Stage 2 - Investigation**

Confidentiality is vital when dealing with complaints. Information about the complaint should be handled on a need-to-know basis. Confidentiality for the complainant is not always possible given the nature of some complaints; however, wherever possible it should be protected.

Every employee mentioned in a complaint should receive a copy of the complaint and be provided with an opportunity to have a right to reply. The investigation manager may choose to interview witnesses or further question the complainant to clarify facts.

#### **Stage 3 – Result Determination**

A determination on the complaint should not be considered until all the facts are gathered. Each party to the complaint needs a right to reply. The result could be but is not limited to one of the following:

<i>Result</i>	<i>Explanation</i>	<i>Corrective Action</i>
Complaint justified	Behaviour is outside the policy of the College	Apology should be drafted and counter-signed by the Principal
	Behaviour is within the policy of the College but poorly communicated	Apology may be issued at the discretion of the investigating manager. The implementation of the policy should be edited to prompt staff on more effective methods to communicate in the future
	Behaviour is within the policy of the College however is an unforeseen and inappropriate outcome of the policy	Apology may be issued at the discretion of the investigating manager. The policy should be revised to ensure the unintended event does not occur in the future.
Complaint unjustified	Behaviour is within the policy of the College and has been adequately explained to the relevant parties	

#### **Stage 4 – Communicating the result**

Ongoing communication with the complainant is essential to the smooth running of the investigation and the reconciliation of the parties. If the expected time for the determination of a result is extended the complainant should be notified with an explanation of the reason and a new expected date for the result given.

The result of a complaint investigation should be communicated in writing to the complainant. If the complaint is justified serious consideration should be given to the wording and nature of an apology.

The communication should be termed a preliminary finding giving the reasons for the determination. It also should provide the complainant with an opportunity to provide any further facts relevant to the situation but not as yet considered. The complainant should be given a deadline for this submission.

If the submission is given, these new facts should warrant a review of the result. Once this has been done the letter can be redrafted as a final finding and should communicate the body to which the complainant has a right of appeal if still dissatisfied.

#### **Stage 5 – Right of Appeal**

The complainant has the right of appeal on the result of a complaint. This may include the positions of authority within the College, Governance bodies of the College or public oversight bodies set-up by the government. These may include;

- The Principal
- The Director of Education, Seventh-day Adventist Schools (Greater Sydney) Ltd.
- The College Council
- The Board of Directors, Seventh-day Adventist Schools (Greater Sydney) Ltd.
- Overseas Students Ombudsman – <http://www.oso.gov.au/>

The review of an appeal should commence no later than 10 days after the submission of an appeal.

If the appeal relates to the cancellation of enrolment the student's enrolment should be maintained until the appeals process is completed.

If the result of the appeal supports the complainant the College will immediately notify the student and implement the decision and any preventative or corrective action resulting from the result of the appeal.

### *Policy updates and availability*

This policy was last updated September 2013. The full set of these guidelines can be obtained on request from the College Office.

## **11 School determined improvement targets**

### **Priority Areas planned for Improvement in 2015**

<b>Priority Areas for Improvement in 2015</b>	<b>Targets</b>
1. Ensure high quality documentation and planning is strongly evident in all areas of the curriculum including; Adventist rationale, scope and sequence, differentiated inquiry-based units of work, assessment, and learning standards and outcomes.	Strengthen review and accountability from staff, towards documentation of curriculum. Teachers develop greater shared resources space.
2. Ensure the curriculum provides many effective and engaging opportunities for students to develop skills in literacy and numeracy	Provide more effective and engaging opportunities for students to develop skills in literacy and numeracy. Extra support classes for Mathematics and numeracy.
3. Ensure the curriculum provides a diverse range of authentic and meaningful opportunities for students to develop inter-cultural understanding.	Work on providing more explicit and authentic opportunities for students to develop inter-cultural understanding.
4. Ensure the curriculum provides embedded and highly effective opportunities for almost all students to develop skills to become independent and collaborative learners, critical, creative and reflective thinkers, and effective problem solvers.	Develop a new student culture by implementing a thinking curriculum through growth mindset and building learning power.
5. Ensure school curriculum planning and delivery is enhanced as a result of highly effective and well targeted partnerships with all stakeholders including parents, the Seventh-day Adventist church, other education and training-providers, external entities and other Christian organisations.	The College will conduct 1-2 parent and student forums per year to engage dialogue in regards to better deliver the curriculum and help students learn better. Particular attending will also be to engage our Pacifica parents and students through the support of PATHE (Pacifica Achievement to Higher Education) to encourage the development of vocational and career aspirations with Pacific youth in our school.
6. To ensure that school learning community uses data and targeted professional learning opportunities to improve outcomes of its students	Staff are active in identifying and participating in generally relevant professional learning opportunities
7. To ensure the school provides opportunities to observe, share and apply practices within the school community and with other educational bodies	To improve and build up teachers' professional learning. Teachers to be given opportunities to visit sister schools or other educational institutions to observe and learn from fellow teachers Teachers to share new strategies or ideas with staff
8. Ensure the school's policies and procedures are actively imbedded and support Adventist beliefs and lifestyle in all	Follow the review dates and amendments list for policies and procedures documents. Review and amend these

Priority Areas for Improvement in 2015	Targets
aspects of school life	documents throughout the year to ensure Adventist beliefs are actively embedded
9. Ensure the school provides an innovative, diverse and balanced program catering for staff and students' spiritual, physical, social/emotional and intellectual development	Individually to gauge where they are at spiritually and emotionally and implement any support were needed
10. Ensure the school offers a diverse range of engaging experiences that encourage students to develop a vibrant personal relationship with Jesus Christ.	Class teachers to use daily devotionals as well as other resources appropriate to their level of teaching and for discussions to encourage and lead students to a heartfelt personal relationship with Jesus.

### Achievement of Priority Areas listed for improvement in the 2013 report

Specific Priorities	Achievements
Enhance teacher understanding of the teaching learning cycle including use of internal and external (SMART Data) Test analysis.	<ul style="list-style-type: none"> <li>Staff used NAPLAN data to measure their own classroom practice and enhanced their teaching performance.</li> <li>It Increased teacher capacity to use the teaching learning cycle effectively and staff were better prepared to meet the expected standards in literacy and numeracy across all stages.</li> </ul>
Enhance leadership skills in the executive team	<ul style="list-style-type: none"> <li>Executive staff used the appraisal instrument to improve leadership skills.</li> <li>Attending Professional Development days and mentor support improved and enhanced leadership skills.</li> </ul>
Improve Literacy and Numeracy in the Yr. 3, 5, 7 and 9 classes with an emphasis on the years before and after these testing years.	<ul style="list-style-type: none"> <li>There was a significant increase in students achieving at or above national standard in NAPLAN in some areas, and while marginal growth was achieved in other areas, results show a positive movement in the right direction.</li> <li>Staff knowledge of literacy and numeracy teaching methods improved and staff attended Professional Development courses specifically designed to increase the expected outcomes of the students in the targeted areas. Staff also shared this new knowledge with their colleagues in plenary sessions.</li> <li>Although not all targets were achieved this was due to numerous factors including a different cohort and student numbers increased due to increased enrolments across all grades, in particular Year 7 and Year 8.</li> </ul>
Continue to increase staff competency in delivering a differentiated curriculum across the school	<ul style="list-style-type: none"> <li>Staff became more competent in Differentiation and are pleased with their progress thus far in Numeracy and Literacy and acknowledge the need for further professional development</li> </ul>
Continue to increase teacher knowledge and use of technology to enhance and engage student learning.	<ul style="list-style-type: none"> <li>Professional development by an in-house expert provided opportunity to increase the staff levels of competency in using technology across all curriculum areas and stages. This enhanced the learning of the students and engaged them in their learning.</li> </ul>
Enhance student engagement in Stages 3-6 in their learning, and share their learning with their parents and their peers.	<ul style="list-style-type: none"> <li>Parent engagement showed a substantial increase with many more parents participating in Parenting Education Workshops and Forums.</li> <li>Parents are becoming more familiar with the curriculum and providing their children with a learning enriched home environment due to the connection with the school to ensure that they understand what is required of their child.</li> </ul>

	<ul style="list-style-type: none"><li>• There was a significant increase in attendance to events held at the school such as Open Day, Family Fun Day, Multicultural Day and Awards Night.</li><li>• There was also a noticeable increase in unique web hits and use of the Skoolbag app.</li></ul>
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## 12 Initiatives promoting respect and responsibility

Our Student Representative Council continues to develop leadership across the school as well as within the classroom. Teachers provide programs which help the students develop respect and responsibility.

Our core values of appreciating diversity, valuing relationships, acting with integrity and engaging in service are reinforced on a daily basis through the interactions between students and staff and provide a framework that supports respect and responsibility.

Students in upper secondary (Yrs. 9-12) participate in the STORMCO program as part of their service and responsibility. They give time during their holidays to help others in remote areas.

Respect and responsibility is also addressed during assemblies with prayer and the National Anthem. Weekly chapel programs as well as daily class devotional and Bible lessons regularly demonstrate respect and responsibility.

Students participate in other programs such as:

- Jump Rope for Heart - a skipping program which aims to develop fitness as well as raise money for the Heart Foundation
- Bandage Bear Day – raises money for Westmead Children’s Hospital
- School Clean Up Day – promotes respect for the school environment
- Crazy Hair/Hat Day – raises money and aware of Cancer
- Pay it Forward Day – raises awareness of doing a kind deed for others without expecting anything in return
- Childhood Hero Day – raises awareness of childhood trauma and aims to celebrate the fun, innocence and importance of childhood
- Red Nose Day – raises funds for SIDS and Kids
- Cup Cake Day – raises funds for RSPCA
- Youth and Road Trauma Forum - a program which aims to increase student awareness of road trauma and its implications and for students to gain an understanding of the responsibilities involved with driving

## 13 Parent, student and teacher satisfaction

### *Parents*

In anecdotal surveys, parent meetings and forums as well as deregistration from the school the responses indicated that the majority of parents believed the College’s educational program is of high quality and that the school is doing a worthy job in most areas of the curriculum.

Parents did indicate that while reading and writing was at a reasonable level some indicated a need to further review mathematics. With this in mind through the numeracy committee the College will look at further developing the mathematics program and looking at NAPLAN and HSC results to see which areas of mathematics need further development.

Parents also indicated they appreciated the increase emphasis in the fine arts which was further developed in 2014 with the introduction of elective Music and Visual Arts for the first time.



Parents believe that the students have access to a variety of resources to help their child learn however they did indicate that more needs to be done to fully prepare their child to continue their education. The College will endeavor to do more in the area of careers and also prepare the students for further education or employment. While parents did feel our programs were not broad enough to meet their children's educational needs this was mainly due to a small senior class, which reduced the student's subject choices, however with increased enrolments there will be improved subject selections including some non-ATAR subjects in 2015. This will better facilitate the needs of our students who wish to undertake some non-ATAR subjects such as photography and childcare.

Over 90% of parents also indicated they felt very welcomed in our school and that they felt encouraged to contribute to the activities of the school. While over 80% of parents also indicated that ongoing communication was regular and informative the College will work further in this area to aim for over 90% in this element of the survey.

Parents indicated they appreciated the regular parent-teacher meetings and the general school community meetings scheduled throughout the year. Parents also expressed satisfaction in the provision of a safe learning environment, that teachers teach children to treat each other with respect and to be tolerant of each other's cultures.

### *Students*

Students also expressed their satisfaction that the College provides a safe environment to learn and even though there is a large variety of cultures, that they treat each other with respect and acceptance and have a spirit of camaraderie. Students are also actively involved in extracurricular activities, which enhance the sense of belonging in the College. The surveys, student discussions through unofficial forums and SRC meetings indicated that their responses were similar to the parent responses.

Students also indicated they appreciated the increase emphasis in the fine arts in 2014 with the introduction of elective subjects such as Music and Visual Art.

Students also indicated that they need to be better prepared to continue their education and want the College to do more in the area of careers and better prepare them for further education or employment. Students indicated that they would like the opportunity to have more subject selections including some non-ATAR subjects and due to this request this will be facilitated in 2015 with the introduction of some non-ATAR subjects such as photography and childcare.

### *Teachers*

Teachers enjoy coming to the school and comment on the positive and supportive environment in which they work. This satisfaction and commitment is shown by the stable and steady staff that stay at the College for many years despite traveling long distances.

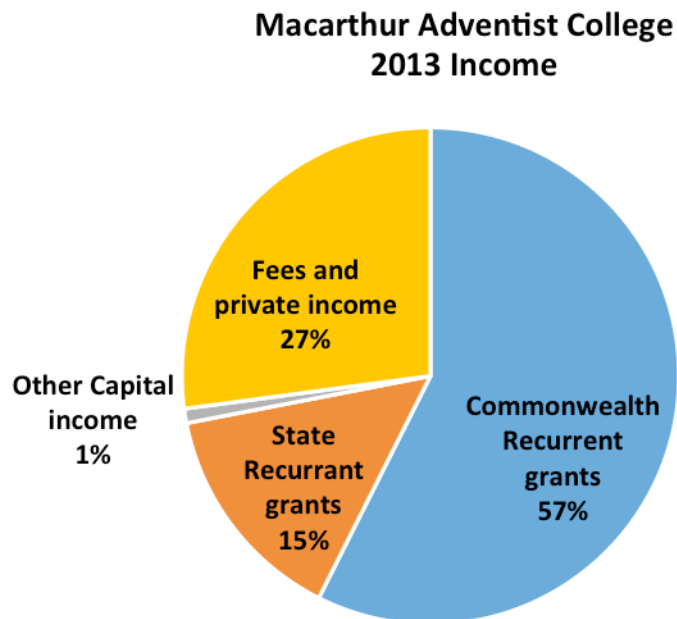
The surveys and staff discussions through meetings indicated that their responses were similar to parent responses.

Teachers also indicated they appreciated the increase emphasis in the fine arts in 2014 with the introduction of elective subjects such as Music and Visual Art and feel this program will be very successful as it further develops in the future.

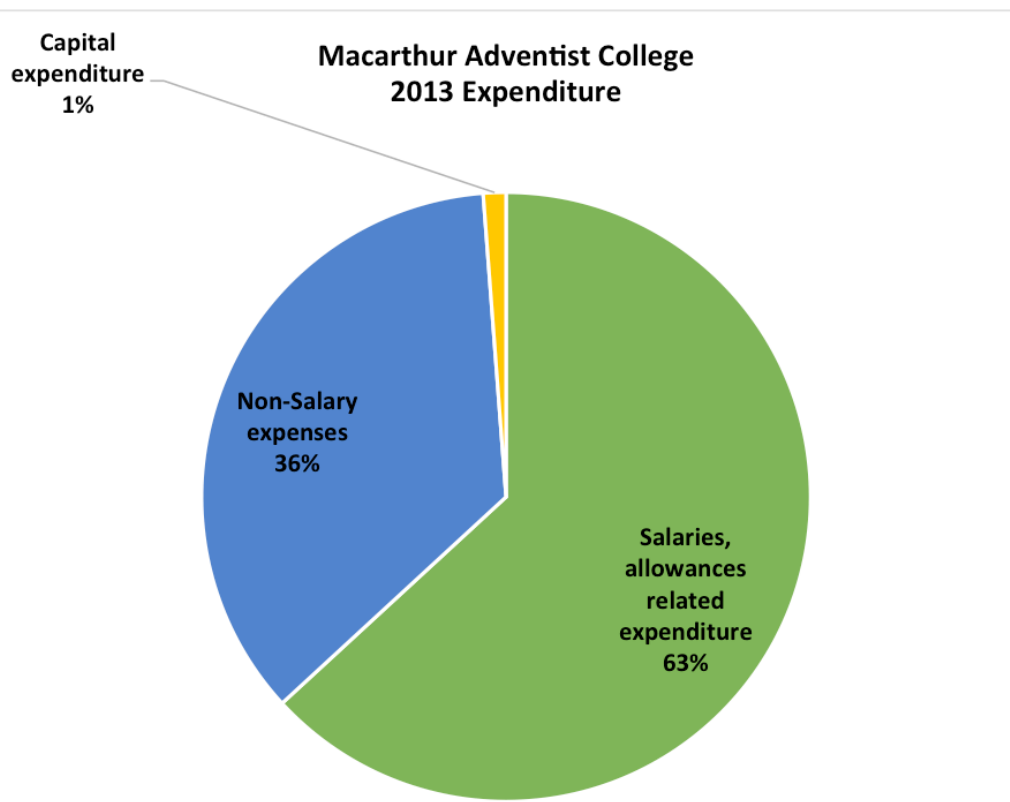
While staff believed that they did provide suitable assistance to students in areas of careers they appreciated responses from student and parents and will work more closely with students in order to prepare them for further education or employment. Staff indicated that they would like to be more creative in engaging senior students and appreciated the opportunity that more subject selections including some non-ATAR subjects will support students who are not seeking to attend university.

## 14 Summary financial information

### Income



### Expenditure



## **15 Public disclosure of educational and financial performance**

The 2014 Annual report will be published on the College's website and available on request from the College office.