



Board of Studies Annual Report 2012

Reporting on the 2011 Calendar Year

Macarthur Adventist College

Owned and Operated by

Seventh-day Adventist Schools
(Greater Sydney) Ltd

ANNUAL REPORT

2012

1 A message from key school bodies

ROLES OF THE SCHOOL COUNCIL:

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:

- i. 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, and
 - e. develop and implement policies that meet compliance with legislative requirements.
- ii. 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.
- iii. 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, and
 - g. A safe environment.
- iv. In consultation with the school administration and staff make recommendations to the Board of Directors on the academic program and curriculum of the school.
- v. 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.
- vi. In consultation with the school administration and staff make recommendations to the Board of Directors on the academic program and curriculum of the school.
- vii. 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.
- viii. 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.
- ix. 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.
- x. 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.
- xi. 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.
- xii. 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.
- xiii. 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.
- xiv. 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.
- xv. 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

2 Contextual information about the school (including information about National Partnerships if applicable)

Macarthur Adventist College, a Pre-Kindergarten to Year 12 Campus, 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, developing Christian faith and moral character, and acquiring social confidence and responsibility. 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 has been part of the National Partnership since 2010. This funding has provided opportunities to increase staff competencies in delivering 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 State-wide tests and examinations

3.1 Student outcomes in standardised national literacy and numeracy testing

Literacy

Language Conventions includes Reading, Writing, Spelling, Grammar and Punctuation.

Reading

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	0	0	100
Year 5	9	32	59
Year 7	0	27	73
Year 9	25	35	45

Writing

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	0	0	100
Year 5	5	9	86
Year 7	7	26	67
Year 9	35	35	30

Spelling

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	0	10	90
Year 5	9	0	91
Year 7	0	20	80
Year 9	10	10	80

Grammar and Punctuation

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	0	0	100
Year 5	5	4	91
Year 7	7	26	67
Year 9	25	15	60

Interpretative Comments

The Year 3 result in every aspect is an area of strength, as is the Year 5 results for Grammar and Punctuation. Reading and Writing in Year 5 is still an area of concern. Year 7 results show there is a need for improvement in all areas, as do the Year 9 results, particularly in Reading and Writing.

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	0	0	100
Year 5	0	9	91
Year 7	7	40	53
Year 9	30	25	45

Interpretative Comments

Students in all grades improved their results when compared to state averages. The results show that School initiatives to address poor numeracy performance have been effective with considerable improvement in numeracy in the last year.

3.2 Results of the School Certificate

Test	No of students	Performance band achievement by %				Grades allocated by %			
		Bands 6 - 3		Bands 2 - 1		Grades A - C	Grades D - E		
English – Literacy	18	School	100	School	0	School	83	School	17
		State	93	State	4	State	75	State	23
Mathematics	18	School	61	School	39	School	88	School	11
		State	75	State	22	State	68	State	31
Science	18	School	83	School	17	School	29	School	73
		State	92	State	5	State	72	State	27
Australian <u>History</u> , Civics and Citizenship	18	School	94	School	6	School	39	School	61
		State	87	State	10	State	67	State	31
Australian <u>Geography</u> , Civics and Citizenship	18	School	72	School	28	School	61	School	39
		State	84	State	12	State	70	State	30
Computing Skills	18	School	100	School	0	School	100	School	0
		State	96	State	4	State	79	State	20

Interpretative Comments for School Certificate Test Results

Taking into account the high number of homes where English is a second language the results for English Literature are very pleasing.

Although the Math results indicate that more work needs to be done to develop student's numeracy skills, the results are much closer to state average than they were previously.

The student's performance in Computing Skills and Australian History were also pleasing.

3.3 Results of the Higher School Certificate Examination Results

Subject	No of students	Performance band achievement by %			
		Bands 6 - 3		Bands 2 - 1	
English	10	School	70	School	30
		State	72	State	27
Studies of Religion 1	10	School	70	School	30
		State	94	State	6
General Maths	10	School	20	School	80
		State	80	State	19
Senior Science	5	School	80	School	20
		State	93	State	6
Ancient History	5	School	80	School	20
		State	85	State	15
Information Processing Technology	4	School	0	School	100
		State	81	State	17
Food Technology	5	School	60	School	40
		State	87	State	12
Legal Studies	7	School	43	School	57
		State	88	State	11
Personal Development Health and Physical Education	3	School	66	School	33
		State	90	State	10
Modern History	1	School	100	School	0
		State	90	State	10

Interpretative comments for Higher School Certificate Test results

This was only the second time the school entered a class for the Higher School Certificate exams. With only a small cohort of 10 students it was pleasing to see the school was close to state average for English and Ancient History. There was an increase in performance in Studies of Religion and Legal Studies compared to the previous year and it is noted that the area of IPT needs to be reviewed.

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: 0

5 Professional learning and teacher standards

5.1 Professional Learning

Areas of professional learning	Teachers (number or group)
CASE/CAPE	17
Child Protection Compliance	17
Smart Data	17
First Aid Course (2-day)	2
CPR/Anaphylaxes/Diabetes	17
Curriculum Differentiation	15
Academic Care	4
MAZE	9
Reading Comprehension	1
Technology	15

Total Staff PD experiences: 10

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	17
(ii) teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or	Doctorate Masters degree Graduate Diploma Bachelors degree Diploma	-
(iii) teachers who do not have qualifications as described in (i) and (ii) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed <ul style="list-style-type: none"> - to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis) and - as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity 	These teachers work under the direction of another teacher and are registered as transition scheme teachers with the NSW Institute of Teachers unless he/she is a LOTE teacher	-
	Total number of teachers in school	17

6 Workforce composition

There are 5 males and 12 females on the College staff. The Principal is a female. The staff comes from a wide range of nationalities: Australian, Fijian/Indian, Sri Lankan, Samoan, Ukrainian and New Zealander.

7 Student attendance rate and non-attendance

7.1 Average Year Level Attendance

Year Level	Average Attendance (%)
Kindergarten	95
Year 1	97
Year 2	96
Year 3	96
Year 4	97
Year 5	97
Year 6	97
Year 7	98
Year 8	97
Year 9	98
Year 10	94
Year 11	96
Year 12	94
Total school attendance average	96%

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

7.3 Retention from Year 10 to Year 12

Percentage retention rate: **90%**

8 Post School Destinations

Of the 10 students aged 17 and over who left the college in 2011:
5 commenced Higher Education,

4 commenced Employment

1 commenced Home Duties

9 Enrolment Policies and characteristics of the student body

9.1 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 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 31st of July of that year) and an immunisation certificate. Where applicable the parent must show the child's visa and or passport.

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.

Other 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.)

Students with Disabilities will be enrolled along with all other eligible children.

All enrolments will require the completion of the MECTYA Data Survey form (Government survey about a student's background) with details entered immediately onto our administrative computer systems.

During the enrolment process the student, during their first week at the school, will be introduced to the key personnel of the school. If the student is in Years 4 to 6, the Primary Coordinator, along with the student's year teacher, will inform the student of their obligations when joining the school, e.g. expectations in relationship to rules, homework, uniform etc. The same applies for the Secondary Department with the Secondary Coordinator conducting the interview. The Chaplain will then have a casual morning tea with the new students to introduce their role to the school to them and discuss how they can help the student to fit into the school.

The Principal will approve enrolment applications on behalf of the College Council, informing the College Council at the next College Council meeting.

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

9.2 *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 need professionals, any relevant health professionals and where possible the student.

With assistance from the Association for Independent Schools 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.

Composition/characteristics of the student population

Macarthur Adventist College student population consists of pupils from many different backgrounds and cultures. Nationalities from around the world are represented in our student body, such as:

231	Australians	4	Indians
21	New Zealanders	2	Americans
16	Samoans	1	Tanzanian
11	Zimbabwean	1	Austrian
6	Tongans	1	Mauritian
4	Fijians	1	Ukrainian
4	Cook Islanders		

10 School Policies

10.1 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. If a child does not do well at school, the prospects for a fulfilling life as an adult are significantly reduced.

Welfare and Discipline - A Partnership

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 and the School

Parents naturally want the very best for their children.

What exactly is "the best" of course differs greatly from one parent to the next but basically we all want our 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, which 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 from all children's education are very much enhanced by a strong partnership between parents, teachers and students.

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.
- 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 school will ensure that this focus is maintained as a primary responsibility.

At our school, 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

As children grow, they become more active participants in the partnership between home and school.

When the partnership is based on mutual respect, each partner will support the decisions and responsibilities exercised by the others.

Your Rights

Rights	Explanation
You have the right to be an individual at College	This means you should not be treated unfairly because you are tall or short, boy or girl, or because it takes you a little longer to get the right answer.
You have the right to be respected and treated with kindness at College	This means that others should not laugh at you, make fun of you, or hurt your feelings.
You have the right to express yourself	This means that you may talk freely about your ideas and feelings, when appropriate.
You have the right to a safe College	This means that your school should provide safe classrooms, equipment and rules to ensure your safety at school.
You have the right to tell your side of the	This means that your side of the story will be heard,

story	if you are accused of breaking a rule.
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Your Responsibilities:

Here are some of the things you should do without being told. Some of these things you do for others, and some of them you do for yourself.

Responsibilities	Explanation
You have a responsibility to allow others to work without being bothered	This means that you quietly make good use of your time, and do not disturb others.
You have a responsibility to complete your work and to do your best.	This means that you do your best with your class tasks and homework, being sure to complete them on time.
You have a responsibility to help make school a good place to be	This means being thoughtful, respectful and courteous to others.
You have a responsibility to take care of property	This means that you take good care of school property, and respect the property of others.

Our Aims:

- Providing a good learning environment
- A critical factor in achieving our goals of Christian and academic achievement in this school in part due to the aspiration of students to do well in a supportive environment.
- Real levels of achievement are greatly increased when teachers and parents expect high standards.
- Good classroom discipline improves the level of aspirations of students.
- An effective classroom should be a place of excitement, exploration, scholarship and learning.
- It is our aim to create such an environment.
- If the classroom is disrupted by the noisy and inattentive few, the learning of other students suffers.

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.

Teachers have rights, too. Teachers, who on occasions are subjected to levels of harassment, which would not be tolerated in any other workplace, also have a right to be safe and happy at school.

Teachers, too, have a right to be treated fairly and with dignity, by both students and their parents.

The Expectations of Good Discipline in our school

Discipline and self-discipline

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 persons 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 institutional and organisational context of the school, as this may be very different from the context in which they operate elsewhere.

Consistent inappropriate behaviour will result in referral of the problem and, if necessary, removal until an appropriate means of returning the child, with support structures in place, has been negotiated.

Teacher's discipline issues should initially be informally discussed with the Coordinator or Principal and management strategies developed. If these strategies are unsuccessful, further action should be discussed and the Coordinator and/or Principal may choose to intervene. The discipline committee may need to convene. This may involve discussion of the problem with parents. If these measures are still unsuccessful all or some of the following strategies may be used.

- intervention from a Para-professional (eg Paediatric Psychologist, Counsellor, Paediatric Psychiatrist)
- medical assessment by Doctor and /or Paediatrician
- professional development for the teaching staff
- in-school withdrawal of student - anything from 1 day to 1 week
- suspension of student for up to 10 school days
- expulsion at the request of the College Council

Discipline is dependent on the effective treatment of the actual problem, not the symptoms of the problem, or the child's reaction to it.

Macarthur Adventist College has the following requirements of all students:

- Sustained application to learning
- Respect for other individuals and their property
- Courtesy to other students, to teachers and to community members
- Due respect for teachers
- No violence, discrimination, harassment, bullying or intimidation
- No weapons
- No illegal drugs, alcohol or tobacco
- 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 rules.
- Observe playground rules.

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

Strategies to promote Good Discipline and Effective Learning

Our school is doing these things to encourage effective discipline.

- Providing appropriate curriculum, based on the Adventist Curriculum and the Board of Studies requirements, to meet the needs of each student.
- Encouraging the presentation of this curriculum in a way, which 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, which 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.

Changes made to the policy during 2011

No changes were made to the Student Welfare policy during 2011.

10.2 Summary of policies for Student Discipline

What do we mean by discipline?

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

The 3R'S (right, rules, responsibilities)

The three strands of discipline should work together to create a caring community atmosphere.

Let's start with the rule

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 and self discipline

- 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.

General

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.

Outcomes:

- Students will feel safe, personally valued and learn to their potential
- Students, parents and staff will have a uniform understanding of the College rules and the consequences of compliance and non-compliance with these rules.
- Staff will teach the Student Code of Conduct and the College rules

Implementation

- 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.

- The Principal/Primary Coordinator will instruct new staff about our procedures and brief staff regularly, as well as discuss with teachers their individual Classroom Management Plan
- 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.
- Students will discuss the implications of the Student Code of Conduct in their own classroom context.
- 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.

Aims

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, including travelling to and from College.

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

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, MPS 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 of the class teacher 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.

Students are expected to honour the Christian standards of the College and to conform to the requirements of the Code of Conduct adopted by the staff, parents and pupils.

While at College, each pupil is expected to do their best in all aspects of the College program and to co-operate with the administration, teaching staff, College captains and Student Council Representatives in whatever is asked and expected of them.

As a Christian college, teachers recognise the responsibility assumed in providing an education so that the students, in turn, will develop accountability to themselves, their families, the community, and to God.

Students Rights and Responsibilities

The following rights and responsibilities are the framework in which this accountability can occur. Code of behaviour violations will incur detention and/or restricted use of the college bus.

Rights	Responsibilities
To work in a safe environment	To act in a safe and considerate manner
To learn and not be deprived of this right and opportunity by the behaviour of others	To be organised and prepared to learn. To be in the right place at the correct time To work in a manner that will not disrupt the learning of others
To be happy and treated with respect, understanding, kindness and courtesy	To show respect for everyone
To expect that personal property will be safe	To respect the property of others.
To have a healthy environment	To maintain a safe environment. To abstain from the use of tobacco, alcohol and other drugs
To expect a pleasant, clean, and well maintained school and grounds	To look after our school by keeping areas tidy and clean; placing rubbish in bins provided.
To expect that the school will be well regarded by everyone	To earn our school a good name

At Macarthur Adventist College we also believe that Teachers have the right to teach in a friendly, safe and satisfying College, which is supported by the College community.

And Parents have a right to feel welcome and to know that our children work, play and learn in a friendly, safe and helpful College.

Unacceptable Student Behaviours include: -

<p>Travel Disruptive behaviour Failure to follow driver's instructions and bus rules Moving seats Eating or drinking on the bus</p>	<p>Library Consistently overdue book/s Disruptive behaviour Misuse of computers</p>
<p>Uniform Incomplete uniform Failure to wear College hat in playground No uniform note No sports uniform Untidiness</p>	<p>Class Repeatedly late to class Repeated lack of materials Eating in class Failure to report to a teacher when directed Failure to report to roll marking Incomplete or unattempted homework or assignments Disruptive/talking consistently in class Disobeying teacher</p>
<p>General Defiance or rudeness to teachers Undermining the religious ideals of the school Supplying or using harmful substances - tobacco, alcohol, drugs Failure to co-operate with a Student Representative in the course of their duties Vandalism of property Tampering with fire or other safety equipment Continued dishonesty Improper conduct or touching of other students Chewing Gum Bad language Bullying others</p>	<p>Attendance No late note Late to school – no excuse</p>
	<p>Playground Off school campus without permission Use of profane or indecent language Displaying indecent pictures Physical abuse</p>

Any student engaging in the above behaviours becomes subject to College discipline procedures.

Behaviour Management

For Primary students:

Stage 1

Class teacher or teacher on duty will deal with the situation where minor rules or regulations have been broken and consequences have been set out by class teacher and students

Stage 2

Lunchtime detentions where the student will be expected to reflect on their behaviour and apologise to the relevant person/s where appropriate. Upper Primary students may also complete a reflection sheet.

Stage 3

A behavioural contract will be issued to students who need added direction to acquire acceptable behaviour. These contracts will be drawn up together with student and teacher, and may include parents/caregivers, primary coordinator and principal. The student will be required to have his/her contract signed each day against objectives they will be asked to meet. If a student does not have 80% of his/her comments as positive, they may be required to have their contract time extended or may face further consequences.

Failure to complete the contract will lead to a referral to the Discipline Committee for further action.

Stage 4

If a student has not completed a contract successfully or has acted in a way that is deemed extremely serious, they may face an extended behaviour contract or suspension. This will be in consultation with the Discipline Committee. This may in the form of a day(s) internal suspension from class or long-term suspension (as determined by the Discipline Committee)

Stage 5

Should all avenues be exhausted or in cases where it is felt a student be excluded from the College community, the School Council will make the decision pending recommendations from the Discipline Committee.

Summary for Primary:

Stage 1 – Minor infringement

Class teacher deals with consequences of broken rule

Stage 2 – Lunchtime Detention

Stage 3 – Behaviour contract and meeting with parents

Stage 4 – Discipline committee

This would be due to behaviour continuing or failure to meet contract, which could result in another contract or possible suspension

Stage 5 – Expulsion from the college community

For Secondary Students

Students will begin the school year by being awarded 12 Merit points. If students choose not to follow the school's code of conduct, demerits will be given, depending on the nature of the misconduct. The stages of the Behaviour Management System are outlined below:

Stage 1

Students may receive **1** demerit point for the following procedural misdemeanours:

- Lateness to class
- Lacking equipment or materials
- Chewing gum on school grounds or eating food at inappropriate times
- Incorrect uniform
- Incomplete or unattempted homework or assignments

Students may receive **2** demerit points for the following behavioural misdemeanours:

- Talking
- Disobeying a teacher
- Dishonesty
- Disrupting class
- Bad language
- Bullying others

Stage 2

Once a student has his/her merit points reduced to 8, they will receive a 'Long Lunchtime' detention with the Dean of Students. During this detention, the student will be expected to complete a reflection sheet and apologise to the relevant person/s where appropriate.

Stage 3

Once a student has reached 4 merit points, they receive an 'After School' detention. During this time, students will be required to complete work set by the supervising teacher for 1 hour after school. Parents will be informed by letter and a phone call. After school detentions are held on a Wednesday, unless other arrangements have been made between the parent and the Dean of Students.

Stage 4

Once a student uses up all his/her merits and is now on 0 points, they will be issued with a behaviour contract. This contract will be negotiated with the parents, staff and the Dean of Students whereby the student will be required to have his/her contract signed for each period against objectives they will be asked to meet. If a student does not have 80% of his/her comments as positive, they may be required to have their contract time extended or may face further consequences.

Stage 5

If a student has not completed a contract successfully or has acted in a way that is deemed extremely serious, they may face an extended behaviour contract or suspension. This will be in consultation with the Discipline Committee. In cases where it is felt a student be excluded from the College community, the School Council will make the decision pending recommendations from the Discipline Committee.

Summary for Secondary:

Students begin on 12 merit points.

- They can be lost by receiving procedural demerits (1 point) or behavioural demerits (2 points).
- 8 demerit points = long lunchtime detention
- 4 demerits = after school detention and letter sent home to parents
- 0 demerits = behaviour contract and meeting scheduled with parents
- If behaviour continues, matter will be brought to the discipline Committee. Students may face suspension, extended contract time, or expulsion from the College community.

Bus

Students travelling on school buses are expected to abide by school bus rules. Failure to do so will incur immediate detentions and should this unacceptable behaviour continue, parents/caregivers will be notified. A letter of warning will be sent home to parents/caregivers. Once a student receives 3 letters of warning they will be immediately suspended from using the bus for a period of time (depending upon severity of the infringement).

Please note that we want ALL our student to have a safe and happy trip to and from school. As the bus driver is the only adult on the bus and needs to concentrate on the road, it is expected that all students will treat the bus driver with respect and follow ALL bus rules. We also expect our students to respect each other and keep the noise down to an appropriate level.

Strategies to Manage Behaviour

Depending on circumstances, they can be used in any sequence.

Classroom

- Rule reminder
- Prayer
- Warning
- Relocate seating
- Verbal apology
- Written apology
- Sit down together: work it out using problem - solving steps, which are consistent and common throughout the College.
 - The problem is...
 - Some ways to fix it are...
 - We plan to...
 - We will check with... to see if our plan is working.
- Talk with teacher and/or write about what happened.
 - What did I do against the rules?
 - What rules did I break?
 - Why did I do it?
 - What else can I do to fix it? Not just 'sorry' but strategies to use when a similar problem arises.
- Withdrawal from playground (detention), other staff involved in supportive action, parents involved if necessary, loss of privileges, behavioural contracts.

Behaviour Management in the Playground

- Stop and calm the child / children.
- Questioning based on: What is the College rule?
- Listen to both sides of a problem. Each child giving his/her account with no interruptions.
- Reflect back on the rule.
- Discuss what children are going to do about it.
- The solutions suggested by both parties.
- Children then choose the solution that is acceptable to them.
- Children then put solution into effect

Time - Out (outside)

- If further problems occur or child/children need to be removed from the area-go to time-out bench. (seats around the covered area)
- Children placed on time-out bench until duty teacher feels the solution can be put into operation.

Time - out (inside detention)

- Teachers fill out the detention folder.
- Detention will be everyday from 12:30pm – 1:00pm
- Students are reminded to attend detention in assigned room straight after eating time - between 12:30-1:00pm
- Teachers are responsible for making sure the detention folder reaches the primary coordinator prior to 12:30pm (either in person or through the class captain or messenger)
- Following detention, the folders will be returned to class teachers
- Class teachers as well as Primary Coordinator will keep a record of detention
- Continued poor behaviour and repeat offenders will need to be placed on a Behaviour Contract by the class teacher

- Escalate repeat offenders to Discipline Committee.

Immediate withdrawal from playground

- Endangering others by throwing stones.
- Physical aggression making others unsafe.
- Answering back

These students can be sent to detention immediately by the teacher on duty using the detention slip. The Principal would deal with major problem students.

Methods determining incidents will be decided by the following guidelines.

1. **Minor incident.** Walk through each step of the behaviour management process. Examples: pushing, not playing in the right areas.
2. **Major Incident.** Related to safety aspect. Children to go straight to inside time-out. Examples: fighting, throwing stones.

Parent Involvement

Major problems or continual disregard of College rules. Parent/s will be contacted. Discussion includes Principal, Primary Coordinator, parent/s and class teacher.

Adult Conference

Problem still occurring - need to discuss other methods that could be implemented to modify behaviour. Discussion includes Principal, Primary Coordinator, parent/s, class teacher and counsellor and / or chaplain.

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 Coordinator's Award – given by the Primary or Secondary Coordinator. The Coordinator's Award is presented at assembly on Friday morning for Primary and during PCG for Secondary, and involves receiving a Certificate and a prize.

Stage 3

When a student has accumulated 3 Coordinator's Awards, they will receive a Principal's Award 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 can be given for: homework, test results, assignments, uniform, equipment, courteous behaviour, and punctuality.
2. 5 Teacher's Awards = 1 Coordinator's Award + prize given at assembly or PCG
3. 3 Coordinator's Awards = 1 Principal's Award + prize + morning tea with Principal.

Each time a student receives a Teacher's Award, Coordinator's 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

The Discipline Policy can be found in the Policies and Procedures folder as well as in the student and staff handbooks. A copy can be obtained from the College office.

Changes made to the policy during 2011

No changes have been made to the Discipline policy in 2011.

10.3 Summary of policies for reporting complaints and resolving grievances

COMPLAINTS RESOLUTION

Rationale

- Our College has both a desire and a responsibility to ensure that high standards of conduct are maintained by staff and students at all times, and that complaints are managed and resolved fairly, efficiently, promptly and in accordance with relative legislation.

Aims

- To provide a harmonious, positive and productive school environment.
- To resolve complaints fairly, efficiently, promptly and in accordance with relative legislation.

Implementation

Our College seeks to provide a positive, harmonious and productive environment.

It is the Principal's responsibility to provide a healthy and positive school environment that is free from discrimination and harassment. In doing so, the Principal must ensure that all staff are aware of their rights and responsibilities.

The Principal is required to use local complaints resolution procedures, where appropriate, for resolving complaints in relation to issues that fall within the school's area of responsibility. All cases of serious misconduct – sexual offences, criminal charges, or other serious incidents – must instead be referred to the Executive Director of Education, Seventh-day Adventist Schools (Greater Sydney) Ltd for investigation.

It is incumbent upon the Principal to act where unacceptable conduct is observed or brought to his or her attention.

A complainant may at any stage choose to take their complaint directly to an external agency such as the Merit Protection Boards, Equal Opportunity Commission, the Human Rights and Equal Opportunity Commission or the Ombudsman.

It is important that all complaints, ensuing procedures and outcomes are fully documented.

The Principal may choose to respond to a complaint through an informal process in cases where the complaint is minor, the complainant wishes the matter to be dealt with informally, or the complaint has arisen from lack of or unclear communication.

Formal processes will be used when informal processes haven't been successful, a complainant seeks a formal process, or the Principal believes the complaint warrants formal investigation.

Full details regarding formal complaint resolution procedures are contained within Grievance Resolution Policy Document and contain the following steps.

The formal process involves: -

- Investigating the complaint including formal interviews, written statements, conveying the details of the complaint to the respondent in writing providing the opportunity for a written response.
- Dismissing or accepting the complaint.
- Preparation of a detailed confidential report.
- Monitoring of the situation.
- Parties dissatisfied with the process can appeal to the previously mentioned external agencies.

- All matters must be treated with utmost confidentiality, and professional respect at all times.

COMMUNITY GRIEVANCE

Rationale

Positive, clear and effective processes for resolving grievances between the school and community members assists in the building of strong relationships, dispels anxiety, and ultimately provides students with an enhanced learning environment.

Aims

To provide clear, positive and fair processes that allows grievances to be aired and resolved in a timely and effectively manner.

Implementation

Our school prides itself on clear, consultative and open communication.

While we accept our responsibility to consult, and to communicate both clearly and effectively with the community, community members also have an obligation to read notices and newsletters, to attend briefings, and to seek clarification when required.

There may, however, still be times when members of the community disagree or are confused about the things that we are doing.

It is essential that the established process as outlined below be followed to resolve grievances:

- Try to establish the facts as clearly possible, be wary of third hand information or gossip.
- If the matter involves your child or an issue of everyday class operation, make an appointment to see their classroom teacher, detailing the reasons for the appointment.
- An appointment should be made with the Principal to discuss issues involving school policy, operations beyond your child's classroom, and concerns about staff, or grievances that are probably not easily resolved.
- The Principal will provide the concerned community member with a copy of this *'Community Grievances Guidelines'* unless the matter is easily and satisfactorily resolved.
- While 'in principle' support may be sought from the Home and School Association or School Council, both groups agree that they will not simply become a conduit for community complaints, will not become involved in confidential or personal issues, and will generally refer specific grievances about individuals to the Principal or the School Council chairperson.
- All grievances are to be kept as confidential as possible.
- Community members may be accompanied by another person, in a support role, at appointments to resolve grievances.

All formal discussions and processes involving grievances will be documented.

The Principal and School Council chairperson will exercise his/her judgement as to whether or not they will act upon anonymous complaints.

The Principal will provide community members with appropriate departmental contact names and numbers if grievances are not resolved.

Location of the full text of the Complaints and Grievances welfare policy

The Complaints and Grievances Welfare Policy can be found in the Policies and Procedures folder. A copy can be obtained from the College office.

Changes made to the policy during 2011

No changes have been made to the Complaints and Grievance policy during 2011.

11 School determined improvement targets

11.1 Priority Areas for Improvement for 2011

Specific Priorities over the course of 2011 / 2012 (School Plan)

1. Enhance teacher understanding of the teaching learning cycle including use of internal and external (SMART Data) test analysis.
2. Enhance leadership skills in the executive team
3. 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.
4. Continue to increase staff competency in delivering a differentiated curriculum across the school
5. Continue to increase teacher knowledge and use of technology to enhance and engage student learning.
6. Enhance student engagement in Stages 3-6 in their learning, and share their learning with their parents and their peers.

Targets

1. Improve teacher performance against the teacher appraisals in all aspects (comparing from 2010 to 2011 ratings low to high). (Refer to professional teacher competencies appraisal elements 1-5)
2. Improve executive staff leadership skills (comparing from 2010 to 2011 ratings low to high) (Refer to professional principal competencies (appraisal elements 3-5) and coordinator competencies (appraisal elements 3-7))
3. Improve literacy and numeracy across the school by improving the results of NAPLAN
 - 3.1 Staff knowledge of literacy and numeracy teaching methods will be improved as they attend PD courses specifically designed to increase the expected outcomes of the students in the targeted areas, and share this new knowledge with their colleagues in plenary sessions. Staff community engagement and Service surveys will be used to measure impact of these PD sessions.
 - 3.2 Primary staff use Dibels assessment tool 3 times per year to inform decision making for classroom teaching.
4. Differentiation will be evident and transparent in teacher programmes from K-12 and be planned for in daily workbooks.
5. Professional development by an in house expert will provide information about staff competencies and required level of professional development.
6. Parent engagement measured by the community parent engagement survey at the end of the year, 2011 and by parent participation in Parenting Education Workshops, Forums and events held at the school, as well as unique web hits, looking for an increase by 10% over the course of the year.

Intended Outcomes:

The staff will be better prepared to meet the expected standards in literacy and numeracy across all stages.

Increase teacher capacity to use the teaching learning cycle effectively.

Increase the staff levels of competency in using technology across all curriculum areas and stages to enhance the learning of the students and engaging them in their learning.

The school will be better equipped with technology to meet the needs of the generation they are teaching.

Parents will be more familiar with the curriculum and provide their children with a learning enriched home environment and connect with the school to ensure that they understand what is required of their child.

Achievement of Priority Areas listed for improvement in the 2010 report

Approximately 70% of staff used the appraisal instrument to measure their own classroom practice to enhance their teaching performance. It was evident that some staff have become more competent in Differentiation and some need further development in this area. They are pleased with their progress thus far in Numeracy and Literacy and acknowledge the need for further professional development.

Students did improve in the areas of Reading, Spelling, Writing and Grammar and Punctuation in Years 3, 5 and 7. Year 3 in particular, dramatically improved in comparison to previous years.

Year 3 and 5 numeracy targets were achieved however Year 7 numeracy target was not achieved. This is due to numerous factors including different cohort and new students, which entered our college for the first time in Year 7.

Year 9 still needs to work in the areas of Reading, Writing, Spelling and Grammar and Punctuation.

Marginal growth was achieved showing a positive movement in the right direction.

Parent engagement has increased up to approximately 50-60% in particular for special events such as teacher/parent nights and Family Fun Days/Open Days, however Parent Forums have had little increase.

12 Initiatives promoting respect and responsibility

Our Student Representative Council continues to develop leadership across the school as well as within the classroom where teachers provide programmes, 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.

13 Parent, student and teacher satisfaction

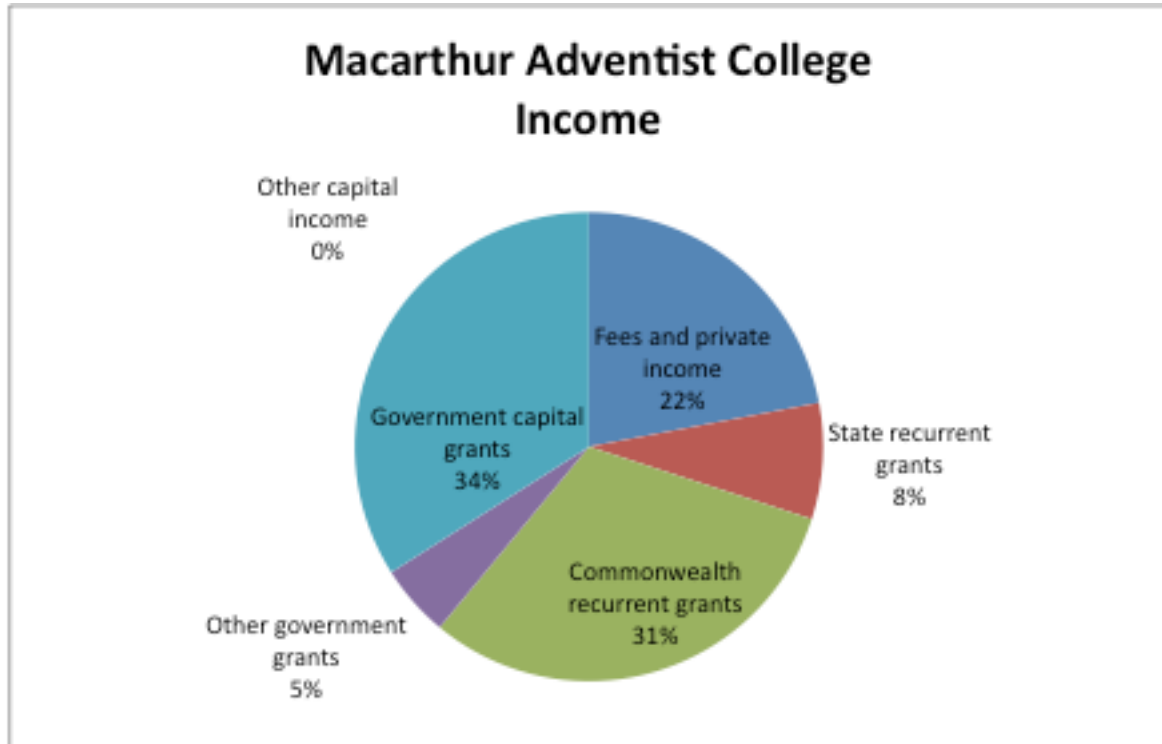
In anecdotal surveys and deregistration from the school all appreciate the caring and nurturing environment of the school. Parents appreciate the regular parent/teacher meetings and general school community meetings scheduled throughout the year. Parents have expressed their satisfaction that their children are being provided a safe environment to learn, that teachers teach children to treat each other with respect and to be tolerant of each other's cultures.

Students are actively involved in extracurricular activities, which enhance the belongingness to the school.

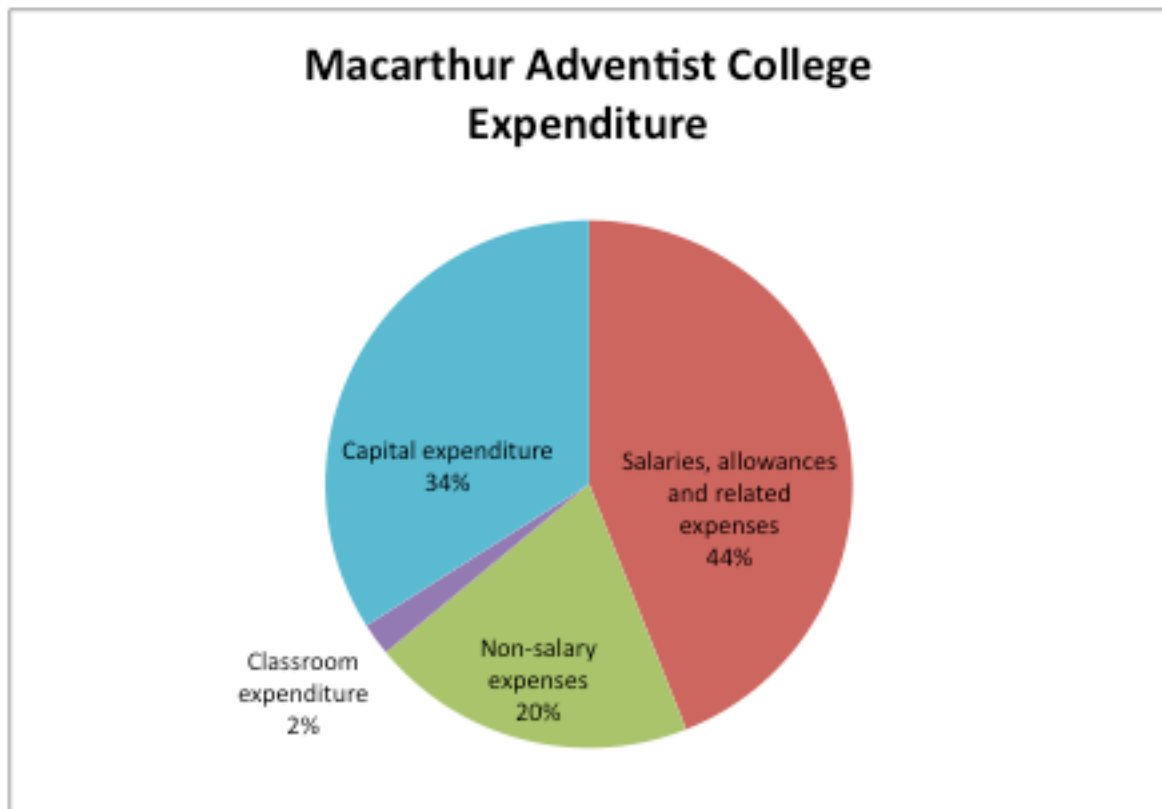
Teachers enjoy coming to the school and comment on the positive and supportive environment in which they work.

14 Summary financial information

Income



Expenditure



15 Public disclosure of educational and financial performance

The Macarthur Adventist College Educational and Financial Annual Report 2012 will be published on the College website and parents will be informed of this in the College newsletter. It will also be 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 the BOS requirements for registration and accreditation.

Please tick that your school complies with the following.

- 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