



Board of Studies Annual Report 2013

Reporting on the 2012 Calendar Year

Macarthur Adventist College

Owned and Operated by

Seventh-day Adventist Schools
(Greater Sydney) Ltd

ANNUAL REPORT

2013

1 A message from key school bodies

College Council

2012 was a year where the College had a dramatic increase in enrolments. This growth was mainly due to a substantial decrease in school fees as well as a larger than usual retention rate of existing students.

We also had a change in leadership including Principal and executive staff and facilities within the school increased with the opening of a Multi-Purpose Hall and new library thanks to the Federal Governments Building an Education Revolution (BER) program.

The College provides a quality chaplaincy program. 2012 saw the beginning of 3 chapel services for lower, middle and upper grades in order to cater for the needs of our students. Our Weeks of Prayer now known as SWAT (Spiritual Weapons and Tactics) involved students leading out and preaching. For the Greater Sydney wide Combined Day of Worship our students were involved leading out in Praise and Worship. Our chaplain is also the Lead Minister of the church, which meets on the campus Church in the Fields (CITF), which students and their families as well as the local community attend.

2012 saw the opening of a new Adventist Development and Relief Agency (ADRA) Youth Service – ACTIV8 on the campus in the Multi-Purpose hall. ACTIV8 is an early intervention youth service offering a local approach to youth resilience with strategic programs that provide at risk young people the combination of life skills and support they require to overcome challenging situations, set and achieve measureable goals and work towards making positive life choices.

The College hosted a number of interschool basketball challenges with a few of the local schools and the local police.

Towards the end of the year a school counsellor was appointed to the college one day a week.

In 2012 the College also underwent an Educational Audit and was granted reaccreditation until December 2016.

Roles of the College Council

Responsibilities and Duties of the College 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
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Student Representative Council

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 2012 the Student Representative Council (SRC) 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 received 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 a number of events, and some attended student 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 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.

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 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	13	87
Year 5	19	12	69
Year 7	10	42	48
Year 9	17	26	57

Writing

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	0	7	93
Year 5	0	6	94
Year 7	19	48	33
Year 9	35	17	48

Spelling

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	0	0	100
Year 5	0	6	94
Year 7	14	19	67
Year 9	4	9	87

Grammar and Punctuation

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	0	0	100
Year 5	6	13	81
Year 7	5	57	38
Year 9	13	35	52

Interpretative Comments

The Year 3 result in most aspects is an area of strength, with 95% of students above national minimum standard. 100% of Year 3 students scored above national minimum standard in both Spelling and Grammar and Punctuation. In Year 5 over 84% of the students scored above national minimum standard. Year 7 in 2012 were a majority of new students to the school scoring just over 46% above national minimum standard. In Year 9 61% of students scored above national minimum standard.

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	13	34	53
Year 5	0	25	75
Year 7	19	48	33
Year 9	0	30	70

Interpretative Comments

While only 33% of students in Year 7 scored above national minimum standard, at the majority of these students were fairly new to the school, 53% of Year 3 students scored above national minimum standard. The results show that over 70% of students in Years 5 and Years 9 scored above national minimum standard and that ground is being made in catching up to levels that are expected.

3.2 Record of School Achievement

Item	Students
Number of Students studying in Year 10	21
Number of ROSAs issued by the Board of Studies in 2012	2

3.3 Results of the Higher School Certificate Examination Results

Subject	No of students	Performance band achievement by %			
		Bands 6 - 3		Bands 2 - 1	
Ancient History	3	School	33	School	67
		State	76	State	24
Biology	7	School	57	School	43
		State	90	State	10
Business Studies	7	School	71	School	29
		State	89	State	11
English	15	School	53	School	47
		State	78	State	22
Food Technology	10	School	100	School	0
		State	91	State	9
General Maths	8	School	13	School	88
		State	80	State	20
Information Processing and Technology	7	School	43	School	57
		State	81	State	19
Mathematics	7	School	0	School	100
		State	91	State	9
PDHPE	7	School	14	School	86
		State	86	State	14
SOR I	12	School	92	School	8
		State	91	State	9
SOR II	3	School	67	School	33
		State	89	State	11

Interpretative comments for Higher School Certificate Test results

As our cohort for 2012 was 15 students the data can be skewed as each student represents a significant percentage of the class.

The highlight of the year was Food Technology having all students in Bands 3-6. This was 9% better than the State. Another highlight was Studies of Religion 1 having 1% higher than the State in Bands 3-6.

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	18
Child Protection Compliance	18
First Aid Course (Full 2-day including CPR/Anaphylaxes)	14
CPR/Anaphylaxes/Diabetes/Asthma (only)	1
Fire Safety Compliance	18
WHS Risk Management	18
Mini-Lit / Pre-Lit	7
Engaging and challenging Thinking Classrooms	3
K-2 Observations and Practice	2
Data Analysis	15
Dibels	7
Reading Groups	8
Middle Leaders Course	3
National Curriculum	2
Live Life Well	2
Newly Appointed Principal's Course	1

Areas of professional learning	Teachers (number or group)
Maths	10
Managing Change	1
Encounter Workshops	4

Total Staff PD experiences: 152

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	18
(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	18

6 Workforce composition

There are 5 males and 13 females on the College staff. The Principal is a female. The staff come from a wide range of nationalities: Australian, Fijian, Indian, Papua New Guinea, Sri Lankan, Asian, Samoan, South American, Ukrainian and New Zealand. There are no staff members with Indigenous backgrounds

7 Student attendance rate and non-attendance

7.1 Average Year Level Attendance

Year Level	Average Attendance (%)
Kindergarten	88
Year 1	93
Year 2	89
Year 3	95
Year 4	86
Year 5	94
Year 6	92
Year 7	97
Year 8	98
Year 9	93
Year 10	96
Year 11	96
Year 12	96
Total school attendance average	93%

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.

If the attendance of a student falls below 70% attendance year-to-date, the roll teacher will notify the Principal and continue to report while the attendance remains below 70% year-to-date.

It is the responsibility of the Principal to review the attendance record and if it is unacceptable will organise a family conference where the importance of attendance at school is reiterated and strategies for better attendance is developed.

If these strategies are not adhered to the school will report the family to Children Services for "Failure to educate" and organise a Director General Case Conference.

7.3 *Retention from Year 10 to Year 12*

66% of 2009 Year 10 students completed their HSC at our College. Other students left due to moving out of the area or to attend other schools which provided a more varied subject choice while others chose TAFE or moved into the workforce.

8 Post School Destinations

At the end of 2012 there were 15 students who attempted the HSC exams.

14 successfully completed their HSC exams with 1 student unable to complete in one subject only. This student is attending TAFE in 2013.

Of the 14 students who completed their HSC 100% of these students went onto further studies at Universities, TAFE or Colleges in such areas as Teaching, Nursing, Zoology, Business Studies and Youth Work; or trade areas such as Electrician, Beauty and Business.

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 both students, families and the school.

Implementation:

All children who are eligible to attend a government school are welcome to apply to the College.

Enrolment in Pre-kindy is open to students who will turn 4 years of age by the 31st July in the Pre-kindy year. Enrolment in Kindy is open to students who will turn 5 years of age by the 31st July in the Kindy year. The enrolment application should include, a proof of age document being either Birth, Citizen Certificates or Passports and an immunisation certificate. For Non-Australian citizens copies of parent and students visas are also required

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.

Procedure

When parents contact the school about a new admission, the initial contact person should in the first instance secure an appointment with the Coordinators or Principal at the person's earliest convenience.

During the interview, the Coordinator / Principal will

1. Answer questions (Christian education programme, sports programme, music program, discipline policy, etc)
2. Find out how the parents found out about the school (Adventist connections, friend, signs etc.)
3. Check if any court orders apply, when parents are separated or divorced.
4. Sight and copy reports from previous schools or educational or medical specialists.
5. Show 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 has been accepted by the College Council.
7. For unexpected same-year enrolments, the Principal may approve enrolment applications on behalf of the College Council, informing the College Council at the next College Council meeting

For Kindergarten only

1. Arrange for them to come in for Orientation Day usually at the end of the year prior to attendance.

2. This helps the child to be acquainted with their teacher, the College and other students who will be in their class.
3. During Registration Day/s, prior to the start of the year in January, the student will attend for a 20minute interview and basic testing to determine their readiness for school.

Receptionist

1. Receptionist will provide a Handbook and an application if not already done so.
2. Receptionist will show the uniforms and procedures for purchase.
3. Contact parents in writing concerning the Council's decision.
4. If the child is accepted, give further explanation in regards to transport, canteen and routine procedures.

Accounts clerk

1. Discuss the fees and methods of paying fees
2. Place name on admission register and class roll when they first attend.

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.

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

To accept a child into the school the parents must submit the child's immunisation records, their birth certificate, and any other pertinent identification (eg visas, court orders etc)

The school does not discriminate against any child by race, religion, colour, intellect or physical disability.

The enrolment application form includes a section for the parents and students in year 3 – 12 to sign that they will uphold the ethos and standards of the school.

Information is required by the school to ascertain the needs of the child. This will include the following: current reports, education psychological reports, paediatric reports, etc.

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 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 introduce themselves to the new students to explain their role to the school to them and discuss how they can help the student to transition into the new school environment.

Re-registration

Each year in Term 3 existing parents are asked to complete a Re-enrolment form to indicate their intentions for the next year.

This is needed to help in planning for the next year including staffing.

Parents are also asked to update their details

Re-Enrolment

If a student has previously withdrawn or had their enrolment terminated by the School, re-enrolment may be considered by the School's Administration using the following procedure:

- New application is submitted.
- A school report from the present school is attached.

The decision on such an application may be based on:

- A positive recommendation from the present school's administration.
- Discussion with Teachers and the School Council.

The final decision on enrolment is processed by the Principal and/or School Council.

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

The College had a total of 282 students enrolled in 2012 of which 18 students were enrolled in Prep, 149 students were in Primary (K-6) and 115 were in secondary (Years 7-12).

There were slightly larger numbers of boys than girls.

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

215 Australian	3 Indian
21 New Zealander	6 American
8 Samoan	1 Tanzanian
11 Zimbabwean	1 Austrian
6 Tongan	1 Mauritian
4 Fijian	1 Ukrainian
4 Cook Islander	

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

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 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.

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.

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.

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 participation in anything of a dangerous or illegal nature such as weapons, drugs, tobacco or alcohol weapons
- 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 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. "
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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.

Policy changes

This policy was update in 2012

Discipline Policy

Summary of policies for Student Discipline

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

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 (right, 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:

- 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.

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.

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

Policy Updates

This policy was update during 2012

Complaints and Grievances Policy

Summary of policies for reporting complaints and resolving grievances

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

1. 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.
2. Dismissing or accepting the complaint.
3. Preparation of a detailed confidential report.
4. 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 allow 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 is 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

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

Policy Changes

No changes were made to this policy in 2012

11 School determined improvement targets

Priority Areas for Improvement for 2012

Specific Priorities over the course of 2012

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.
7. Successful completion and implementation of the school's Registration and Accreditation inspection process during 2012.

Targets

1. Improve teacher performance against the teacher appraisals in all aspects (comparing from 2011 to 2012 ratings low to high). (Refer to professional teacher competencies appraisal elements 1-5). Staff will use the appraisal instrument (as well as NAPLAN Data) to measure their own classroom practice to enhance their teaching performance.
2. Improve executive staff leadership skills (comparing from 2011 to 2012 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. 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.
4. Primary staff use Dibels assessment tool 3 times per year to inform decision making for classroom teaching.
5. Professional development by an in house expert will provide information about staff competencies and required level of professional development.
6. Parent engagement will be measured by parent participation in Parenting Education Workshops, Forums and events held at the school, as well as unique web hits, looking for an increase of 20% 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.

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 2011 report

Approximately 75% 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 Spelling, Writing and Grammar. 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.

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

Primary staff used the DIBELS assessment to inform classroom practice. They discovered common areas that need attention such as comprehension in Years 3-6 and decoding and sight word recognition in K-2

Parent engagement has increased in particular for special events such as teacher/parent nights and Family Fun Days/Open Days. Parent Forums have had a slight increase and is improving in particular the Pacifica information evenings.

The College successfully completed the school's Registration and Accreditation process. This involved reviewing of all school programming and policies.

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 Year 12 participate in the STORMCO program as part of their service and responsibility to give time during their holidays to help others in remote areas.

Respect and responsibility is also addressed during assemblies with prayer and 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 any returns
- 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 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

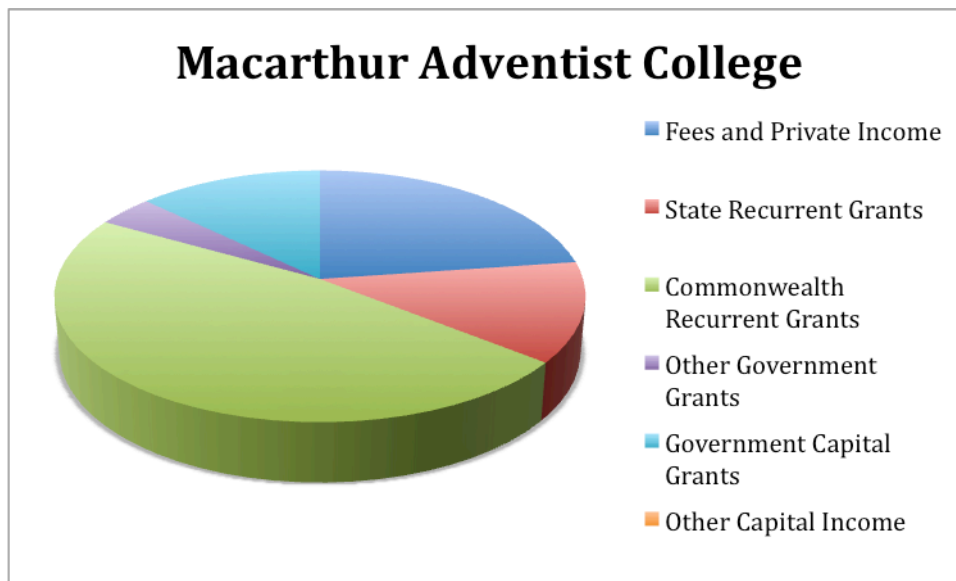
Students also express their satisfaction that the college provides a safe environment to learn and even though there is a large variety of cultures they treat each other with respect and acceptance and have a spirit of camaraderie. Students are also actively involved in extracurricular activities, which enhance the belongingness to the school.

Teachers

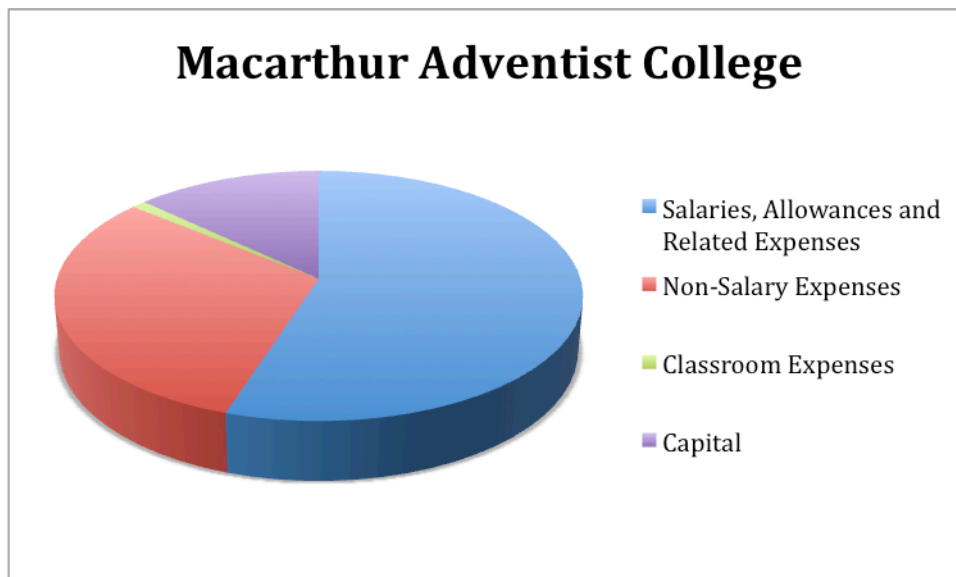
Teachers enjoy coming to the school and comment on the positive and supportive environment in which they work. This satisfaction and commitment is shown by the stable and steady staff that stay at the college for many years even though they travel long distances.

14 Summary financial information

Income



Expenditure



15 Public disclosure of educational and financial performance

The 2012 Annual report will be published on the College's website and available on request from the College office.

SECTION 2

CHECKLIST

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