



**Board of Studies, Teaching and
Educational Standards NSW
Annual Report
2015**

Reporting on the 2014 Calendar Year

Port Macquarie Adventist School

Owned and Operated by

Seventh-day Adventist Schools
(North New South Wales) Ltd

ANNUAL REPORT 2015

1 A message from key school bodies

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

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

This has also seen Parent and community involvement as a priority, with a number of activities throughout the year involving parents or community members. Regular communication with parents ensures they were kept up to date with all aspects of the school program, which in turn assisted in achieving parent support and involvement.

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

The Port Macquarie Adventist School is 3 years into a NSW Targeted funding Grant from the State Government. This grant has changed the focus of the school with a very strong focus on data and using and interpreting the data effectively for the improvement of students' educational outcomes.

There has been a shift in the way the teacher looks at the data generated from testing and how they can then change the content of a lesson to meet the specific needs of the students.

The school has a high aboriginal population that contributes positively to the school.

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	13	13	74
Year 5	20	50	30

Writing

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	14.8	14.8	70.4
Year 5	33	67	0

Spelling

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	13	13	74
Year 5	20	40	40

Grammar and Punctuation

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	10	30	60
Year 5	25	50	25

Interpretative Comments

The results from the intervention programs that were priorities at our school are starting to show through in the year 3 students. We are tracking the year 5 students and working to improve these results. Attendance in the grade 5 room also impacts greatly on the results from these tests.

The School has moved to a Synthetic Phonics approach through the lower part of the school and a school wide focus on the Literacy in our School. The results are starting to be shown. We have restructured our Literacy and Numeracy blocks and school timetable to facilitate better learning outcomes for our students.

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	28	57	14

Interpretative Comments

Under the guidance of the AIS and external mathematical consultants, we have modified our schools approach to Mathematics throughout the school. We have taken the step to be text bookless in Maths and focus on equipping our students with the ability to explore. This has led to the students increased understanding in this area. The results are reflected in the lower grades.

5 Professional learning and teacher standards

5.1 Professional Learning

Areas of professional learning	Teachers (number or group)
DIBELS Training with Ian Thompson	6
Continuum Training	7
Learning In Numeracy (LIN) & Learning In Early Numeracy (LIEN)	8
Jan Stone - LIN & LIEN – Whole numbers	8
Jan Stone - LIN & LIEN – Place Value	8
Jan Stone - LIN & LIEN – Syllabus and Programing	8
Jan Stone - LIN & LIEN – Problem Solving	8
Jan Stone - LIN & LIEN – Addition & Subtraction	8
Anita Chin Mathematics in-service – K-2	4
Anita Chin Mathematics in-service – 2-6	2
Charles Lovitt – Maths 300	7
Val Gray Precision Academics – Helping students with disabilities	7
Visual Arts professional development	7
Get Reading Right	8
Classroom observations & feedback	3
AIS Literacy and Numeracy Action Plan – Planning & Development for 2015	2
Steve Stretton – Pastoral Care & Behaviour Management	8
Steve Stretton – Developing a Pastoral Care and Behaviour Management Policy	3
Kids Reach worship PD	1
SDA School Principals' Meetings X 3	1
Val Gray – Precision Academics	2

Areas of professional learning	Teachers (number or group)
Mathletics	4
Total Staff PD experiences:	120
Average cost per teacher for professional learning:	
Course only:	\$2426
Course Costs, plus travel, accommodation and relief teachers:	\$3632

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	8
(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	0
(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	0
	Total number of teachers in school	8

6 Workforce composition (comment on Indigenous staff)

The work force does not contain any Indigenous staff at this time but we work very closely with local elders and the AIS on indigenous matters.

7 Student attendance rate and non-attendance – (Focus Area for 2014)

7.1 Average Year Level Attendance

Year Level	Average Attendance (%)
Kindergarten	95%
Year 1	93%
Year 2	93%
Year 3	93%
Year 4	91%
Year 5	90%
Year 6	88%
Year 7	-
Year 8	-
Year 9	-
Year 10	-
Year 11	-
Year 12	-
Total school attendance average	92%

7.2 Management of non-attendance (priority for 2014 report)

Student attendance is recorded daily by each classroom teacher, using an online absentee program. Students who have regular or prolonged unexplained absences are identified and the parents/guardians are contacted after 3 days. In the case of prolonged unexplained absences, the home liaison officer is contacted.

8 Post School Destinations (secondary schools only) – (Focus Area for 2014) (report on the destination of all students aged 17 and over who left school during 2014)

N/A

9 Enrolment Policies and characteristics of the student body

Enrolment Policy (full text)(include text which complies with Disability Discrimination Act and requirement for continued enrolment – Focus Area for 2014)

Admissions

ADMISSION POLICY

Port Macquarie Adventist School belongs to an independent Christian School System that is open to all students irrespective of their religious affiliation, nationality or gender. We attempt to accommodate disadvantaged students wherever possible. All students are expected to live in harmony with the School Rules on page 25, show respect for Christian principles and take part in the regular Bible classes and School activities.

All applications for enrolment are subject to School Council approval. The Council will:-

1. Expect that the 'Conditions of Enrolment' form has been signed.
2. View all applications and accept the child provided the School can meet the child's educational needs and the child meets the School's registration requirements. (See the Principal for further details). All new students are accepted on a provisional basis for a period of one school term. The Council reserves the right to accept or decline applications.
3. Set School fees.
4. Appoint the Principal to interview all applicants and make a report to the School Council.
5. Expect new entrants to present their immunisation and birth certificates on admission.
6. Expect parents to discuss any legal restraints, such as Family court orders, with the Principal during the interview.

Applications for the New Year should be made, where possible, before December 1 of the previous year.

Ideally a child should turn five before commencing Kindergarten. Government Regulations state that a child should be 5 years old, on or before the 31st July in the year of enrolment and must be enrolled by the time they are 6 years old. Port Macquarie Adventist School prefers students to be 5 by 31st March in the year of enrolment into Kindergarten. Exceptions to this will need to be approved by the Principal and School Council. Kindergarten is offered as a one year program only. Children are expected to attend for five days a week. (Special arrangements may be made for Term 1 only). In Term 1 only, Wednesdays is offered as a rest day, or optional attendance day. Students, whose parents have work commitments, will be cared for on these days, however no new work will be presented.

No pupil will be allowed to remain at school if the School Council considers that he or she is not upholding the standards of moral and behavioural conduct expected by the school as outlined in the school's Student Behaviour Plan.

CONDITIONS OF ENROLMENT

Enrolment at this school is subject to the following terms and conditions:

1. That the parents/caregivers will support the ethos and philosophy of the school and will endeavour to support and uphold the principles, practices and policies of the school in every way.
2. That the parents/caregivers give permission for their child to take part in all of the school's activities, including Biblical Studies, devotional activities, sports and school sponsored trips away from the school.
3. That the parents/caregivers will provide their child with the correct uniform as approved by the School Council and will support the school's uniform code.
4. That the parents/caregivers undertake to provide the child with all necessary equipment of a personal nature that may be needed to enable the child to fully participate in the school's educational program and to give positive encouragement to help the child complete assigned tasks.
5. That the parents/caregivers accept the right of the School to administer such discipline as it deems necessary for the child and agree to uphold in every way possible the School's authority and right to administer appropriate discipline given in accordance with the Student Behaviour Plan/Pastoral Care Policy, and the Policies of the School Council.
6. The parents/caregivers agree to bring any grievances or complaint enquiries directly to the teacher concerned or the Principal, in confidentiality with only those involved, at the earliest opportunity.
7. That, while acknowledging that students come from varied religious and ethnic backgrounds, enrolment in Port Macquarie Adventist School presupposes that students will behave, both in and out of school, in a manner which does not contravene the "Student Code of Conduct". This code, based on Christian principles of behaviour and lifestyle, is outlined in the School Handbook and the Student Behaviour Plan. Should a student not behave in such a manner, and bring dishonour on the school, his/her enrolment may be jeopardized.
8. The parent/caregiver accepts that if the School is unable to contact or consult them in any medical emergency involving their child they hereby authorize the School to take all necessary steps to provide appropriate medical care for their child.
9. The Parent/Caregiver accepts that all fees and charges are payable in accordance with the signed payment agreement. In case of financial difficulty, special arrangements may be made through the Principal who will arrange an interview with the Finance Committee.
10. That failure to pay fees by the designated time will disqualify the parents from receiving the prompt payment discount.

11. That if all fees and charges are not paid according to the signed payment agreement and special arrangements have not been made with the Finance Committee, action will be taken by the School Council that may lead to the child/ren not being accepted the following term.
12. That the Council may suspend or terminate enrolment at its discretion for failure to comply with these conditions or other serious breaches of the Board's rules and regulations.
13. All children who are accepted to admission are accepted on a provisional basis for one school term.
14. Contact would be made to the AIS when dealing with an enrolment application of a student with a disability.

The board reserves the right to amend, modify, add or remove from the 'Conditions of Enrolment' as required from time to time and will undertake to notify parents of such changes in writing while their children remain at the School.

Composition/characteristics of the student population

The school population is made up from a varied population with students coming from a wide variety of different backgrounds. We are proud to have 33% aboriginal student population.

10 School Policies

Student Welfare Policy (Manual 5.6.2)

Student Welfare policies are incorporated into the Staff Handbook and cover:

- Accident and First Aid
- Anti-Bullying
- Child Protection
- Critical Incident and Management
- Gender Equality
- Immunisation and Infectious Diseases
- Sun Protection

Additional policies are included in the Student and Pastoral Care Handbook and cover:

- Encouragement System
- Peer Support
- Behaviour Programme
- Routines, Rules and Expectations

Location of the full text of the Student welfare policy (including how to get a copy)

The Student and Staff Handbook along with the Pastoral Care Policy is available from the School Office.

Changes made to the policy during 2014 – (Focus Area for 2014)

No major changes were made to these policies during 2014

Discipline Policy (Manual 5.7.1; 5.7.2)

Summary of policies for Student Discipline

DISCIPLINE GUIDELINES

1. Introduction

It is publicly recognised that a strength of independent schools is the ability to maintain discipline and deal with disciplinary matters quickly and effectively to ensure that a positive and productive learning environment is maintained for all students.

The NSW Government has accepted the recommendations of Part 1 of the Review of Non- Government Schools (Grimshaw Review) which include requiring schools to develop policies relating to discipline that includes suspension, expulsion, exclusion, and alternatives to corporal punishment (which must be precluded).

To be registered, it is a requirement of a non-government school to have disciplinary procedures that are based on principles of procedural fairness.

The following is an extract from the Board of Studies Manual:

“Procedural fairness is a basic right of all when dealing with authorities. Procedural fairness refers to what is sometimes described as the ‘hearing rule’ and the ‘right to an unbiased decision’.

The ‘hearing rule’ includes the right of the person against whom an allegation has been made to:

- know the allegations related to a specific matter and any other information which will be taken into account in considering the matter;
- know the process by which the matter will be considered;
- respond to the allegations;
- know how to seek a review of the decision made in response to the allegations.

The ‘right to an unbiased decision’ include the right to:

- impartiality in an investigation and decision making;
- an absence of bias by a decision-maker, and
- the review mechanism adds to the fairness of the process.

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

The full discipline code can be obtained from the front office at the school.

Changes made to the policy during 2014 – (Focus Area for 2014)

This was held over to 2015 as there was a very high turnover of teachers at the end of 2014. The teachers are to meet with Steve Stretton who will lead the discussion for change to this policy.

Complaints and Grievances Policy

Summary of policies for reporting complaints and resolving grievances

Seventh-day Adventist Schools (NNSW) Ltd is committed to providing a safe and supportive school environment where all individuals are treated with dignity, courtesy and respect and the risk of harm is minimized. The school company requires that each school operates as a community of faith which fosters a harmonious and productive environment for staff and students. Where complaints arise, they should where possible, be resolved informally with the complainant. However, where serious complaints or grievances are notified, a formal process is required to document the issue/s and processes as evidence that stated procedures were followed. This process can also be found in the 'Managing complaints' hand out available from the school office.

The School Company seeks to resolve complaints and grievances in an impartial, just and efficient manner through implementation of the Guidelines for Managing Complaints and Grievances. In certain situations, the school company may employ an external organization to undertake an independent investigation. Where this occurs, the independent investigator will follow their own policies and procedures. A report will be submitted to the school company

Location of the full text of the Complaints and Grievances welfare policy (including how to get a copy)

The policy can be sourced from the school front administration.

Changes made to the policy during 2014 – (Focus Area for 2014)

No Changes were made.

11 School determined improvement targets

Priority Areas planned for Improvement in 2015 (Schools in National Partnerships should include items from their school plan)

1. To increase student daily attendance at school from 91% to 94% by December 2015
2. To decrease the number of Kindy students 'at risk' on the mid-year DIBELS assessment for phonemic awareness from 50% to 20%.
3. To increase the proportion of students in Years 3-6 meeting DIBELS NEXT reading benchmarks from an average of 46% to 65%
4. To decrease the proportion of year 1 to 6 students 'at risk' in numeracy as identified by LIN /LIEN by 20%

5. To test students using DIBELS NEXT and to analyse results with all staff, 3 times per year in Feb, June and November.
6. Implement individual support programs (MiniLit and MultiLit) for all students identified 'at high risk' from DIBELS, 4 times per week during terms 1 – 4.
7. Report Student achievement utilising the online Literacy and Numeracy Continua.

Achievement of Priority Areas listed for improvement in the 2014 report (Schools in National Partnerships should include achievements of items from their school plan) – (Focus Area for 2014)

- *Strengthening the focus on whole-school instructional leadership*
- *Explicitly assess the learning needs of students especially on entry at Kindergarten. School-based professional development for teachers in personalised learning and diagnostic assessment*
- *Tiered interventions in literacy and numeracy for those children who need special attention put in place.*
- *Extend programs that strengthen home, school and community partnerships and support literacy and numeracy, in particular programs aimed at Kindergarten to Year 2.*
- *Adopted a common tool for reporting achievement of learning outcomes Kindergarten to Year 4, using the DEC Literacy and Numeracy Continua as the framework for valid and reliable judgment of student achievement.*

12 Initiatives promoting respect and responsibility

Part of the student welfare policy was the introduction of caught being good cards. The students would be awarded with these cards if a teacher or teachers aid caught the students doing something positive around the school. This helped to promote respect and responsibility in the school.

13 Parent, student and teacher satisfaction

Data surveys were collected and parents appreciate the school. Teachers were happy and those that left at the end of 2014 were sad to be leaving. Students are happy at the school.

14 Summary financial information

(The schools' company will complete this section for all SDA schools.)

Income

Income Sources	Percentage of Total Income
Fees and private income	22.40
State recurrent grants	13.19
Commonwealth recurrent grants	50.67
Other Government grants	13.74
Government capital grants	0.00
Other capital income	0.00

Expenditure

Expenditure Costs	Percentage of Total Expenditure
Salaries, allowance and related expenses	69.22
Non-salary expenses	21.88
Classroom expenditure	7.15
Capital expenditure	1.75

15 Public disclosure of educational and financial performance

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

SECTION 2

CHECKLIST

Commonwealth legislation (**Australian Education Act 2013** and accompanying **Australian Education Regulation 2013**) includes the following requirements not listed as part of the BOSTES requirements for registration and accreditation.

Please tick that your school complies with the following. (please delete the least applicable box)



Participates annually in National Student Assessments, NAPLAN, and other sample assessments as invited.



Provides Student Background information for all students participating in the assessment listed above.



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