



Board of Studies, Teaching and Educational Standards

**Annual Report
2016**

Reporting on the 2015 Calendar Year

Port Macquarie Adventist School

Owned and Operated by

Seventh-day Adventist Schools
(NNSW) Ltd

1 A message from key school bodies – (School Council and Student Representative Council)

The 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.

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

Port Macquarie Adventist School was established in 1952. In 2015 its enrolment peaked at 108 students.

Port Macquarie Adventist School continues to demonstrate positive growth in the lower grades with 6 classrooms running in 2016 (PK, K, 1, 2, 3/4, 5/6). The school's growth is a result of initiatives instigated by the staff and through community building activities. Many the students have joined our school from other schools, so have not had the chance to start with us from kindergarten. Over the past few years we have increased our Pre-Kindergarten program, with it operating 5 days per week during 2015. The program has a strong focus on literacy and numeracy and students who go on to attend our Kindergarten, are showing strong skills in literacy and numeracy.

About 30% of Port Macquarie Adventist School's students are indigenous. The introduction of our indigenous support person/mentor has helped improve attendance.

We believe that every child should have the opportunity of achieve their full potential academically, physically and spiritually. Staff are committed to improving the results of the students and they go the extra mile to provide extra support to students and families who need it.

The school has had the opportunity to be part of the 4 year NSW Targeted Funding Action plan program in 2015. This is our third year in the program, which has helped our school to better meet the needs of the students attending, and equip the staff with increased knowledge, skills and resources to do this.

So far in our Action Plan journey, we have implemented some formal and regular testing in the area of Literacy and Numeracy, to help diagnose areas where students are most at risk. We adopted the DIBELS Next assessment and introduced the SENA numeracy assessment. Our other main focus over the past three years was to train in MiniLit and MultiLit and implement these programs into our school. This has proven to be of great benefit to the students involved. We have also has a focus on staff professional learning, with much of our time during 2015 being spent on Numeracy with Anita Chin. She continues to support our textbook free, hands-on mathematics journey. We also continued to focus on our Get Reading Right program for K-2.

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	37	27	36

Writing

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	0	0	100
Year 5	27	46	27

Spelling

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	0	7	93
Year 5	19	45	36

Grammar and Punctuation

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	0	7	93
Year 5	27	19	54

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	20	30	50

Interpretative Comments

There have been programs put in place from the NSW Targeted State funding that are resulting in whole sale changes to the delivery of education at our school. This changes are gaining traction and the results in the low half of the school are reflecting this.

3.2 Record of School Achievement

Item	Students
Number of Students studying in Year 10	N/A
Number of ROSAs issued by the Board of Studies in 2015	N/A

3.3 Results of the Higher School Certificate Examination 2015

N/A

Interpretative comments for Higher School Certificate results

N/A

Comparison of 2015 HSC results as a trend over time

N/A

4 Senior secondary outcomes

N/A

5 Professional learning and teacher standards

5.1 Professional Learning

Areas of professional learning	Teachers (number or group)
Steve Stratton – AIS – Pastoral Care 2 days workshop	8
Julie Forster – Get Reading Right 2 x ½ day workshops	8
Julie Forster – Personalities 1 day workshop	8
Julie Forster – Leadership ½ day workshop	8
Anita Chin – Maths workshop 1 day	8
Anita Chin – Maths workshop 1 day	4
Steve Stretton – Parent/Teacher night behaviour	5
Continuum Training AIS 2 days	2
Anita Chin yr K-2 Maths workshop 1 day	5
Anita Chin yr 2-6 Maths workshop 1 day	5
Alvin Schick – Chaplaincy training ½ day	2
WHS Training 2 days	1
IT Training – Macquarie College	1
HOS Meeting	1
Kylee Lipscomb – Reading K-2 ½ day	5
Kylee Lipscomb – Reading 3-6 ½ day	4
Roslyn Thomas AIS Personalised Learning Plan 1 day	2
Kylee Lipscomb – AIS - Reading	7
Principals Conference – NZ – 3.5 days	1
Julie Forster – Cognitive Training	3
Julie Forster Get Reading Right – 1.5 days training	8
Kylee Lipscomb - Writing 1 day	8

Areas of professional learning	Teachers (number or group)
Julie Forster ½ day – Leadership Training	3
DIBELS Training – Sydney – 2 days	3
Roslyn Thomas – Personalised Learning Plans – 1 day	2
Steve Stratton – AIS- Behaviour Management & Classroom engagement – 1 day	4
Heads of Schools Meeting – NNSW Schools	1
Anita Chin - Mathematics – k-2 – 1 day	4
Anita Chin- Mathematics – 3-6 – 1 day	4
DIBELS Training – Sydney – 1 days	3
First Aid Training	5
Risk Assessment Online Training – 1 day	3
IT Meeting - 1 day	1
WHS Training	3

Total Staff PD experiences: 142

Average cost per teacher for professional learning: (Cost for PD course + travel expenses – does not include relief teacher costs) \$3720

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.

We have 3 teachers with over 10 years experience,
4 teachers between 5 – 8 years experience
2 grad teachers.

The teaching staff consists of 2 male teachers (including the principal) and the remaining 8 are female.

7 Student attendance rate and non-attendance – (BOSTES Focus Area for this Report)

7.1 Average Year Level Attendance

Year Level	Average Attendance (%)
Kindergarten	93.95
Year 1	90.94
Year 2	92.67
Year 3	93.51
Year 4	92.44
Year 5	87.15
Year 6	88.95
Year 7	
Year 8	
Year 9	
Year 10	
Year 11	
Year 12	
Total school attendance average	91.37

7.2 Management of non-attendance

Student attendance is recorded daily by each classroom teacher, using an online absentee program (MAZE). 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, teachers report students lack of attendance to Port Macquarie Community Services Centre home school liaison officer.

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

Percentage retention rate: **N/A**

8 Post School Destinations (secondary schools only)

(report on the destination of all students 17 and over who left school during 2015)

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)

Rationale

Port Macquarie Adventist School (PMAS) is a comprehensive co-educational PK-6 school owned and operated by SDA Schools (NNSW) Ltd, and provides an education underpinned by religious values and operating within the policies of the NSW BOSTES. All enrolment applications will be processed in order of receipt and consideration will be given to the applicant's support for the ethos of the school, siblings already attending the school and other criteria determined by the school as outlined in the PMAS Enrolment Procedures document. Once enrolled, students are expected to act consistently with the school's ethos and comply with the school rules to maintain the enrolment. Parents also are expected to be supportive of the ethos of the school.

Implementation

The Application for Enrolment Process:

- All documentation required by the school as outlined in the PMAS Enrolment Pack to be completed and submitted by the relevant student/'s parent/legal guardian.
- Completion of school tour and interview with school Principal.
- Completion of PMAS standardised assessment processes.
- Payment of deposit.
- Approval by the PMAS Enrolment Committee.
- Completion of fee agreement processes.

In the context of the above processes, no person will be discriminated against in enrolment on the grounds of their sex, age, race, religion, ethnicity, disability, sexual preference or marital status. (*Disability Discrimination Act 1992*).

Prerequisites for Continued Enrolment:

- Satisfactory completion of the school's initial probationary enrolment period (the school term of enrolment post an initial approval).
- Ongoing demonstration of capacity to meet the school's published academic performance, attendance, behaviour and financial agreement expectations.

The PMAS Student Enrolment Guidelines document should be read with the PMAS Enrolment Procedures. The full texts of both are available upon request from the school office.

Evaluation

These guidelines will be reviewed as part of a three-year school review cycle.

Composition/characteristics of the student population

The composition of the 108 students at Port Macquarie Adventist School come from a variety of different backgrounds. We are proud to have 33% Aboriginal student population.

10 School Policies

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 2015

No changes made during 2015, however some policies were reviewed.

Discipline Policy (Manual 5.7.1; 5.7.2)

Summary of policies for Student Discipline

Rationale:

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

Aims:

To ensure that a procedurally fair discipline system is in place.

Implementation:

This school will abide by the legislation pertinent to the provision of a discipline system that is based on the principles of procedural fairness. This includes the right of the student to:

1. Know the allegation and any other information related to it
2. Know the process by which the matter will be considered
3. Make a response to the allegation
4. Know how to have any process or decision reconsidered.
5. Expect impartiality in the investigation and the decision making
6. An unbiased decision-maker

This school either expressly prohibits corporal punishment or clearly and exhaustively list the school's discipline methods so as to plainly exclude corporal punishment.

This school does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school.

The following statements need to be found in all Discipline/Behaviour Management Guidelines.

Expulsion Statement

If a student has been expelled from one of our system schools then they are excluded from enrolling in any of our other schools for a period of 12 months. A positive behaviour report from another school outside of our system may provide the evidence required to re-enrol in one of our system schools.

Exclusion Statement

Definition: The act of preventing a student's admission to a number of schools.

A submission may be forwarded to the Executive Director of Seventh-day Adventist Schools (North NSW) Ltd recommending that a student expelled for extreme circumstances of misbehaviour not be admitted to any school which is part of Seventh-day Adventist Schools (North NSW) Ltd.

In the submission, the principal will need to detail the reasons, the action taken to moderate the student's behaviour, the school counsellor's report, a copy of all required documentation and any responses from the student. The Executive Director will take the matter to the Board of Directors for a final decision. This school will attach to this policy guidelines that may include but are not limited to:

Discipline
Uniform
Bus/Train Behaviour
Mobile Phone Usage
Internet Usage
Student Use of Cars/Carpark
Bikes/Scooter/Skateboards

Changes made to the policy during 2015

A major review of this policy took place in 2015. Behaviour Modification program has been re-written to incorporate a new 'levels system'. The review also identified that our policy complied with the BOSTES manual which includes,

To ensure that a procedurally fair discipline system is in place, this school will abide by the legislation pertinent to the provision of a discipline system that is based on the principles of procedural fairness.

This includes the right of the student to:

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Student Welfare Policy (Manual 5.6.2) - (BOSTES Focus Area for this Report)

Summary of policies for Student Welfare

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
- Supervision

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

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

Additional policies:

- Complaints and Grievances

Anti-Bullying Policy - (BOSTES Focus Area for this Report)

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

The policy can be sourced from the school front administration office.

The Anti-Bullying policy is found in the Student Pastoral Care Policy available at the front administration office.

Changes made to the policy during 2015

The Student pastoral Care policy was re written in 2015 with the assistance of Mr Steven Stretton for the AIS.

Complaints and Grievances Policy - (BOSTES Focus Area for this Report)

Summary of policies for reporting complaints and resolving grievances

To promote a Christian ethos and high standards of behaviour in the workplace.

- 1.2 To provide and maintain a safe workplace where all individuals are treated with dignity, courtesy and respect.
- 1.3 To prevent practices in the workplace such as unlawful discrimination, harassment, victimization, vilification, bullying and occupational violence.
- 1.4 To promote best practice in employment relations.
- 1.5 To treat all complaints confidentially, sensitively and with procedural fairness.

See staff handbook for a full copy of the policy

Changes made to the policy during 2015

The Policy is supplied and implemented into our school from head office.

11 School determined improvement targets

Priority Areas for Improvement for 2016 (Schools in National Partnerships should include items from their school plan)

Targets:

1. To increase student daily attendance at school, particularly with our indigenous students, by 3-5%.
2. To decrease the number of Kindy students 'at risk' on the mid year DIBELS assessment for phonemic awareness by more than 10% from 2015 – 2016.
3. To increase the proportion of students in yrs 3-6 meeting DIBELS NEXT reading benchmarks by more than 10%.
4. To decrease the proportion of year 1 to 6 students by more than 10%, who are not meeting expected benchmarks, as identified by our SENA testing.
5. To test students using DIBELS NEXT and SENA and to analyse results with all staff, 3 times per year in Feb, June and November.

6. Improve tier one instruction in years 3-6 using a well planned and structured literacy block.
7. Report Student achievement utilising the online Literacy and Numeracy Continua, three times per year.
8. All new staff to be trained in the administration and interpretation in DIBLES Next and SENA as well as our Get Reading Right program.
9. To ensure sustainability of practice implemented through ongoing access to professional development.
10. Develop an initiative that showcases the outcomes of practices adopted under the Action Plan.

Achievement of Priority Areas listed for improvement in the 2015 report (Schools in National Partnerships should include achievements of items from their school plan)

2014 targets that we reported on in 2015 were:

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.

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. A random selection of 4 cards, are drawn out during chapel each week with prizes being awarded to the recipients. This has helped to promote respect and responsibility in the school.

13 Parent, student and teacher satisfaction

A Survey suite is planned to take place next year.

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	25.34
State recurrent grants	13.48
Commonwealth recurrent grants	53.37
Other Government grants	7.80
Government capital grants	0.00
Other capital income	0.00

Expenditure

Expenditure Costs	Percentage of Total Expenditure
Salaries, allowance and related expenses	61.22
Non-salary expenses	27.98
Classroom expenditure	6.00
Capital expenditure	4.81

15 Public disclosure of educational and financial performance

The 2015 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 (please delete the least applicable box)

- Participates in National Student Assessments – NAPLAN
- Provides national reports on the outcomes of schooling
- Provides individual school information on performance
- Passes on the NAPLAN reporting to parents showing student results against key national information
- Annually reports on school performance information and makes the report publicly available
- Implements the National Curriculum as it becomes available
- Has an annual certificate of financial accountability from a qualified accountant
- Annually reports on each program of financial assistance provided under this Act
- Participates in program evaluations