



# **NSW Educational Standards Authority**

## **Annual Report 2017**

### **Reporting on the 2016 Calendar Year**

#### **Port Macquarie Adventist School**

Owned and Operated by

Seventh-day Adventist Schools (NNSW) Ltd

## **1 A message from key school bodies**

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

The efforts of the School Advisory 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**

Port Macquarie Adventist School was established in 1952. In 2016 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 (Pre-Kindy, Kindergarten, Years 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 again in 2016. 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 had the opportunity to be part of the 5 year NSW Targeted Funding Action Plan program, which finished in 2016. This is our fifth and final 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.

Throughout 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 five 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 had a focus on staff professional learning, with much of our time during 2016 being spent on Numeracy with Anita Chin of Primary Mathematics Consultancy. 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	10%	4.8%	85.2%
Year 5	8%	8%	84%

##### Writing

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	0%	4.8%	95.2%
Year 5	0%	8%	92%

##### Spelling

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	5%	14.3%	80.7%
Year 5	0%	0%	100%

##### Grammar and Punctuation

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	5%	0%	95%
Year 5	0%	0%	100%

##### 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%	10%	90%
Year 5	0%	0%	100%

## Interpretive Comments

The Port Macquarie Adventist School continues to experience steady growth in number. We have been blessed to be part of the NSW Targeted action Plan funding which has continued to transform our schools academic results. These results are a reflection of the consistent effort in academic standards applied by the teachers across the school in the areas of Literacy and Numeracy.

### 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 2016	N/A

### 3.3 Results of the Higher School Certificate Examination 2016 - 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)
Numeracy with Anita Chin x 2 days	10
Differentiation with Steve Stretton AIS x 2 days	10
Empowering Learning with Steve Stratton 1 day	2
Child Protection Training - ½ day	6
Julie Forster Mentoring x 1 day	3
Get Reading Right Julie Forster x 1 day	6
Leadership Forum at the Conference x 1 day	1
Curriculum Day at the Conference x 1 day	2
Principals Conference at Raffertys x 3 days	1
Grafton - AIS Literacy & Numeracy Writing workshop x 1 day	3
Emergency Procedure Training x 3 hours	8
Catherine Harbourne - AIS x ½ day	1
Empowering Learning with Steve Stratton x 2 days	2

GAFE @ Macquarie Adventist School x 1 day	3
QAS Melbourne x 2 days	3
Catherine Hoskin - AIS - Teaching Writing Skills x 1 hour	1
GAFE @ Macquarie Adventist School x 2 days	2
Spirals of Enquiry - AIS - Sydney x 1 day	1
Leadership Course @ Conference x 1 day	1
Behavioural Conference in Sydney	1
Areas of professional learning	Teachers (number or group)
Child Protection Training x 2 days	2
Early Years Encounter x 1 day	1
Numeracy with Anita Chin x 2 days	9
Shared Purpose - Hunter Valley AIS x 2 days	3
STEM Introductions - Meredith Ebbs x 1.5 hours	8
Colleen - Unlocking SMART data - NAPLAN	3
School Stories - AIS	2
Steve Stretton Assessment Workshop - AIS x 2	9

Total Staff PD experiences: 104

Average cost per teacher for professional learning: \$2,076

## 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 Master's degree Graduate Diploma Bachelor's degree Diploma	10
(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 Master's degree Graduate Diploma Bachelor's 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"> <li>- to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis) and</li> <li>- as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity</li> </ul>	These teachers work under the direction of another teacher and are registered as transition scheme teachers with the NSW Institute of Teachers unless he/she is a LOTE teacher	0
	Total number of teachers in school	10

## 6 Workforce composition

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

The teaching staff consists of 2 male teachers (including the principal) and the remaining 7 are female.

The workforce 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**

### **7.1 Average Year Level Attendance**

Year Level	Average Attendance (%)
Kindergarten	94%
Year 1	94%
Year 2	93%
Year 3	92%
Year 4	93%
Year 5	95%
Year 6	89%
Total school attendance average	93%

### **7.2 Management of non-attendance**

Student attendance is recorded daily by each classroom teacher, using an online absentee program (SEQTA). 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 student 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)**

N/A

## 9 Enrolment Policies and characteristics of the student body

### Admission Policy

Adventist Schools are an independent Christian School System and are 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, 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' agreement is 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 next 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 31<sup>st</sup> July in the year of enrolment and must be enrolled by the time they are 6 years old. Port Macquarie Adventist School students need to be 5 by 31<sup>st</sup> 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. 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 to the children.

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 schools 'Behaviour Management' 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 in accordance with the Student Behaviour Plan, the Policies of the School Council and any Government regulations.
  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 students will behave, both in and out of school, in a manner which does not contravene the "Christian 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. 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, then action will be taken by the School Council and may lead to the child/children not being accepted the following term, and outstanding fees forwarded to a debt collector.
  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. At the end of this time a decision will be made concerning continued enrolment.

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

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*).

A full copy of the Admissions Policy can be obtained at the school administration office.

### **Composition/characteristics of the student population**

The students who attend Port Macquarie Adventist School come from demographically diverse social economic backgrounds. Approximately 30% of Port Macquarie Adventist School's students are Indigenous.

## 10 School Policies

### Student Welfare Policy (Manual 5.6.2)

#### *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

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

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

#### *Location of the full text of the Student Welfare Policy*

The policies (above) are included in the Student and Staff Handbook and along with the Pastoral Care Policy and are available from the school administration office.

#### *Changes made to the policy during 2016*

No changes were made in 2016.

### 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:

- Know the allegation and any other information related to it
- Know the process by which the matter will be considered
- Make a response to the allegation
- Know how to have any process or decision reconsidered.
- Expect impartiality in the investigation and the decision making
- 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.

#### Expulsion Statement

If a student has been expelled from one of the Seventh-day Adventist (NNSW) Ltd schools they are excluded from enrolling in any of the Seventh-day Adventist (NNSW) Ltd schools for a period of 12 months. A positive behaviour report from another school outside of this schools' company 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 Operations Manager of Seventh-day Adventist Schools (NNSW) 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 (NNSW) 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 Chief Executive Officer 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:

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

A copy of the policy can be obtained from the school administration office.

#### *Changes made to the policy during 2016*

A major review of this policy took place in 2016. The Behaviour Modification Program has been rewritten to incorporate a new 'levels system'. The review also identified that the policy complied with the NESA manual which includes:

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:

- Know the allegation and any other information related to it
- Know the process by which the matter will be considered
- Make a response to the allegation
- Know how to have any process or decision reconsidered.
- Expect impartiality in the investigation and the decision-making
- 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.

## **Anti-Bullying 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' handout available from the school administration office.

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

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

#### *Changes made to the policy during 2016*

No changes were made in 2016.

## **Complaints and Grievances Policy**

Seventh-day Adventist Schools (NNSW) Ltd 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 schools' company.

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 the Staff Handbook for a full copy of the policy.

The policy is supplied and implemented into our school from the Seventh-day Adventist Schools (NNSW) Ltd Head Office.

*Location of the full text of the policy*

The policy can be sourced from the school administration office.

*Changes made to the policy during 2016*

No changes were made in 2016.

## 11 School determined improvement targets

### Priority Areas for Improvement for 2017

#### Port Macquarie Adventist School - Improvement Planning 2017

S.T.E.A.M (Science, Technology, Engineering, Arts & Maths)	Formative Assessment	Staff/Performance Development	Literacy (Continued Initiative)
<p>Implement a 4-6 week STEAM teaching unit with a Science focus (by end term 1) <b>Started - used NESAs modules</b></p> <p>Complete CSER F-6 Digital Technologies course - Guided by Meridith Ebbs <b>Started</b></p> <p>Expand the use of ICT innovations and online learning experiences that contribute to improving student learning <b>Linked to 2</b></p> <p>Continue development of staff capabilities with the use</p>	<p>Work closely with Steve Stretton from the AIS with formative assessment.</p> <p>Jigsaw 'Embedding Formative Assessment' by Dylan Williams as a staff and discuss sections at staff meetings</p> <p>Schedule 'targeted walkthroughs' in each classroom with a specific focus on formative assessment.</p> <p>Schedule peer observation</p>	<p>Develop a Staff meeting cycle including Curriculum, sharing good practice. <b>Started</b></p> <p>Match the direction to the AITSL standards.</p> <p>Schedule teacher/ peer lesson observations with specific goals for the lesson</p> <p>Schedule staff walkthroughs with specifically targeted</p> <p>Plan evidence based data</p>	<p>Keep using dibels and the Smart Data from the NAPLAN to guide teacher development in Literacy</p> <p>Continue to monitor Spelling Mastery as a DI method</p> <p>GRR implementation review</p>

<p>of new STEAM equipment and online apps and programs. <b>Linked to 2</b></p> <p>Dedicate time at staff meetings for professional readings and discussions on STEAM. <b>Linked to 2</b></p>	<p>lessons.</p>	<p>directed Professional Development</p> <p>Plan and run PD for the parents on the initiatives the school is engaged in</p>	
<p><b>School Improvement Hierarchy Priority:</b> Effective Pedagogical Practice</p>	<p><b>School Improvement Domain:</b> Formative Assessment and Differentiation</p>	<p><b>Staff Goal:</b> Collaborative teaching and Peer Mentoring</p>	<p><b>Things to continue doing:</b> Literacy and Numeracy initiatives</p>

### Achievement of Priority Areas listed for improvement in the 2016 report

Targets (Work in Progress):

- To increase student daily attendance at school, particularly with our indigenous students, by 3-5%.
- 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.
- To increase the proportion of students in Years 3-6 meeting DIBELS NEXT reading benchmarks by more than 10%.
- 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.
- To test students using DIBELS NEXT and CENA and to analyse results with all staff, 3 times per year in February, June and November.
- Improve tier one instruction in Years 3-6 using a well planned and structured literacy block.
- Report Student achievement utilising the online Literacy and Numeracy Continua, three times per year.
- All new staff to be trained in the administration and interpretation in DIBELS Next and SENA as well as our Get Reading Right program.
- To ensure sustainability of practice implemented through ongoing access to professional development.
- Develop an initiative that showcases the outcomes of practices adopted under the Action Plan.

## 12 Initiatives promoting respect and responsibility

Positives have been implemented in the school.

Part of the Student Welfare Policy was the introduction of Positives. The students are awarded with cards if a teacher or teacher's aide observes 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

From the AIS surveys that were conducted we found the students and parents to be very happy with the school. These surveys can be viewed by asking for a copy at the school administration office.

## 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	27.43%
State recurrent grants	13.37%
Commonwealth recurrent grants	53.75%
Other Government grants	5.45%
Government capital grants	0.00%
Other capital income	0.00%

### Expenditure

Expenditure Costs	Percentage of Total Expenditure
Salaries, allowance and related expenses	58.62%
Non-salary expenses	28.89%
Classroom expenditure	4.16%
Capital expenditure	8.33%

## 15 Public disclosure of educational and financial performance

The 2016 Annual report will be published on the Port Macquarie Adventist School website and available on request from the school administration office.

## SECTION 2 CHECKLIST

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