



Board of Studies Annual Report 2013

Reporting on the 2012 Calendar Year

Port Macquarie Adventist School

Owned and Operated by

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

ANNUAL REPORT

2013

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

The efforts of the school council have been focused on developing a solid educational program that will ensure a school that provides quality education for the students attending the school. A draft master plan for the school has been created this year to map out the future of the school and how it might progress through to a Kindy–12 school program.

Parent and community involvement was also a priority, with a number of activities throughout the year involving parents or community members. Regular communication with parents ensure 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)

Port Macquarie Adventist School continues to demonstrate positive growth in the lower grades with 104 students attending the school in the Census (K-6). The schools growth is due to initiatives instigated by the staff of the school and through community building activities that have been put in place by the school Chaplains.

The school is demonstrating strong growth particularly in the lower grades with record number of enrolments in Kindy again this year.

The school has received a boost this year with the inclusion of the National Partnerships K-2 program. This program of \$110,000 will help to train up the teachers with specific PD opportunities and resources for the K-2 sections of the school. This initiative will assist students to improve their literacy and numeracy skills.

This will be a fantastic opportunity to help our school continue providing high quality education for the students attending Port Macquarie Adventist 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	9	33	58
Year 5	36.35	36.35	27.3
Year 7			
Year 9			

Writing

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	0	28.3	71.7
Year 5	40	60	0
Year 7			
Year 9			

Spelling

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	18	37	45
Year 5	0	75	25
Year 7			
Year 9			

Grammar and Punctuation

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	0	35	65
Year 5	25	50	25
Year 7			
Year 9			

Interpretative Comments

The data provided from the SMART website explains the results as “The number in your school is too small to draw any reliable analysis”.

The results are taken straight from the smart data.

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	14	35	51
Year 5	12.5	50	37.5
Year 7			
Year 9			

Interpretative Comments

The data provided from the SMART website explains the results as “The number in your school is too small to draw any reliable analysis”.

The results are taken straight from the smart data.

5 Professional learning and teacher standards

5.1 Professional Learning

Areas of professional learning	Teachers (number or group)
AIS Literacy	9
AIS Coordinating school Curriculum	3
Computer up skilling	1
Chaplaincy	9
Literacy and Technology	2
CAPE/CASE	8

Total Staff PD experiences: 32

Average cost per teacher for professional learning: \$2200 per teacher for professional Learning

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	
(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	8

6 Workforce composition (comment on Indigenous staff)

1 Male

7 Female

There are currently no staff from an indigenous heritage.

7 Student attendance rate and non-attendance – (Focus Area for 2012)

7.1 Average Year Level Attendance

Year Level	Average Attendance (%)
Kindergarten	93
Year 1	89.1
Year 2	88
Year 3	91.5
Year 4	89.5
Year 5	91.6
Year 6	87
Year 7	
Year 8	
Year 9	
Year 10	
Year 11	
Year 12	
Total school attendance average	90%

7.2 Management of non-attendance (priority for 2012 report)

The students attending Port Macquarie Adventist School are generally from the local area and use English as their primary language, with approximately 30% of students coming from Aboriginal heritage. Irregular school attendance impacts on some students academic results as they tend to fall behind with their work.

Students who have regular or prolonged absences are identified and the parents/ guardians are called.

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 2012)

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' 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. Students with a disability are subject to the same process, criteria and priority placements as outlined above for other students. School consultation with current and/or previous schools, teachers and referees. No student with a disability will be declined enrolment on the basis of the disability.

Our application form requests information from parents about the student's medical conditions and/or disabilities. This provides the School with the opportunity to seek advice from our Support Department (AIS) about the needs of particular conditions and/or disabilities. We also involve the Support Department (AIS) in all assessments and interviews that may be conducted with parents as part of the enrolment process; and where appropriate provide professional development for teachers of prospective students with disabilities.

Port Macquarie Adventist School uses the AIS NSW "Guidelines for dealing with applications for enrolment on behalf of students with disabilities." These guidelines serve as a part of 'The Enrolment Process and the Enrolment Contract' Policy for the School. Port Macquarie Adventist School is currently updating its Enrolment Policy to reflect and align with these guidelines.

4. Set School fees.
5. Appoint the principal to interview all applicants and make a report to the School Council.
6. Expect new entrants to present their immunisation and birth certificates on admission.
7. 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. 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 (Refer to the supplement booklet "Student Behaviour Plan").

Composition/characteristics of the student population

Port Macquarie Adventist School has 104 students at Census. The school has a mixed SES population comprising of around 30% indigenous students. The parent base is a mixture of nationalities, but predominately English speaking backgrounds. The school is very community focused, highlighted by the high attendance rate at the regular community dinners. Students are encouraged to develop leadership skills as demonstrated at our annual ABC and Science open days.

10 School Policies

Student Welfare Policy (Manual 5.6.2)

Summary of policies for Student Welfare

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

- Auditory and Visual checks
- Dental Treatment
- Homework
- Immunisation
- Parent involvement
- Parent/Teacher communication
- Physical education and sport

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

The Student Handbook is available from the School Office.

Changes made to the policy during 2012 – (Focus Area for 2012)

The Student Handbook is updated each year through input from the Principal, Teachers and Staff and ratified by School Council.

Discipline Policy (Manual 5.7.1; 5.7.2)

Summary of policies for Student Discipline

The Behaviour Management Plan was implemented in 2012. This starts at Green Level and progresses through to Purple Level.

- Green Level - Good Behaviour: Responsible, co-operative, helpful student
- Yellow Level - Teacher is concerned about student behaviour
- Orange Level - Consistently not good
- Red Level - Unsatisfactory
- Purple Level - Unable to be tolerated

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

The Behaviour Management Plan is available from the School Office.

Changes made to the policy during 2012 – (Focus Area for 2012)

Student behaviour is reviewed regularly at staff meetings with input from the Principal, Teachers and Staff. The Behaviour Management Plan has been updated from the process of discussion at staff meetings and ratified by School Council.

Complaints and Grievances Policy

Summary of policies for reporting complaints and resolving grievances

Reporting of complaints and grievances is part of the Student Handbook, the text of which is shown below:

Procedure for Voicing a Concern

If a situation arises where there is question about a teacher's professional judgement please arrange an appointment with the teacher concerned to talk the issue through. If after having done this there is no resolution to the situation an appointment may be made with the Principal. If after consultation with the Principal the matter remains unresolved, the School Chaplain may be contacted for further discussion. A letter may be written to the School Council addressed to the Chairperson. The School Council has the final decision on any issue.

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

The Student Handbook is available from the School Office.

Changes made to the policy during 2012 – (Focus Area for 2012)

The Student Handbook is updated each year through input from the Principal, Teachers and Staff, and ratified by School Council.

11 School determined improvement targets

Priority Areas for Improvement for 2012 (Schools in National Partnerships should include items from their school plan)

K-2 Literacy and Numeracy programs and training of staff to be more equipped to deal with the challenges they face in the classroom.

Be involved in the PALL program run by the AIS.

Utilise the specialist consultants more that are available from the AIS Sydney.

Achievement of Priority Areas listed for improvement in the 2011 report (Schools in National Partnerships should include achievements of items from their school plan) – (Focus Area for 2012)

Literacy and Numeracy program and training of staff to be more equipped to deal with the challenges they face in the classroom. The school invested in the Reading 2 Learn Literacy program with training session for all the teaching staff.

Finish building and resourcing the library. The library was completed and organised and is running effectively for all the students with an hour a week for each class to learn about and utilise the libraries resources.

Furnish a new classroom. The school is now using a new classroom that has been set up for the students. This has been necessary as our school continues to grow we need more GLA's for teaching.

Install a bell system and speaker system to the classrooms for increased security and safety. The bell system has been installed and is being used for announcements as well as a bell system.

12 Initiatives promoting respect and responsibility

The school has a number of initiatives to promote respect and responsibility.

Firstly there is the school weekly chapel program. This is a program that is run by one of the school Chaplain's on a Monday morning. The students have a focus for the week that highlights respect and responsibility themes. Different guest speakers are invited to come and present to the whole student body each week on the designated topic. The Chaplains also organise visits to different churches where the students are given the responsibility of helping organise the program and delivering it to the people attending. The audience can be as large as 400 people.

The whole school is also involved in the school choirs. The choirs perform at local Eisteddfods and have been highly successful with consecutive first place ribbons in the Taree Eisteddfod in the last couple of years.

The introduction of Tuesday nights was a big innovation for the families and students. A large number of parents and students come together for tea each week which is put on by the staff of the school. This involves students and parents with the opportunity to learn respect and responsibility through modelled behaviour. It also gives students the opportunity to take on responsibilities associated with mixing with younger students and in helping the event to run smoothly.

13 Parent, student and teacher satisfaction

Parents and students have been surveyed to ascertain levels of satisfaction in the school with very positive results. Parents and students have a healthy perception of the school with overwhelmingly positive feedback being received.

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	26.21
State recurrent grants	14.28
Commonwealth recurrent grants	54.21
Other Government grants	5.25
Government capital grants	0.00
Other capital income	0.06

Expenditure

Expenditure Costs	Percentage of Total Expenditure
Salaries, allowance and related expenses	70.88
Non-salary expenses	21.69
Classroom expenditure	5.20
Capital expenditure	2.23

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. (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