



Board of Studies, Teaching and Educational Standards

**Annual Report
2018**

Reporting on the 2017 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 learning journey that staff of the school have committed to. It recognises that teachers who are learners produce students who are learners. The school continues to focus on Formative assessment, Growth mind set, Making thinking visible and habits of mind.

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 2017 its enrolment peaked at 125 students.

Port Macquarie Adventist School (PMAS) continues to demonstrate positive growth in the lower grades with 6 classrooms running in 2017 (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. Over the past few years we have increased our Pre-Kindergarten program, with it operating 5 days per week again in 2017. 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.

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 5 year NSW Targeted Funding Action Plan program, which has 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.

PMAS had a strong focus on professional learning throughout 2016. We were part of CIAS program from the AIS with Steve Stretton. Staff were focusing on improving student outcomes through the effective use of formative assessment, visible thinking and habits of mind. We progressed further in our Numeracy training with Anita Chin and are continuing to see positive results from hands on explicit teaching in mathematics. Anita 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	10.5	5.3	84.2
Year 5	6.7	6.7	86.6
Year 7	-	-	-
Year 9	-	-	-

Writing

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	0	0	100
Year 5	6.7	6.7	86.6
Year 7	-	-	-
Year 9	-	-	-

Spelling

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	0	5.3	94.7
Year 5	6.7	6.7	86.6
Year 7	-	-	-
Year 9	-	-	-

Grammar and Punctuation

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	0	0	100
Year 5	0	26.7	73.3
Year 7	-	-	-
Year 9	-	-	-

Interpretative Comments

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	5.3	94.7
Year 5	0	8.9	91.1
Year 7	-	-	-
Year 9	-	-	-

Interpretative Comments

3.2 Record of School Achievement

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

3.3 Results of the Higher School Certificate Examination 2015

Comparison of 2015 results compared to the state

Subject	No of students		Performance band achievement by number and/or %					
			Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
		School						
		State						
		School						
		State						
		School						
		State						
		School						
		State						
		School						
		State						
		School						
		State						
		School						
		State						

Subject	No of students		Performance band achievement by number and/or %					
			Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
		School						
		State						
		School						
		State						
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		School						

Subject	No of students		Performance band achievement by number and/or %					
			Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
		School						
		State						

Interpretative comments for Higher School Certificate results

Comparison of 2015 HSC results as a trend over time

Subject	No of students		Performance band achievement by number and/or %					
			Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
		2015						
		2014						
		2013						
		2015						
		2014						
		2013						
		2015						
		2014						
		2013						

Subject	No of students		Performance band achievement by number and/or %					
			Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
		2015						
		2014						
		2013						
		2015						
		2014						
		2013						
		2015						
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		2015						
		2014						
		2013						

Subject	No of students		Performance band achievement by number and/or %					
			Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
		2015						
		2014						
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Subject	No of students		Performance band achievement by number and/or %					
			Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
		2015						
		2014						
		2013						
		2015						
		2014						
		2013						
		2015						
		2014						
		2013						

Interpretative comments for Higher School Certificate result trends over time

4 Senior secondary outcomes

Percentage of students in Year 12 undertaking vocational or trade training:

Percentage of students in Year 12 attaining a Year 12 certificate or equivalent VET qualification:

5 Professional learning and teacher standards

5.1 Professional Learning

Areas of professional learning	Teachers (number or group)
Steve Stretton - CIAS - Learning Intentions and Success Criteria	9
Understanding Different Personalities and their strengths in the workplace MBTI	10
Consultancy - School Leaders	3
Steve Stretton - CIAS - Learning Intentions & Success Criteria - Setting Goals	12
Meredith Ebbs - Coding Course (Sign up - Module 1)	7
Mark Hansen - PAT & Dashboard Information Session	4
Meredith Ebbs - Coding Course (Module 2)	7
Phillipa - AIS Rubrics - Executive	3
Phillipa - AIS Rubrics - Staff Meeting	9
SEQTA Training	3
Dynamiq Training	5
NSW Mid North Coast Health District Maths for Movement	5
Edutech Conference	2
Anita Chin - Mathematics	7
Steve Stretton - Formative Assessment & Habits of Mind	7
Steve Stretton - Formative Assessment New Goal Setting	4
Steve Stretton - Deeper Learning	3
Anita Chin - Mathematics Conference, Sydney	2

Total Staff PD experiences:

Average cost per teacher for professional learning: The on average cost of PD for the 2017 year was \$328 per teacher.

Professional development is vital to keep teachers in the learning cycle. Teacher who are learners produce students who are learners.

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	11
(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	11

6 Workforce composition (comment on Indigenous staff)

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.

Of the 11 teachers, 8 are full time (including the principal) and 3 are part time. 5 of our teachers have over 10 years experience, 3 teachers between 5 – 9 years experience and 3 teachers with under than 5 years experience.

The teaching staff consists of 4 male teachers (including the principal) and the remaining 7 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	94%
Year 1	91%
Year 2	92%
Year 3	90%
Year 4	88%
Year 5	91%
Year 6	93%
Year 7	-
Year 8	-
Year 9	-
Year 10	-
Year 11	-
Year 12	-
Total school attendance average	91%

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)

N/A

8 Post School Destinations (secondary schools only)

N/A

9 Enrolment Policies and characteristics of the student body - (BOSTES Focus Area for this Report)

Admissions (Enrolment Policy)

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 31st 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 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.

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.

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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.

Composition/characteristics of the student population

Port Macquarie Adventist School takes pride in the fact that we have around 30% of our student population having Aboriginal Heritage.

10 School Policies

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

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

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

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

Changes made to the policy during 2017

The school had a major review of the Pastoral Care policies. Changes were made to the Discipline procedures and to the criteria for selecting school captains.

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 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.

A full copy of the schools Discipline policy is located in the Pastoral Care Handbook under 'Behaviour Management'. A copy of this can be obtained from the school office.

We have added a specific anti bullying component to our Pastoral care Policy.

Anti-Bullying Guidelines

1. Introduction

At Port Macquarie Adventist School, we recognise that bullying can thrive in the closed world of children and therefore all schools need to create an atmosphere of openness and reporting. We also recognize the role of parents and the community in influencing how we deal with bullying in the school community. The stress for targets of bullying will have far reaching effects on their personal and social development as well as a considerable impact on their educational achievements and the educational achievements of their peers.

1.1. Policy

Total elimination of bullying will be a difficult, if not impossible, task. It is, however, the duty of all staff, students and parents to pursue this ideal with determination and vigour. Students are entitled to enjoy their educational experience without fear of harassment from any sector of the school community. The aim of this policy is to empower the whole school community to recognize and respond appropriately to bullying and harassment, and to contribute to the general health and wellbeing of all students. The College's policies, which are regularly reviewed and updated as required, are made pursuant to the registration requirements set out in section 47 of the NSW Education Act and the Board of Studies, Teaching and Educational Standards.

1.2. Definition of Bullying

Bullying is not the same thing as a disagreement between two people. Bullying is the misuse of power, position or privilege. It is any form of behaviour that is not welcome and not asked for; done to intimidate, coerce, create fear, control, embarrass, exclude, or cause pain/discomfort. It is always one way, rather than an exchange.

Bullying can be:

1. Physical: for example - being hit, tripped, kicked, pinched;
2. Verbal: for example - being called names, teased, put down;
3. Psychological: for example - being threatened, stalked, gestures;
4. Social: for example - being ignored, having rumours spread about you, excluding someone;
5. Sexual: for example - unwanted touching or brushing against someone, picking on someone because of their sexual orientation; and/or
6. Cyber: for example - insulting someone in chat rooms, sending cruel or threatening emails/text messages, using the internet, chat rooms, or mobile phones to spread rumours or information about someone.

Bullying may be motivated by jealousy, distrust, fear, misunderstanding or lack of knowledge, and may make people feel threatened. It will usually be:

1. Hidden from adults;
2. Distressing and hurtful to the target rather than good-natured fun; and
3. Continual if adults and peers take no action.

Bullying is a difficult problem that only gets worse when it is ignored. Research has demonstrated that:

1. Bystanders play a significant role in bullying;
2. Bystanders are present most of the time, where adults are rarely present;
3. Bullying behaviour is reinforced where people watch but do nothing; and
4. When bystanders do intervene, the bullying is more likely to stop quickly, most of the time.

2. Anti-Bullying Code

Bullying interferes with learning and will not be tolerated at Port Macquarie Adventist School. It is not an acceptable part of growing up. The School recognizes bullying as an inappropriate behaviour, which can be dealt with according to the school's discipline policy and suspension code. Every student has the right to enjoy learning and leisure free from intimidation. Students should support each other by reporting all instances of bullying. Saying nothing implicates a bystander as condoning or being complicit in the bullying. Bullying is too important not to report. Reports of bullying will be taken seriously, and appropriate action will be taken. Each member of the Port Macquarie Adventist School community shares the collective responsibility to ensure every member feels safe, supported, and valued at all times. Bullying, in any form, is never acceptable.

2.1. Aims

1. To provide a safe, secure learning environment for all.
2. To create a supportive environment and break the code of secrecy.
3. To raise awareness of the issues involved with bullying and provide information to students, staff and parents.
4. To ensure that the needs of both targets and bullies are addressed.
5. To implement procedures to address bullying behaviour and so develop in those involved, respect for others.
6. To impart information, skills and strategies to students, staff and parents.

3. Procedures for Dealing with Reported Bullying

3.1. Student Reporting

Students can report bullying to any member of staff. Students seeing others being bullied should be encouraged to report it. When bullying is reported, the classroom teacher will deal with it immediately. Further appropriate action and follow up will then take place on that day or the next school day. Teachers should reassure the target student, allowing for some consultation and keeping them informed of the processes by which the bully will be dealt with.

3.2. Role of Staff

1. Everyone in the school should be aware of the indications of potential bullying and should act in response to these situations.
 2. All staff should ensure that bullying or threatening behaviour is not tolerated in school.
 3. All staff should respond to bullying in the first instance by:
 - a. Listening to the target;
 - b. Reassuring the target; and
 - c. Continuing to offer help, advice, and support to the target.
 4. In responding to incidents of bullying all staff should take action when bullying is reported by:
 - a. Taking action as quickly as possible, such as moving the bully or target, detentions, parent contact;
 - b. Making it clear to the bully that such behaviour is not acceptable;
 - c. Establishing whether or not the incident is part of a pattern;
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- d. Encouraging the bully to see the target's point of view; and
 - e. Explaining why a consequence is given.
5. The following should occur where appropriate:
- a. Referral to a counsellor;
 - b. Referral to Welfare officer for recommendation of suspension for aggressive behaviour if necessary;
 - c. Parents should be informed of actions taken in bullying incidents.

3.3. Discipline

Every incident of bullying is unique. Bullying varies in its severity and consequential impact on those involved. Staff should follow the existing school discipline procedures when dealing with bullying. All incidents of bullying need to be documented.

1. Within the school, it is made clear that bullying will not be tolerated.
2. Sanctions that are used will take into account the severity and frequency of the bullying.
3. Bullying behaviour is confronted clearly, and pursued beyond the mere application of sanctions.
4. Students who persist in bullying, despite counselling and support, may be suspended and ultimately excluded from school.

3.4. Role of Parents

If you believe your child is involved in bullying, either as a target or as an aggressor, it is appropriate to communicate this information to the School by contacting a classroom teacher or Principal as soon as possible.

Advice for parents:

1. If you suspect that your child is involved in bullying at school, either as a target or as an aggressor, encourage them to talk to you about it.
2. Never dismiss the matter by saying it is the child's responsibility to deal with it, either by standing up to the bully or ignoring it.
3. Don't be too over-protective. Your child should be encouraged to return to school after the school is made aware of the situation.
4. Listen carefully and sympathetically. Try to get the relevant facts without interrogation.
5. Encourage your child to tell someone at school about it.
6. Describe accurately what has been happening to your child to your contact at the school.
7. Be prepared to work with the school to resolve the issue/s.

3.5. Support via the Curriculum

Port Macquarie Adventist School works actively through subject-specific curriculum to raise awareness concerning the issues related to bullying, and to reduce the frequency and severity of bullying incidents within the school community.

Subject Specific Curriculum:

1. PDHPE Curriculum includes dealing with bullying and conflict resolution.
2. Other KLA's identify specific opportunities to reinforce conflict resolution and antibullying.

4. Evaluation

An anti-bullying policy alone will not stop bullying. Bullying is an aspect of life that can only be reduced through raising awareness and appropriately empowering all members of the school community. This policy will be reviewed annually through the implementation of surveys, updating information, and analysis. Staff, in collaboration with the Schools Advisory Council, will conduct the review.

5. Support Services

The following contacts are available to assist the school and its community in addressing bullying issues along with family and student welfare.

Interrelate Family Centre

Counsellors for individuals, couples, families and children.	65849293
Learning and Wellbeing Officer – Di Bernascona	65866924
Mandatory Reporting	133627
Port Macquarie Community Services	0408928235

Eric Carasco Child and Educational Psychologist	55140639
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Changes made to the policy during 2017

We have updated the phone contacts and developed a specific anti bullying process to compliment the Pastoral Care Policy.

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

Summary of policies for reporting complaints and resolving grievances

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 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.

11 School determined improvement targets

Priority Areas for Improvement for 2018

There are fewer goals for next year. This will allow the school to drill down deeper and get deeper learning in the selected areas for improvement.

Port Macquarie Adventist School - Improvement Planning 2018

S.T.E.A.M (Science, Technology, Engineering, Arts & Maths)	Assessment/ Data	Staff/Performance Development	Continued Initiative
Project based learning (big one) Buck institute	Teachers owning, understanding and apply data Formative assessment	Learning Intentions + Success Criteria Habits of Mind (develop the language around learning in students)	Keep using dibels and the Smart Data from the NAPLAN to guide teacher development in Literacy Hands on Maths Making Thinking Visible Habits of Mind
School Improvement Hierarchy Priority: Effective Pedagogical Practice	School Improvement Domain: Teachers owning, understanding data	Staff Goal: Developing Expert teaching teams	Things to continue doing: Using Data to improve Literacy and Numeracy outcomes for students

Achievement of Priority Areas listed for improvement in the 2017 report (Schools in National Partnerships should include achievements of items from their school plan)

The areas highlighted in green are the areas that we achieved from the school plan in 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) Started - used BOS modules</p> <p>Complete CSER F-6 Digital Technologies course - Guided by Meridith Ebbs started</p> <p>Expand the use of ICT innovations and online learning experiences that contribute to improving student learning Linked to 2</p> <p>Continue development of staff capabilities with the use of new STEAM equipment and online apps and programs. Linked to 2</p> <p>Dedicate time at staff meetings for professional readings and discussions on STEAM. Linked to 2</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 lessons.</p>	<p>Develop a Staff meeting cycle including Curriculum sharing good practice Started to</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 directed Professional Development</p> <p>Plan and run PD for the parents on the initiatives the school is engaged in</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>School Improvement Hierarchy Priority: Effective Pedagogical Practice</p>	<p>School Improvement Domain: Formative Assessment and Differentiation</p>	<p>Staff Goal: Collaborative teaching and Peer Mentoring</p>	<p>Things to continue doing: Literacy and Numeracy initiatives</p>

12 Initiatives promoting respect and responsibility

Part of the student welfare policy was the introduction of positives. Students are awarded with these cards if someone on staff caught the students doing something positive around the school. Students record their name on the cards and post them each week in the positives box. A random selection of 4-6 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.

We also have end of term awards, (Bronze, Silver, Gold and Platinum). These awards are to encourage students to take responsibility for their learning, behavior, homework, etc. Students who maintain a high level in all areas, receive an award at the end of each term. After four consecutive terms, students receive a platinum medallion at the end of the year.

13 Parent, student and teacher satisfaction

Satisfaction surveys were last conducted in 2016. Overall results show students and Parents to be very happy with the school. These surveys can be viewed by asking for a copy at the school front desk. No surveys were conducted in 2017. Satisfaction surveys are due to be conducted again in May 2018. These will be available from the front 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	
State recurrent grants	
Commonwealth recurrent grants	
Other Government grants	
Government capital grants	

Other capital income	
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Expenditure

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

15 Public disclosure of educational and financial performance

The 2018 Annual report will be published on the Schools website and available on request from the Schools 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