



NSW Education Standards Authority

**Annual Report
2019**

Reporting on the 2018 Calendar Year

Port Macquarie Adventist School

Owned and Operated by

Seventh-day Adventist Schools
(NNSW) Ltd

1 A message from key school bodies – (School Advisory 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)

PMAS Summary

Port Macquarie Adventist School is a co-educational institution operated by the Seventh-day Adventist Church, as part of its worldwide system of Christian schools. It is open to any student who wishes to study and learn within a Christian environment.

Port Macquarie Adventist School was established on its current site in 1992. The school currently offers primary education.

Port Macquarie Adventist School is fully registered with the New South Wales Board of Studies, and is a member of the Association of Independent Schools (NSW). Seventh-day Adventist Schools (NNSW) Ltd is responsible for the appointment of permanent staff and supervision of teaching standards. The local School Advisory Council is responsible for the management of the school, student enrolment and the provision of suitable facilities in which the school can operate efficiently and safely. Responsibility for the day to day operation of the school rests with the Principal and staff.

The Cultural Makeup of PMAS

PMAS has a rich variety of cultures. Both Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander Australian and, a variety of European and Asian backgrounds make up the most common cultural components. This multicultural mix is one of the positive aspects of PMAS. Each culture brings something special and exciting to the mix.

The Religious Makeup of PMAS

PMAS has a wide range of religions represented. Seventh-day Adventists students make up about eighteen percent of the school population. Students who worship with other Christian denominations represent 18% of the school population. The majority of the school's religious population is largely families who identify as non-Christian.

Despite these differences, PMAS treats all student with the same nurture and respect and, all students are expected to uphold the values of the Seventh-day Adventist Church and partake in the spiritual activities of the School.

Having a school with such a high percentage of non Adventist students provides PMAS with an ideal opportunity for ministry. As staff in a Christian school we are all personally involved in this ministry and should always be aware of opportunities to share Christ with our students.

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	11%	16%	47%
Year 5	7%	13%	60%
Year 7			
Year 9			

Writing

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	0%	0%	74%
Year 5	7%	13%	20%
Year 7			
Year 9			

Spelling

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	0%	5%	47%
Year 5	7%	13%	53%
Year 7			
Year 9			

Grammar and Punctuation

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	0%	0%	84%
Year 5	0%	27%	40%
Year 7			
Year 9			

Interpretative Comments

Through adjusting Lower School programs to become more phonic based in the English program, the trend results show a sudden growth spike in the 2017 results with the 2018 results showing the maintaining of results.

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%	42%
Year 5	0%	7%	33%
Year 7			
Year 9			

Interpretative Comments

Work with AIS consultants and a private consultant using hands on Math has improved results from 2016 to 2017. 2018 results show the maintaining of these results.

5 Professional learning and teacher standards

5.1 Professional Learning

Areas of professional learning	Teachers (number or group)
Habits of the Mind	7
Safe on Social Media	7
Assessment Book (all staff read and reported to each other in staff meeting)	7
Thinking Routines (book read by staff)	7
PBL 101	6
ADS Training	1
Bullying Conference	2
AIS Consultant (Science Curriculum)	4
First Aid Training	8

Total Staff PD experiences: 9

Average cost per teacher for professional learning:

5.2 *Teacher Accreditation Status*

Accreditation Level of Teachers	Numbers of teachers
(i) Conditional	0
(ii) Provisional	2
(iii) Proficient or higher	5
	7

6 **Workforce composition** (comment on Indigenous staff)

There are no indigenous staff employed at PMAS.

7 Student attendance rate and non-attendance

7.1 Average Year Level Attendance

Year Level	Average Attendance (%)
Kindergarten	93%
Year 1	91%
Year 2	93%
Year 3	93%
Year 4	92%
Year 5	95%
Year 6	84%
Year 7	
Year 8	
Year 9	
Year 10	
Year 11	
Year 12	
Total school attendance average	

7.2 Management of non-attendance

Unsure – previous principal left end 2018 without leaving any details for this.

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

Percentage retention rate:

9 Enrolment Policies and characteristics of the student body

Applications

Applications for enrolment may be made at any time by the parent/carer(s) of students to commence at a nominated SDA school.

Students enrolling in K at the school for the first time will be at least 5 years of age on or before 31 July of the enrolling year. Students enrolling in Pre Kindergarten classes will be at least 4 years of age on or before 31 July of the enrolling year.

Please Note: Individual SDA schools may vary in the starting age of students. Port Macquarie Adventist School expectation is students are to be 5 years old by 31st March of the year they start Kindergarten.

Immunisation Requirements

All schools are required to request an [immunisation certificate](#) at enrolment.

The school will then:

- record each child's immunisation status in a register and retain copies of approved immunisation certificates for a period of three years after the child has ceased to attend the school;
- provide a copy of a child's immunisation certificate to a school that the child has transferred to (on request);
- notify the public health unit if an enrolled child has a vaccine preventable disease, or if they reasonably believe that an unimmunised enrolled child has come into contact with someone who has a vaccine preventable disease;
- exclude unimmunised children at risk of contracting a disease from attending school on the direction of a public health officer.

Processing Applications

1. The school will base any decision about offering a place to a student on:
 - Family Relationship with the school:
 - the applicant coming from a Seventh-day Adventist family;
 - sibling of a current or ex-student;
 - whether they hold attitudes, values and priorities that are compatible with the school ethos.
 - The Student:
 - the contribution that the student may make to the school, including the co-curricular activities;
 - any special needs or abilities of the student;
 - the student's reports from previous schools.
 - Other Considerations:
 - order of receipt - when the application to enrol is received by the school.
 2. The school will meet with parent/caregiver(s) of the students before offering a place.
-

3. The school has an absolute discretion in determining the weight of each of the factors it takes into account in determining whether to offer a place for the student.
4. Continued enrolment at the school is dependent upon the student making satisfactory academic progress, attending consistently, and the student and the parent/carer(s) observing all behavioural codes of conduct, payment of fees and other requirements of the school which are applicable from time to time.

Composition/characteristics of the student population

Port Macquarie Adventist School is made up of the following:

18% Seventh-Day Adventist

16% other Christian denominations

65% non-denominational

50% male

50% female

70 Families in total

22 students identify as Aboriginal

1 student identifies as Torres-Strait

84 students identify as non-Aboriginal

9 students identify as having other nationalities in their heritage

NCCD

8 students have a cognitive diagnosis

1 student has a physical diagnosed disability

5 students have a diagnosed Social/Emotional disability

10 School Policies

Student Welfare Policy

Summary of policies for Student Welfare

1. Rationale

All children have a right to feel safe and supported in their school environment. As school staff, we have a legal and moral responsibility to ensure programs and procedures are in place to provide support and pastoral care for students as well as providing for their physical safety at school.

2. Aim

To ensure that every child's need for support and safety is maintained.

3. Implementation

This school will abide by the legislation pertinent to the provision of a safe and supportive environment. This includes:

- making sure buildings and facilities are secure and evacuation procedures are in place;
- having in place a rigorous supervision protocol including a risk management process for onsite and off-site activities;
- having in place codes of conduct that will ensure the rights and responsibilities of students and staff, the application of a behaviour management system (including anti-bullying), a student leadership system, and the management and reporting of serious incidents;
- a process for receiving complaints/grievances from students, and/or parents/guardians;
- a pastoral care plan which gives students access to counselling, provision of support for special needs students, a scheme for the distribution of medication, and a serious incident response mechanism; and
- guidelines for formal and informal communication with all stakeholders.

Location of the Student Welfare policy (Safe and Supportive Environment Policy) is found on the school's intranet. To obtain a copy please ask at the front office.

There have been no changes made to this policy during 2018.

Discipline Policy

1. Rationale

All students have a right to a discipline system (including but not limited to the suspension, expulsion and exclusion of students) that is based on procedural fairness and expressly prohibits the use or 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.

2. Aim

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

3. Implementation

This school will abide by the legislation pertinent to the provision of a discipline system (including but not limited to the suspension, expulsion and exclusion of students) 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; and
- an unbiased decision-maker.

This school expressly prohibits corporal punishment in any form or the implicit sanctioning of such.

Location of the Discipline policy (Student Management Policy) is found on the school's intranet. To obtain a copy please ask at the front office.

The following sentence has been added to this policy during 2018

Anti-Bullying Policy

The PMAS Student Management Guidelines acknowledge that PMAS is essentially a microcosm of society. Hence, while members of the student body will always be encouraged and supported to achieve the highest standards of social behaviour, there will from time to time, despite the best efforts of both students and staff, be those students whose behaviour falls within the category of bullying.

It is important to note that bullying is not an anti-social behaviour which occurs solely in schools. It is in fact a social phenomenon which is present across all sections and levels of society regardless of income, ethnicity, religious or other apparently contributing factors. Psychologists describe the concept of bullying as a societal norm and have identified bullying within the Australian adult population as being akin to a 'silent epidemic' which contributes significantly to diminished levels of individual happiness, both in domestic and workplace settings.

Hence the presence of bullying, if or when it does occur, does not immediately indicate a failure on the part of PMAS to address such anti-social behaviour. PMAS students will in large part reflect behaviours which they see displayed within the context of the broader Australian society of which we are all a part. PMAS does however seek to create a school environment where all students feel safe, valued and able to learn and grow as individuals without unwelcome interference from other students. Within the context of the broader societal environment as described above, the PMAS Student Management Guidelines will focus on the concept of harm reduction in relation to bullying. Harm reduction will be achieved via a multi-faceted approach which is described later in this section.

Bullying Defined

Psychologists define bullying generally as being anti-social behaviour which is voluntary, intentional and harmful. More broadly, bullying is broken into two specific areas, those being;

- **Physical aggression:** Includes direct bodily harm, such as hitting, or harm directed at another's possessions.

-
- **Relational aggression:** Includes psychological harm resulting from verbal harassment such as the spreading of rumours, name calling, the breaking of confidences, ostracism and negative looks or gestures.
 - **Cyberbullying:** Includes bullying online, through social media formats including Facebook, Instagram, Snapchat etc. This also includes email bullying.

Location of the Anti-Bully Policy is found on the school's intranet. To obtain a copy please ask at the front office.

Changes were made to the Policy during 2018.

Complaints and Grievances Policy

1. Purpose

This Guideline is intended to ensure that complaints are handled fairly, efficiently and effectively. The complaints management system is intended to:

- enable schools and the Company to respond to issues raised by people making complaints in a timely way; and
- provide information that can be used to deliver quality improvements in schools, systems, practices, procedures and complaint handling.

This document provides the key principles and concepts of the complaints management system for both staff and parents and others who wish to make a complaint.

2. Company Commitment

The company expects staff at all levels to be committed to fair, effective and efficient complaint handling.

a. Director

The Director is committed to promoting a culture that values complaints and their effective resolution by:

- providing adequate support and direction to key staff responsible for handling complaints;
- regularly reviewing reports about complaint trends and issues arising from complaints;
- encouraging staff to make recommendations for system improvements;
- supporting recommendations for system improvements arising from analysis of complaint data.

b. Principal

The Principal is responsible for complaint handling in each school and is committed to establishing and managing the complaints management system by:

- providing regular reports to the Director on issues arising from complaint handling work;
- ensuring recommendations arising out of complaint data analysis are canvassed with the Director and implemented where appropriate;

- training and empowering staff to resolve complaints promptly and in accordance with company policies and guidelines.
- encouraging staff to provide suggestions on ways to improve the company's complaints management system.

c. Staff

Staff whose duties include complaint handling are expected to be committed to demonstrating exemplary complaint handling practices by:

- treating all people with respect, including people who make complaints;
- complying with the Company Complaints Handling Guideline;
- keeping informed about best practice in complaint handling;
- assisting people who wish to make complaints to access the complaints handling guideline;
- assisting those handling complaints to resolve matters promptly;
- providing feedback to their principal/director on issues arising from complaints; and
- implementing changes arising from individual complaints and from the analysis and evaluation of complaint data.

3. Guiding Principles

Facilitating Complaints

People focus

The company is committed to seeking and receiving feedback and complaints about practices, procedures and complaint handling at schools and/or the company level.

Any concerns raised in feedback or complaints will be dealt with within a reasonable timeframe.

People making complaints will be:

- provided with information about the complaints handling process;
- listened to, treated with respect by staff and actively involved in the complaint process where practicable and appropriate; and
- provided with reasons for decision/s and any options for redress or review.

No detriment to people making complaints

All reasonable steps will be taken to ensure that people making complaints are not adversely affected because a complaint has been made by them or on their behalf.

Anonymous complaints

Anonymous complaints will be accepted and there will be an investigation of the issues raised where there is enough relevant information provided, including the identity of the school or office to which the complaint relates.

Visibility and transparency

Information about how and where complaints may be made will be readily available and publicised on school websites.

Accessibility

The company is committed to ensuring that its complaints management process is easily understood and accessible to everyone, particularly people who may require assistance, for example, people for whom English is not their first language.

If a person prefers or needs another person to assist them in the making and/or resolution of their complaint, the school or company will communicate with them through their representative if this is their wish. Anyone may represent a person wishing to make a complaint, with their consent.

Respond to Complaints

Early resolution

Where possible, complaints will be resolved at first contact with the particular school or, in the case of complaints about the company, first contact with the director.

Responsiveness

Complaints will be assessed and prioritised in accordance with the urgency and/or seriousness of the issues raised. If a matter concerns an immediate risk to safety or security the response will be immediate and will be escalated appropriately.

The company is committed to managing people's expectations and will inform them as soon as possible, of the following:

- the complaints process;
- the expected timeframes for actions;
- the progress of the complaint and reasons for any delay; and
- their likely involvement in the process.

The school or company will advise people as soon as practicable when it is unable to deal with any part of their complaint.

Objectivity and fairness

Each complaint will be addressed with integrity and in an equitable, objective and unbiased manner. Each complaint will be assessed on its merits.

Conflicts of interests, whether actual or perceived, will be managed responsibly. In particular, internal reviews of how a complaint was managed will be conducted by a person other than the original decision maker.

Confidentiality

The identity of people making complaints will be protected where this is practical and appropriate.

Personal information that identifies individuals will only be disclosed or used by the company as permitted under privacy legislation.

Manage the Parties to a Complaint

Empowerment of staff

All staff managing complaints are empowered to implement the complaints guideline as relevant to their role and responsibilities. Staff are empowered to resolve complaints promptly and with as little formality as possible. Staff are encouraged to provide feedback on the effectiveness of this complaints management process.

Managing unreasonable conduct by people making complaints

Schools and the company are committed to being accessible and responsive to all people who approach them with feedback or complaints.

When people behave unreasonably in their dealings with either a school or the company, conduct can significantly affect the progress and efficiency of the school or company's work. As a result, any conduct that negatively and unreasonably affects a school or the company will be proactively and decisively managed by staff.

4. Complaint Management System

Stages of Managing a Complaint

When responding to complaints, staff should act in accordance with this guideline. There are five key stages in the complaint management system:

- Receipt of complaints;
- Acknowledgement of complaints;
- Initial assessment and addressing of complaints;
- Providing reasons for decisions; and
- Closing the complaint, records keeping, redress and review.

Receipt of Complaints

Unless the complaint has been resolved at first point of contact, it will be recorded as a complaint together with its supporting information. Initially verbal complaints will be accepted but with serious complaints the person making the complaint may subsequently be asked to set out their complaint in writing.

The record of the complaint will identify:

- the contact information of the person making the complaint;
- issues raised by the person making the complaint;
- the school or company to which the complaint relates;
- the outcome/s sought;
- any other information required to properly respond to the matter; and
- any additional support the person making the complaint requires.

Acknowledgement of Complaints

The receipt of each complaint will be acknowledged promptly and usually within 10 working days.

Consideration will be given to the most appropriate medium for communicating with the person making a complaint, taking into account the needs of the school or the company and the expressed views of the person making the complaint.

Initial Assessment and Addressing of Complaints

After acknowledging receipt of the complaint, the staff member handling the complaint will confirm whether the issue/s raised in the complaint is/are within the school's or company's control. The outcome/s sought by the person making a complaint will be considered and, where there is more than one issue raised, there will be a determination whether each issue needs to be separately addressed.

When determining how a complaint will be managed, the issues raised will be assessed against the following criteria:

- severity;
- complexity;
- health and safety implications;
- impact on the individual or wider school community; and
- potential to escalate.

Addressing complaints

The methodology for addressing the complaint may include:

- working with the person making the complaint to see how the issues can be appropriately addressed;
- making inquiries with the person or area that is the subject of the complaint; and/or
- conducting an investigation into the issues raised in the complaint.

The nature and scope of any action taken will depend on a number of factors including:

- the circumstances of each case;
- any statutory requirements;
- the issue/s complained about;
- the parties involved; and
- the likely outcome.

5. Providing Reasons for Decisions

Following consideration of the complaint and any investigation into the issues raised, the person making the complaint will be contacted in a timely manner and advised of:

- the outcome of the complaint and any action that was taken arising out of the complaint so far as permitted under privacy legislation;
 - the reasons for any decisions that have been made; and
 - any remedy or resolution that has been offered.
-

6. Closing the Complaint, Record Keeping, Redress and Review

At the time of closing the complaint a record will be made of the following:

- steps taken to address the complaint;
- the outcome of the complaint; and
- any undertakings or follow up action required.

7. Three Levels of Complaint Handling

Where possible, complaints will be resolved by staff at the appropriate school level. Staff will be adequately equipped to respond to complaints, including being given appropriate authority, training and supervision.

Where early resolution of a complaint is not possible, however, due to the complexity of the issues raised, dissatisfaction with the complaint outcome or how the complaint was dealt with, the complaint may be escalated to the director level. This second level of complaint handling will provide for the following internal mechanisms:

- assessment and possible investigation of the complaint and decision/s already made, and/or
- facilitated resolution (where a person not connected with the complaint reviews the matter and attempts to find an outcome acceptable to the relevant parties).

Where a person making a complaint is dissatisfied with the outcome of the director's review of their complaint they may seek a further review from the Chair of the Board of Directors. In some instances the Chair of the Board of Directors may engage a third party to review a matter and provide a report.

8. Accountability and Learning

Analysis and Evaluation of Complaints

Complaints are recorded in a systematic way so that information can be easily retrieved for reporting and analysis.

Regular reports will be run on:

- the number of complaints received;
- the outcome of complaints;
- issues arising from complaints;
- systemic issues identified; and
- the number of requests received for internal and/or external review of complaint handling.

Regular analysis of these reports will be undertaken to monitor trends, measure the quality of service and make improvements.

Both reports and their analysis will be provided to the Director of Education for review.

Monitoring of the Complaint Management System

The complaints management system will be monitored to:

- ensure its suitability for responding to and resolving complaints; and
- identify and correct deficiencies in the operation of the system.

Continuous Improvement

The Company is committed to improving the effectiveness and efficiency of its complaints management system. To this end, the company will:

- support the making and appropriate resolution of complaints;
- implement best practices in complaint handling;
- regularly review the complaints management system and complaint data; and
- implement appropriate system changes arising out of analysis of complaints data and
- continual monitoring of the system.

This is the full text of the Complaints and Grievances policy (Complaints Handling Guideline) and is found on the school's intranet. To obtain a copy please ask at the front office.

This is a new Policy introduced during 2018.

11 School determined improvement targets

Priority Areas for Improvement for 2019 (Schools in National Partnerships should include items from their school plan and come from the QAS Rolling School Improvement Plan)

Implement a 4-6 week STEAM teaching unit with a Science focus

Work with Science/Technology professional for writing Units of work that meet new Science/Technology outcomes.

Continue development of staff capabilities with the use of new STEAM equipment and online apps and programs.

All staff to participate in Project based learning 101 or 201 with Buck institute

Implement Math Pathways into Years 5 and 6 as a preparation for Secondary school.

All teaching staff to complete the Berry Street Educational Model (BSEM) Training and LionsQuest Training. A social and emotional program will commence Term 2 using the LionsQuest material and BSEM training.

Achievement of Priority Areas listed for improvement in the 2018 report (Schools in National Partnerships should include achievements of items from their school plan **and come from the improvements listed in your last Annual Report**)

2018 Annual Report was not able to be located on the school's intranet. No evidence could be found this report was completed in any format.

12 Initiatives promoting respect and responsibility

No information in this area was found from the previous principal.

13 Parent, student and teacher satisfaction

Data from the 2018 insight SRC survey suggests:

Staff:

Across all areas of Performance and Gain staff indicated the school fell from the middle 50% to the bottom 25%. Staff suggested Student Management fell by 26 points in the actual scores.

Students:

Year 5-6 students believe Students Morale, Classroom Behaviour, and Connectedness to School and have all fallen since the 2016 survey. Students scored the school in the Lower 25% of Australian Schools.

Students in Year 5-6 believe Collaboration has increased from the middle 50% to the top 25% of Australian schools.

Parent:

Parents scored the school in the middle 50% or lower 25% in all areas for Performance and Gain. Parents agreed with staff and students that Student Behaviour was of a particular concern.

The four cultural pillars scored in the following manner:

Empathy: 13.8

Clarity: 9.8

Engagement: 13.6

Learning: 21.7

This would suggest that all four pillars have a lower score compared to other Australian Schools.

14 Summary financial information

The schools company will complete this section for all SDA schools.

Income

Income Sources	Percentage of Total Income
Fees and private income	22.67%
State recurrent grants	13.90%
Commonwealth recurrent grants	63.10%
Other Government grants	0.32%
Government capital grants	0.00%
Other capital income	0.01%

Expenditure

Expenditure Costs	Percentage of Total Expenditure
Salaries, allowance and related expenses	61.61%
Non-salary expenses	33.78%
Classroom expenditure	3.31%
Capital expenditure	1.30%

15 Public disclosure of educational and financial performance

The 2018 Annual report will be published on the school's website and available on request from the school office.

SECTION 2

CHECKLIST

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