



NSW Education Standards Authority

Annual Report 2019

Reporting on the 2018 Calendar Year



Blue Hills College

Owned and Operated by

Seventh-day Adventist Schools
(NNSW) Ltd

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

Our school year started off with the big task of appointing a new School Advisory Council (SAC) Chairperson after our previous chairman, Dr John Watts, resigned. Dr Watts served on the SAC for about 20 years and the last three years as the chairman. He brought a richness of experience and insight to the SAC and it was sad to see him leave. Pastor Cranville Tooley was appointed as the new SAC chairperson and Mr Cameron Mowbray was also appointed to the SAC as an additional member. Pastor Cranville Tooley also came with lots of experience and it was great to have him on board as the new chairman.

This past year was a year of self-reflection and self-analysis. A year of not only analysing the overall progress of our students in literacy and numeracy but also in the individual NAPLAN progress of our students. We also employed Mr Paul Campey from Resolve Consultancy to analyse the staffing levels, finances and school operations of our school and he submitted a detailed report for our perusal. Mr Mark McCrindle was also employed to complete a detailed demographic study for the school to determine what future enrolments might look like and what the growth in the area was over the last decade and for the last five years. This gave us some valuable insights in which direction we should be moving in the future and how to plan ahead. We are still suffering from the consequences of the major flood in 2017. The school lost some students due to parents who were forced to close down their businesses and in the CBD of Lismore, there are still vacant premises due to the flood. We hope and trust that this will change in the near future and we will be able to see an influx of students into the area, especially since the demographic studies showed a clear decline in school-aged children in the greater Lismore area.

The School Advisory Council continued working on our Master Plan. A new architect was employed for a second opinion on the Master Plan. A surveyor was also employed to survey the school grounds to find the most efficient locations for building new primary classrooms to replace the existing demountable classrooms. The Master Plan will be completed in 2019.

Blue Hills College endeavour to give students the same opportunities and experiences of other larger schools. We are affiliated with the Northern Christian Independent Sports Association (NCIS), which gives our students the opportunity to participate and compete in a variety of sport on offer via the association. One of our students, Malachi Canning, has consistently been doing extremely well and he has represented our school at district, state and national level on several occasions and bringing back a number of awards. Students have the opportunity to participate in outdoor education and subject-specific excursions and camps. The College has also been part of a cultural exchange program with the Chiba Nihon University Daiichi High School in Tokyo, Japan. This is a very enriching experience for our Blue Hills College community and our students get to use the Japanese skills on our visitors and vice versa.

The Quality Adventist Schools' Improvement components which were covered and analysed during the year included (1) the rationale for teaching (2) teaching practices (3) Improving processes and planning and (4) professional partnerships. The results and recommendations of the analysis were used to produce an annual improvement plan for the College. We were very happy with our primary school enrolment, which finished up at the end of the year at the highest level for the last 6 years.

This year we also adopted a new vision for our school: Nurturing for today..Learning for tomorrow. Character for eternity. Our prayers are that God will continue to bless our school as He has in the past and that our enrolments will improve over the next few years so that we can introduce even more students to our Master Teacher.

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

Blue Hills College is a K to 12 co-educational day school operated by SDA Schools (NNSW) Ltd. It is located on a peaceful 10-hectare rural campus on the outskirts of Goonellabah, NSW. It has a current enrolment of approximately 210. The College does not have an academic selective process as some private schools do and therefore students with a wide range of capabilities fill our classes. There tends to be a slightly higher percentage of boys than girls and the primary school has a smaller percentage of students supported via NCCD (16.4%) in comparison with the high school (29.5%). The College also seems to attract more students with disabilities in high school. There is a perception that parents tend to look for small private secondary schools if they have children with disabilities and learning difficulties in the hope that their children will not be bullied and receive more individual attention.

The College was this year in its final year of a five-year improvement plan as part of the Quality Adventist Schools' Framework. Every year the school self-evaluates at least four new components from a set of 20 and then look at the recommendations that come out of these self-evaluation results to choose some areas of improvement. During the last four years, the College focussed on the improvement of literacy, numeracy, finances, support for students with disabilities, a structures values program and a wellbeing program. The last 4 components have been completed in 2018 and the staff commenced with the framework of a new 5-year school improvement plan.

The College did not receive any funds from the government and/or AISNSW for any specific projects in 2018. However, the College continued with the development of a professional learning community and secured funding from AISNSW for 2019. We are also waiting on our National Office for an update on the current Quality Adventist Schools' Schools Framework.



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	% in bottom two bands	% middle two bands	% in top two bands
Year 3	13.3	33.3	53.3
Year 5	21.4	57.1	21.4
Year 7	21.1	68.4	10.5
Year 9	44.4	55.6	0

Writing

Year	% in bottom two bands	% middle two bands	% in top two bands
Year 3	7.1	57.1	35.8
Year 5	28.6	71.4	0
Year 7	43.5	50	6.5
Year 9	100	0	0

Spelling

Year	% in bottom two bands	% middle two bands	% in top two bands
Year 3	26.7	26.7	46.6
Year 5	21.4	57.1	21.5
Year 7	29.4	52.9	17.7
Year 9	80	20	0

Grammar and Punctuation

Year	% in bottom two bands	% middle two bands	% in top two bands
Year 3	13.3	53.3	33.3
Year 5	7.1	71.4	21.5
Year 7	29.4	64.7	5.9
Year 9	60	40	0

Interpretative Comments

In a small school, it is important to take notice of the fact that 2 or 3 students who are struggling due to a learning difficulty, etc. quite often have a large effect on the overall percentages because of small class sizes. The results are not always indicative of the actual performance and progress of students, especially if they do these tests for the first time. However, the best measure of success is to compare the average gain of the student cohort in comparison to similar schools. When you do these comparisons we found that the Year 3-5 gain in reading and writing was good but the end result was not as good as similar schools, which means that our students need to be pushed more across the two years in these areas. In the Year 5-7 comparisons, the results show that the average gain was well within the expected growth level and above those of similar schools. The Year 7-9 results showed satisfactory growth and also growth that was above those of similar schools. Unfortunately, the writing results were disappointing and did not show the same growth. However, we have to keep in mind that this class does have a higher percentage of students with disabilities and learning difficulties.

We would love to have better results and it would mean that we would also need to work on improving the baseline from where we start off. However, we are not a selective school and don't have this privilege and need to work hard to ensure that we maintain the expected growth every year.

Numeracy

Numeracy incorporates Number and Data, Patterns and Algebra, Measurement Space and Geometry.

Year	% in bottom two bands	% middle two bands	% in top two bands
Year 3	13.3	60	26.7
Year 5	0	61.5	38.5
Year 7	11.8	76.5	11.8
Year 9	60	30	10

Interpretative Comments

The same argument stated for the literacy also applies to numeracy in the fact that in a small school, it is important to take notice of the fact that 2 or 3 students who are struggling due to a learning difficulty, etc. quite often have a large effect on the overall percentages because of small class sizes.

The results are not always indicative of the actual performance and progress of students, especially if they do these tests for the first time. However, the best measure of success is to compare the average gain of the student cohort in comparison to similar schools. When you do these comparisons we found that the Year 3-5, the Year 5-7 and the Year 7-9 class average gains in numeracy were within the expected growth area and also above the growth for similar schools and we are very happy with the outcome. However, the Year 9 result is still very alarming because even though they show great gain across these years, they still have a large majority in the bottom two bands, which will make it very hard to gain the minimum standard expected at this age. In this case, we will need to work harder to try and lift the baseline for these students.

3.2 Record of School Achievement

Item	Students
Number of Students studying in Year 10	16
Number of ROSAs issued by NESA in 2018	16

3.3 Results of the Higher School Certificate Examination 2018

Comparison of 2018 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
Ancient History	2	School		2				
		State						
Biology	10	School		2	4	2	2	
		State						
Chemistry	4	School			1	3		
		State						
English Advanced	5	School			5			
		State						
English Standard	7	School				4	3	
		State						
Food Technology	3	School				2	1	
		State						
Geography	3	School		1	1		1	
		State						
Industrial Technology	2	School		1		1		
		State						
Mathematics	1	School			1			
		State						
Mathematics General 2	11	School	1	2	1	2	3	2
		State						
Personal Development, Health and	6	School		1		3	2	

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

Interpretative comments for Higher School Certificate results

The student numbers in each subject are just too small to make valid comparisons with state results and were for this reason not included. There are no distribution curves, or correlations, which can be seen or drawn from the results. There is obviously room for improvement and we will continue working towards improving our overall results. The academic ability and commitment of students change also from year to year and we do not select students based on their academic performance or ability, which means that we will always have a mixed ability class which will change every year. Although we compare the number of students in different bands, it is still not a realistic comparison because of the small number of students per class.

Comparison of 2018 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
Ancient History	2	2018		100				
	6	2017		50		50		
	4	2016		50		25	25	
Biology	10	2018		20	40	20	20	
	6	2017			66.66	16.66	16.66	
	5	2016	40	20	20		20	
Chemistry	4	2018			25	75		
	3	2017			33.33	66.66		
	6	2016			33.33	50		16.66
English Advanced	5	2018			100			
	7	2017		14.28	28.57	57.14		
	6	2016		50	50			
English Standard	7	2018				57.14	42.85	
	3	2017				100		
	5	2016			20	40	40	
Food Technology	3	2018				66.66	33.33	
	0	2017	-	-	-	-	-	
	1	2016		100				
Geography	3	2018		33.33	33.33		33.33	
	3	2017			100			
	3	2016			66.66	33.33		

Subject	No of students		Performance band achievement by number and/or %					
			Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
Industrial Technology	2	2018		50		50		
	1	2017		100				
	2	2016	50	50				
Mathematics	1	2018			100			
	4	2017				50	25	25
	4	2016			50	50		
Personal Development, Health and Physical Education	6	2018		16.66		50	33.33	
	7	2017		14.28	42.85	14.28	28.57	
	3	2016		33.33		66.66		
Studies in Religion II	2	2018			50	50		
	1	2017				100		
	5	2016		20	20	40	20	
Mathematics General 2	11	2018	9.09	18.18	9.09	18.18	27.27	18.18
	4	2017		25	75			
	5	2016			40	40	20	
Studies in Religion I	0	2018	-	-	-	-	-	-
	1	2017		100				
	3	2016	33.33	33.33		33.33		
		2018						
		2017						
		2016						

Subject	No of students		Performance band achievement by number and/or %					
			Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
		2018						
		2017						
		2016						
		2018						
		2017						
		2016						
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		2016						
		2018						
		2017						
		2016						

Interpretative comments for Higher School Certificate result trends over time

The student numbers in each subject are just too small to make valid comparisons with state results and were for this reason not included. There are no distribution curves, or correlations, which can be seen or drawn from the results. There is obviously room for improvement and we will continue working towards improving our overall results. The academic ability and commitment of students change also from year to year and we do not select students based on their academic performance or ability, which means that we will always have a mixed ability class which will change every year.

4 Senior secondary outcomes

Percentage of students in Year 12 undertaking vocational or trade training: 8%

Percentage of students in Year 12 attaining a Year 12 certificate or equivalent
VET qualification: 100%

5 Professional learning and teacher standards

5.1 Professional Learning

Areas of professional learning	Teachers (number or group)
CASE/CAPE	23
First Aid & Anaphylaxis	19
Fire training	21
Wellbeing Conference	1
AIS Governance Conference	1
Debt Collection Seminar	2
Project Based Learning Workshop 101	4
Masterclass in Board Leadership – Prof G Kiel	1
Mountain Bike Training	1
English Writing Workshop	2
WHS Training	2
ASEPA National Conference	1
PDHPE Conference	1
Mandatory Technology Training	2
Building a culture through effective School Improvement	3
Religious Studies Workshop	1
Digital Coding	1
MOOC coding & Digital literacy (Adelaide Uni)	17
Middle Leaders' Conference	2
Effective practices for Stage 6 Assessment Workshop	2
PBL Leaders Course	3
Introduction to Scout	21

Total Staff PD experiences: \$24,983

The average cost per teacher for professional learning: \$1189.67

5.2 Teacher Accreditation Status

Accreditation Level of Teachers	Numbers of teachers
(i) Conditional	0
(ii) Provisional	3
(iii) Proficient or higher	18
	21

6 Workforce composition (comment on Indigenous staff)

Total Teaching Staff	21
Full-time Teaching Staff	13
Part-time Teaching Staff	8
High School Staff only	11
Male Staff	7
Female Staff	4
Primary School Staff only	6
Male Staff	0
Female Staff	6
High School & Primary staff	4
Male Staff	1
Female Staff	3
Ancillary Staff	6
Male Staff	1
Female Staff	5
Indigenous Staff	0

We currently have no indigenous staff at our school.

7 Student attendance rate and non-attendance

7.1 Average Year Level Attendance

Year Level	Average Attendance (%)
Kindergarten	91
Year 1	90
Year 2	93
Year 3	95
Year 4	90
Year 5	92
Year 6	92
Year 7	91
Year 8	91
Year 9	90
Year 10	92
Year 11	91
Year 12	92
Total school attendance average	92

7.2 Management of non-attendance

Primary teachers mark rolls electronically in the mornings and in the afternoons. Secondary teachers mark rolls for every class during the day. We have two buses arriving late and these students have to sign in at the Student Services Office. Students arriving late or leaving early are registered on the roll via Student Services and provided with a late or early leave slip. The electronic attendance register on the database is managed by the Student Services Office. Students are required to bring a note the next day (or day of next attendance) explaining their absence from school. A medical certificate is required if the absence coincides with an assessment task in Years 10-12. Medical certificates are required in the case of extended periods of absence due to illness. The roll marking teachers contact parents after 3 days of non-attendance or lateness. Attendance plans and strategies are also put in place through interviews with parents, the student, and Head of School. Students who are planning to be absent for an extended period of time are required to apply for exemption via an official form from the school, which is then forwarded to the system Head Office for processing. A pattern of chronic lateness and absences are followed up parents/caregivers and reported to the School Liaison Officer if necessary.

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

Percentage retention rate: **67%**

8 Post School Destinations (secondary schools only)

(report on the destination of all students 17 and over who left school during 2018)

50% is currently studying at university (6 students)

16.6% is taking a gap year before going to university (2 students)

25% is working (3 students)

8% is not studying, working or studying (1 student)

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 March of the enrolling year.

Please Note: Individual SDA schools may vary in the starting age of students. At Blue Hills College students have to turn 5 by the end of March.

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.
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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

Total enrolments – 200

Primary School Students – 122

Boys – 75

Girls - 47

High School Students - 78

Boys - 42

Girls - 36

Indigenous students – 11 (5.5% total cohort)

Primary boys – 6

Primary girls – 2

Secondary boys – 0

Secondary girls - 3

NCCD Students – 43 (21.5% of the total cohort)

Primary – 20 (10.0 % of primary cohort)

Secondary – 23 (11.5% of secondary cohort)

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;

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- 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

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

Anti-Bullying Policy

Summary of the Anti-bullying Policy for your school goes here

The school will provide a positive culture where bullying is not accepted, and in so doing, all will have the right of respect from others, the right to learn or to teach, and a right to feel safe and secure in their school environment. The aim of the policy is to ensure that the school community has an understanding of what bullying is and that it is unacceptable. Everybody has a responsibility to report it and staff and school administration have a responsibility to investigate the matter and follow up appropriately, including giving support to both the victims and the perpetrators.

Location of the full text of the Anti-Bullying Policy is found on the school’s intranet. To obtain a copy please ask at the front office.

Changes made to the Policy during 2018

There were no changes made to this policy in 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 the 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 the 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 the 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 in 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)

1.1 Special Character

- Improve physical/visual display
- Strengthen relationship with churches

1.4 Pastoral Care

- Improve roll marking accuracy
- Improve worship resources for pastoral care and staff worships
- Improve communication between external support agencies and school/staff
- Refresh staff knowledge of mandatory reporting

2.4 Curriculum

- **The main focus for 2019: Develop a Professional Learning Community (PLC) in conjunction with AISNSW**
- Introduce PBL across the school (part of PLC)
- Improve K-6 writing skills
- Improve 7-12 writing skills

4.3 Wider Community

- Develop targeted and effective community partnerships.

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**)

12 Initiatives promoting respect and responsibility

- Daily worship for staff & students
- Weekly CHAPELS - staff, parents & students
- Bible studies offered via the chaplain and/or pastors and Bible workers
- Friday night (Legacy program)
- Weekend services/programs at local churches (Staff and students do four per year)
- Positions of student leadership (Sport/House captains/ reps & SRC)
- Leadership training/mentoring for staff & students (e.g. attending leadership conferences)
- Counselling services (internally and externally)
- Inclusion of Christian ethos and principles throughout the curriculum and embedded in ALL activities
- Redemptive and restorative justice discipline approach
- Community service/service trip involvement – MAD Trip, Clean-up Australia and StormCo
- Articles in the newsletters and on the Facebook page
- Provision of external providers for resilience/bullying and other educational programs
- Values imbedded in a student reward system for primary students. Modified version in secondary school
- Week of spiritual emphasis organised by chaplain and students
- Merit system in both primary and secondary school
- A more structured Values Education Program (You Can Do It), which include the values of respect and responsibility
- Student participation in the Remembrance Day, ANZAC march and ANZAC service
- Classroom expectations
- Student involvement with Information Evenings and Open Days
- Students' involvement in the SRC for both primary and secondary school

13 Parent, student and teacher satisfaction

We participate in a survey organised by our National Education Office and it is called the Insight (SRC) survey. A number of areas are being surveyed, which fall into three categories: organisational climate, teaching climate and student wellbeing.

Analysis of the results showed an improvement in the organisational climate, the teaching climate and the community engagement but there was a 3.1% decline in student wellbeing.

Student satisfaction:

The Year 3/4 results showed that connectedness to the school, teacher empathy, student motivation and classroom behaviour are all issues that need to be improved at school while purposeful teaching and student safety are perceived as much stronger.

The Year 5/6 (and above) results showed similar issues with student motivation, learning confidence, connectedness to school and to peers as opportunities for improvement while the focus on numeracy, collaboration and classroom behaviour is seen in a much better light.

Parent satisfaction: Some of the areas that need improvement as identified by parents include: students' connectedness to their peers, extra-curricular activities on offer at school, the development of social skills in students and student safety at school. Our areas of strength include parent/teacher partnerships, the approachability of teachers/leaders, parent input into the school, school reporting and the learning focus. Parents are very positive about the school as a Christ-centred learning community and parents also felt positive about the community and parent partnership and the schools' inclusiveness.

Staff satisfaction: The areas of improvement identified by staff are: staff morale, respect for students, quality teaching, team work and their workload. The strengths are curriculum processes, understanding the social justice process, the service engagement of the school, service to others, and their personal faith development.

14 Summary financial information

The school's company will complete this section for all SDA schools.

Income

Income Sources	Percentage of Total Income
Fees and private income	26.73%
State recurrent grants	14.95%
Commonwealth recurrent grants	56.33%
Other Government grants	0.30%
Government capital grants	0.00%
Other capital income	1.69%

Expenditure

Expenditure Costs	Percentage of Total Expenditure
Salaries, allowance and related expenses	68.65%
Non-salary expenses	26.75%
Classroom expenditure	3.68%
Capital expenditure	0.92%

15 Public disclosure of educational and financial performance

The 2018 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 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