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# **Board of Studies, Teaching and Educational Standards**

## **Annual Report 2016**

### **Reporting on the 2015 Calendar Year**

#### **Blue Hills College**

Owned and Operated by

Seventh-day Adventist Schools  
(NNSW) Ltd

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

It is a privilege to be asked to reflect on the previous year at Blue Hills, for I am reminded of the wonders God has worked for our school and of the dedication of our staff, parents and students that have led to yet another successful year.

Firstly, congratulations to the graduating Year 12 class who are making their way now in the wider world. Your success has reflected positively on the school staff and culture. It should also be noted that our past students have continued to achieve success in tertiary studies, graduating with Bachelor degrees and other higher qualifications for the third year running.

Second, through hard work and sacrifice, the staff have managed to work within tight fiscal constraints to end the year within budget. This is a tremendous result and particular thanks go to our Principal, Mr Carel Neuhoff, to generous donors and our volunteers.

None of this would be possible without a commitment to the mission of our school. There is continuing dedication towards school improvement. This year the focus was on Pastoral Care, Curriculum, Leadership and the Special Character of the school. We also engaged the staff in the “Class Act” program in order to improve all aspects of communication within the school. Other ongoing programmes include literacy improvement and the introduction of a similar program for numeracy.

Thanks are also directed to the hard work of the Home & School committee. Several successful activities and fundraising functions has helped make community feel included.

The completion of the Fire Hydrant system, including the commissioning of the emergency pump and the electrical upgrade to the school has finalised a long running project and is the culmination of hours of work and negotiation for the best possible outcome by the principal.

We had the cultural exchange program with the Chiba Nichidai High School in Japan who sent their children to us for two weeks. The “week of spiritual emphasis” continues to focus the school towards our Saviour and as a first, the school ski Trip went to Queenstown this year and by all reports was a grand success.

Redevelopment of the primary school is high on our priority list. No doubt there are tough challenges ahead but professional management processes are in place and by God’s grace the School Council believes in a strong future for the school.



John Watts  
Chair

## **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 218 students and a further 17 students in a Pre-kindy class. The school has relatively good facilities for a small school. The refurbishment of a number of classrooms, the completion of a new administration block and the addition of commercial kitchen and Multipurpose Hall in the last few years has made a huge impact on the school.

The College offers a wide range of subject choices at the senior level. Students also access TVET courses at the local TAFE and a few access subjects which are not offered at school via Distance Education. Students can access Academic, Music and Sporting scholarships at the College. The school is also working closely with Youth Transition Program to support students with disabilities from Year 9 and up to transition to the workplace.

Students participate in sport once a week at the College. Swimming, athletics and cross country carnivals are organised by the College on an annual basis. Students access a number of sporting options at the College, but also via the NCIS program. Several students proceed every year through Regional level (NCIS) to the NSW All Schools (CIS) carnivals in a variety of sport options such as tennis, swimming, athletics, cross country, soccer, touch football and basketball. A Futsal club is also operating after hours at the College and the College hosts the annual NCIS Touch Football carnival in May of every year.

The staff continued with a literacy improvement plan and introduced a similar plan to improve the numeracy levels at the College. Both the literacy and numeracy improvement plans also became part of the overarching School Improvement Plan as part of the Quality Adventist Schools Framework (QASF). A Health & Well-being program has been implemented across the College, which included a Learning Connections program for the primary students. Primary students are engaged in a number of exercises to improve their gross and fine motor skills. Secondary students were introduced to a personal fitness program, which also included training in healthy dietary habits, the importance of sleep and sunshine, etc. A mental health plan was also implemented across the College with the introduction of Mind Matters and Kids Matter programs. The "You-Can-Do-It" program to strengthen the values education program at the College was also introduced towards the end of the year with full implementation in 2016.

### 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	13	7	80
Year 5	10	12	78
Year 7	22	47	31
Year 9	12	55	33

##### Writing

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	8	8	84
Year 5	28	56	16
Year 7	37	63	0
Year 9	27	63	10

##### Spelling

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	13	7	80
Year 5	8	10	82
Year 7	35	32.5	32.5
Year 9	11	50	39

### Grammar and Punctuation

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	11	23	66
Year 5	14	14	72
Year 7	39	43	18
Year 9	0	79	21

### Interpretative Comments

The column on the far right shows the percentage of students in the top two performance bands. The overall results for Years 3 and 5 students show a consistent increase over the last few years, which is very encouraging especially with the new strategies which were introduced to improve student outcomes. The writing results for Years 5 students were not a true reflection of their abilities. Students seemed to have misinterpreted the writing task and consequently did not perform very well in this component. The Year 7 and 9 classes have a relatively large number of students with special needs and consequently it is not a surprise to see a lower percentage of students in the top 2 performance bands. The percentage of students below the national minimum standard in each year level only equates to one or two students per year level and there are students with special needs or a learning difficulty in each year level.

### 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	9	30	61
Year 5	15	52	33
Year 7	26	46	28
Year 9	0	61	39

### Interpretative Comments

The column on the far right shows the percentage of students in the top two performance bands. The percentage of students below the national minimum standard in each year level only equates to one or two students and there are students with special needs or a learning difficulty in each year level. There is some room for improvement across all year levels. The Year 7 results are more concerning, but as mentioned previously, this class has a larger percentage of students with special needs. The College launched a numeracy improvement program in 2015 and all the primary teachers and two secondary teachers were involved in further training, which included the introduction of a new number sense test

for primary students and substantial training for teachers. The aim was to improve the overall results in students' numeracy and an increase in the overall performance of students will hopefully be observed in the future.

### 3.2 Record of School Achievement

Item	Students
Number of Students studying in Year 10	<b>18</b>
Number of ROSAs issued by the Board of Studies in 2015	<b>18</b>

### 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 %		
			Bands 6 - 5	Bands 4 - 3	Bands 2 - 1
Biology	7	School	14.28	28.57	57.14
		State	27.96	57.78	15.63
Chemistry	2	School	0	100	0
		State	41.05	52.09	6.46
English (Standard)	5	School	0	60	40
		State	8.3	75.8	15.2
English (Advanced)	4	School	0	100	0
		State	57.81	41.21	0.86
Food Technology	5	School	20	60	20
		State	29	50	21
Geography	1	School	100	0	0
		State	41.30	45.40	12.53

Subject	No of students		Performance band achievement by number and/or %		
			Bands 6 - 5	Bands 4 - 3	Bands 2 - 1
Industrial Technology	1	School	100	0	0
		State	26.73	52.45	20.83
Mathematics (General)	4	School	25	50	25
		State	25.6	48.5	24.8
Mathematics	1	School	100	0	0
		State	51.9	38.2	9.2
Modern History	1	School	0	100	0
		State	43.65	45.72	9.69
Personal Development, Health and Physical Education	6	School	0	66.66	33.33
		State	29.62	60.76	8.92
Studies of Religion I	3	School	66.66	33.33	0
		State	50.87	44.47	4.38
Studies of Religion II	3	School	0	33.33	66.66
		State	40	50	10
Textiles and Design	2	School	0	100	0
		State	47.4	46.86	5.22

### Interpretative comments for Higher School Certificate results

The student numbers in each subject is just too small to make valid comparisons with state results. There are no distribution curves, or correlations which can be seen or drawn from the 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. There is always room for improvement, but we are happy with our students' achievements and will continue to encourage them to reach their potential.

**Comparison of 2015 HSC results as a trend over time**

Subject	No of students	Year	Performance band achievement by number and/or %		
			Bands 6 - 5	Bands 4 - 3	Bands 2 - 1
Ancient History	-	2015	-	-	-
	2	2014	0	50	50
	1	2013	0	100	0
Biology	7	2015	14.28	28.57	57.14
	5	2014	20	60	20
	7	2013	0	42.85	57.14
Chemistry	2	2015	0	100	0
	3	2014	33.33	33.33	33.33
	1	2013	100	0	0
English (Standard)	5	2015	0	60	40
	6	2014	0	66.66	33.33
	7	2013	0	57.14	42.85
English (Advanced)	4	2015	0	100	0
	6	2014	0	83.33	16.66
	5	2013	0	100	0
Food Technology	5	2015	20	60	20
	2	2014	100	0	0
	4	2013	25	50	25
Geography	1	2015	100	0	0
	-	2014	-	-	-
	4	2013	0	50	50

Subject	No of students	Year	Performance band achievement by number and/or %		
			Bands 6 - 5	Bands 4 - 3	Bands 2 - 1
Industrial Technology	1	2015	100	0	0
	2	2014	50	50	0
	-	2013	-	-	-
Mathematics (General)	4	2015	25	50	25
	6	2014	0	83.32	16.66
	-	2013	-	-	-
Mathematics	1	2015	100	0	0
	2	2014	50	50	0
	4	2013	50	25	25
Modern History	1	2015	0	100	0
	2	2014	0	50	50
	1	2013	100	0	0

### Interpretative comments for Higher School Certificate result trends over time

It is very hard to draw conclusions from results over time when the cohorts are so small every year and in some cases the subject was not offered every year. The Mathematics, Sciences, and practical subjects seems to be stronger while the humanities and languages seems to be weaker. The Studies in Religion course (I & II) was mandatory and most of the pure science students usually take the Studies in Religion I course, which shows better results than the other course. A total of 73% of all the results across all the subjects fall within Bands 3-5.

## 4 Senior secondary outcomes

Percentage of students in Year 12 undertaking vocational or trade training: 11.1%

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)
Number Sense, Mathematical Proficiency and Numeracy Instruction (1.2.2; 1.5.2; 2.5.2; 6.2.2)	9
Assessment in Numeracy (3.6.2; 5.4.2; 6.2.2)	2
Whole School Improvement in Numeracy – Session 1	9
Whole School Improvement in Numeracy – Session 2	9
Planning & Programming with the NSW Mathematics Syllabus	8
Integrate Critical Thinking and its modes of application through the school – Ralph Pirozzo	22
Implementation of Values Education across the school – ‘You can do it’ – Margaret Milne	21
Mind Matters	2
Kidsmatter	3
7 Steps to Writing	2
Classroom Management – Bill Rogers	4
Nurturing & Growing	2
CPR Course	2
First Aid Course	1
WHS Course	2
Financial Skills for Management	1
Principal as Literacy Leader	1
Curriculum	1
Bursar’s Workshop	1
Marketing Strategies	1
Principal’s Conference	1

Areas of professional learning	Teachers (number or group)
MAZE Training	4
Head of School Training	6
AUC Science Curriculum	1
Total	115

Total Staff PD experiences: **\$23,515.95**

Average cost per teacher for professional learning: **\$204.47**

## 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	5 Masters degrees, 18 Bachelor's degrees and 2 Teaching Diplomas
(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"> <li>- to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis) and</li> <li>- as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity</li> </ul>	These teachers work under the direction of another teacher and are registered as transition scheme teachers with the NSW Institute of Teachers unless he/she is a LOTE teacher	0
	Total number of teachers in school	25

## 6 Workforce composition (comment on Indigenous staff)

Total Teaching Staff	25
Full-time Teaching Staff	14
Part-time Teaching Staff	11
High School Staff only	13
Male Staff	7
Female Staff	6
Primary School Staff only	8
Male Staff	0
Female Staff	8
High School & Primary staff	4
Male Staff	1
Female Staff	3
Ancillary Staff	15
Male Staff	2
Female Staff	13
Indigenous Staff	0

## 7 Student attendance rate and non-attendance – (BOSTES Focus Area for this Report)

### 7.1 Average Year Level Attendance

Year Level	Average Attendance (%)
Kindergarten	92
Year 1	89
Year 2	93
Year 3	93
Year 4	91
Year 5	91
Year 6	94
Year 7	92
Year 8	94
Year 9	94

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Year Level	Average Attendance (%)
Year 10	93
Year 11	96
Year 12	95
Total school attendance average	93

### 7.2 *Management of non-attendance*

Teachers mark rolls electronically in the mornings. 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 and reported to the Home Liaison Officer by the principal.

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

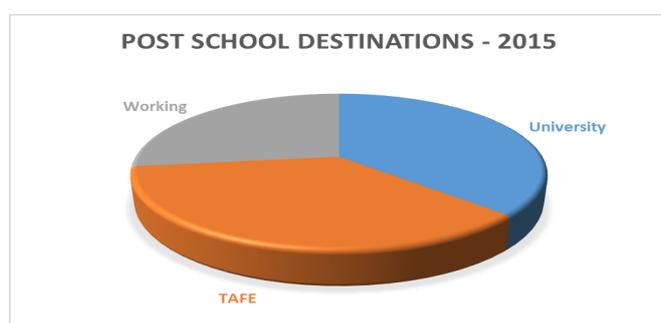
Percentage retention rate: 62%

Blue Hills College tends to lose a few students who would like to include TVET courses as part of their curriculum. Students from independent schools are charged more for these courses than students in public schools and it is thus cheaper for students to move to the public sector to access these courses because they have to pay the additional fees on top of their school fees. Independent schools receive a small subsidy from the Association of Independent Schools NSW, but this usually covers less than half of the actual cost. As a small independent school, Blue Hills College is also limited in the number of subject choices it can offer and even though alternative options and measures are taken to accommodate students as much as possible, students still opt to go to larger schools with a larger variety of practical subjects and cheaper access to TVET courses.

## 8 Post School Destinations (secondary schools only)

(report on the destination of all students 17 and over who left school during 2015)

Every year the cohort and post school destinations of senior students change. A total of 11 students left school during 2015 and a larger than usual percentage of students commenced working directly after school. Of the total number of students, 37% planned on enrolling into a university degree course in the following year, however, 18% of the original 37% decided to take a short gap for the first 6 months before commencing their studies. A total of 18% of those students who enrolled into a university degree received a scholarship for their first year of study at their respective universities. A further 36% of students enrolled into a TAFE course and 27% of the students started working on a full-time or part-time basis.



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

**Enrolment Policy** (full text) (include text which complies with Disability Discrimination Act and requirement for continued enrolment)

### Enrolment Policy and Procedures of Enrolment

#### Introduction

Admission to non-government schools is generally unlikely to be contentious, with parents, children and the school reaching a well-developed understanding of what is expected from all parties in being admitted. Enrolment is then basically a contract between the school and the parents. For this reason, school policies, expectations, fee-paying procedures, suspension and exclusion policies and responsibilities of all parties should be clearly set out at the enrolment interview. The enrolment form itself does not need to include all of these matters. A clause which covers the requirement for a student to abide by the school rules (and publishing these rules in the school handbook and via the school newsletter) covers the legal requirements.

Enrolment at Blue Hills College involves the process of:

- a. an initial Registration of Interest Form
- b. the actual Enrolment Form and required documentation

For various reasons there may be waiting lists for entry and applicants are encouraged to become familiar with the Enrolment Policy, especially the paragraph on criteria.

### **Purpose**

It is intended that this policy will enable those with administrative authority within the College to implement a consistent process across the College while exercising appropriate discretion in response to local circumstances.

- The policy provides a step-by step process and a transparent and consistent reference point to both those seeking enrolment and those responsible for enrolment at the College.
- It also facilitates consistency of approach and process; and
- Provides legal protection where enrolment policy and procedures are challenged.

This policy provides guidelines for the process of attracting and selecting students to enrol as full time students at Blue Hills College. The policy establishes the guidelines within which the College can continue to provide excellence in educational programs to both the newly enrolled student and those presently enrolled in the College.

### **Scope**

The primary concern of Blue Hills College must always be for the welfare of its students and admission applicants. The following principles of good practice are intended to provide common ground for positive interaction between students and the school, parents and school, and also Blue Hills College with other schools. Understanding and appreciation of the interests and obligations of each will help ensure orderly and professional admission procedures.

### **Location**

This policy will be located in the following areas

1. On the College intranet Common Drive with the College Manual
2. A hard copy of the same document is also available in strategic offices around the College.
3. In the job description handbook of those staff who are directly involved in the process of enrolment.

### **The Law**

- Anti – Discrimination Act 1999
- Disability Discrimination Act 1992
- Sex – Discrimination Act 1984
- Racial Discrimination Act 1975

## Policy

Blue Hills College seeks to enrol students from families who have an express desire to access the educational programs promoted by the College in its marketing material. Blue Hills College will not be held accountable for providing programs that are not promoted as a part of its educational portfolio.

The enrolment process is a contract between the parents and the College for the provision of services on the proviso that the parents uphold their side of the contract in the provision of finance and family support for the school.

For this aforementioned reason, school policies expectations, fee paying procedures, suspension and exclusion policies and responsibilities of all parties will be clearly outlined in either the prospectus, at the interview, or in the student and parent handbooks. *(For more details and guidelines, please refer to the NNSW Schools' Company policy on enrolment).*

A clause which covers the requirement for a student to abide by the school rules (which are published in the student handbook) will cover the legal requirements of the College.

## Enrolment Process

### a. Registration of Interest

- Parents are encouraged to contact the School sometime prior to their student's intended commencement- this may be in the case of siblings, years ahead
- A Registration form is completed, but extensive details not required at that time.
- An administrative fee is required and is non-refundable
- The student is then placed on a waiting list
- Registration of the student's name does not guarantee an offer of place

### b. Application for Enrolment

- Prior to intended year of commencement, a complete Enrolment Package containing the Prospectus, other relevant details and Enrolment Form is mailed out to parents.
- Enrolment Interview appointment will be arranged
- The Enrolment Interview is structured around the enrolment Form and documentation
- At the Enrolment Interview, the enrolment form is checked to ensure all relevant information required has been given.
- The enrolment Form requires FULL and FRANK disclosure, including all relevant reports and assessments
- Parents/guardians should be made aware of the requirement of FULL and FRANK disclosure when completing the enrolment form, Failure to provide could result in cancellation of Enrolment.
- The enrolment form must be filled in and returned to the College by a specific date to be available for the interview
- All requested documentation must be supplied

## Offers of Places

- At the conclusion of the round of interviews, offers of placement are made. These will be in writing accompanied by the acceptance form to be signed and returned to the College – (if the offer is accepted)
- Prior to the year of commencement and after offers are made, the College may have an “Open Day”/Orientation/Function. This facilitates an orientation to the physical layout of the College and opportunity to conduct a Readiness Test in areas of Literacy and Numeracy.
- The Readiness Test identifies strengths and weaknesses and it facilitates appropriate teaching.

## Documentation

There are two main documents:

- Registration of Interest.* (Completed at the time of first enquiry)
- Enrolment Form.* (Completed before the Enrolment Interview)

Part A	Privacy notice
Part B	Student Details
Part C	Home Information
Part D	Payment of Fees
Part E	Sub Contracts (Drugs, Respectful use of Technology)
Part F	Medical Authority Form (if applicable)
Part G	Parent Contract (Last step before acceptance)

## Criteria for Enrolment:

### Include

- Acceptance & Support that the college is founded on Christian Biblical beliefs and activity seeks to develop the faith in the students.
- Commitment to the faith and religious practice of the College
- Siblings at the college;
- Reasons for seeking enrolment;
- Family connections with the college;
- Year for which enrolment is sought;
- The capacity of the College to provide an adequate education experience for the student;

### Other Factors

- Special circumstances
- The completion of the Enrolment form and documents as required;

- 
- FULL and FRANK disclosure of all requested information;
  - An interview with the principal (or his delegate) and the applicant and parent (s)/guardian;
  - Acceptance of the College faith statement and College policies by the applicant and parent(s)/guardian; and
  - Contract of agreement signed by applicant and parent(s)/guardian

### General Information:

- All applications for enrolment are informed that: completion of registration of the Interest and Enrolment Form does not ensure an offer being made.
- Applications for enrolment will be accepted at any time and must be made on the appropriate form, which can be obtained from the office at the College or via the website.
- Each year the Operations Manager will write to parents whose student(s) are on Registration lists to ascertain their continuing interest in maintaining a current position on the waiting list
- Parents/guardians are to notify the College of any changes of address. Failure to do so could lead to the cancellation of a registration.

### Review

This application and enrolment policy and procedure will be reviewed from time to time but at least every 3 years. The College recognizes Anti-discrimination legislation and seeks to support these principles in practice. Blue Hills College will not discriminate on the basis of race, colour, national or ethnic origin in the administration of its admission policies.

The College Principal, or his delegated authority will assume the right to decline enrolment of a student based on the "Relevant Exemptions" as identified in the *Anti-discrimination Act 1991*.

*i.e.*

- *"In relation to a general or specific impairment if a school operates wholly for students who have a general or specific impairment; where selection criteria for an educational program are based on a minimum qualifying age.*
- *In relation to impairment – an exemption exists where special services or facilities are required by people with disabilities that would impose unjustifiable hardship on the school."*
- Behavioural concerns which, in the view of the Principal, may jeopardize the well-being or safety of other students could be reason to decline enrolment.

### Admission Ethics

Blue Hills College recognizes the right of its students or families to visit and consider other schools without notifying the present school. It also recognizes and respects the right of another school to hold preliminary discussions about the possibility of admission without notifying Blue Hills College. Upon request and as promptly as possible, Blue Hills College will send a transcript (or its equivalent) and other pertinent information to another school to which a student has applied. Blue Hills College will take all reasonable and lawful measures to maintain the confidentiality of reports and information exchanged among schools concerning students and parents. Blue Hills College will not offer a place to a student without first receiving an official transcript (or its equivalent) from the student's present school.

A school will allow each candidate reasonable time to accept the offer of a place.

A school will make clear all dates concerning the admission procedure and ensure adherence to those dates.

A school will require adequate documentation of family financial resources before awarding financial aid based on need. Such an award will not exceed the demonstrated need of the family.

The Principal of Blue Hills College bears the ultimate responsibility for communicating these principles of good practice to all those professional staff and volunteers (including parents, alumni, coaches, and faculty members) who represent the institution in admission, promotion, and recruitment activities and for ensuring that these principles are upheld.

School representatives should speak accurately and comprehensively about the strengths of their own institution and not allege weaknesses in other schools.

### **In regard to the requirements of the National Privacy Policy Act 2000**

The National Privacy Principles stipulate the following guidelines

- a. An organization must not collect personal information unless necessary for one or more of its functions or activities.
- b. An organization must collect personal information :
  - only by lawful means, and
  - not in an unreasonably intrusive way.
- c. An organization must take reasonable steps to make the individual aware of :
  - the organizations identity and contact details
  - the individuals right's to access the information
  - Why the information is being collected
  - To whom the information is being disclosed
  - Any law that requires the collection of information, and
  - The main consequences, if any, of the individual not providing the information

### **The following standard collection notice will be included into the enrolment process for signed approval of the parent seeking enrolment.**

(A copy on the back of the enrolment form with areas to sign in agreement)

1. Blue Hills College collects personal information, including sensitive information about pupils and parents or guardians before and during the course of a pupil's enrolment at the College. The primary purpose of collecting this information is to enable the College to provide schooling for your pupil.
2. Some of the information we collect is to satisfy the College's legal obligations, particularly to enable the College to discharge its duty of care.
3. Certain laws governing or relating to the operation of schools require that certain information is collected. These include Public Health (Child protection) laws.

4. Health information about pupils is sensitive information within the terms of the National Privacy Principles under the Privacy Act. We ask you to provide medical reports about pupils from time to time.
5. The College from time to time discloses personal and sensitive information to others for administrative and educational purposes. This includes to other schools, government departments, medical practitioners, and people providing services to the school, including specialist visiting teachers, coaches and volunteers.
6. If we do not obtain the information referred to above, we may not be able to enrol or continue the enrolment of your son / daughter.
7. Personal information collected from students is regularly disclosed to their parents or guardians. From time to time information such as academic and sporting achievements, pupil activities and other news is published in the College newsletters, magazines and on the website.
8. Parents may seek access to personal information collected about them and their child by contacting the school. Pupils may also seek access to personal information about them. However, there will be occasions when access is denied. Such occasions would include where access would have an unreasonable impact on the privacy of others, where access may result in a breach of the College's duty of care to the pupil, or where pupils have provided information in confidence.
9. As you know, the College from time to time engages in fundraising activities. Information received from you may be used to make an appeal to you. (It may be disclosed to organizations that assist in the College's fundraising activities solely for that purpose.) We will not disclose your personal information to the third parties for their own marketing purposes without your consent.
10. We may include your contact details in the class list and College directory. If you do not agree to this, you must advise us now.
11. If you provide the College with personal information of others, such as doctors or emergency contacts, we encourage you to inform them that you are disclosing that information to the College and why, and that they can access that information if they wish and that the school does not usually disclose the information to third parties.

### **Enrolment Information Issues**

The following issues form a matrix of information which should be covered either explicitly in the interview or implicitly in the information package provided to the parent.

- Attendance requirements
- School action if attendance is unsatisfactory
- Camps and excursions
- Implications of Court Orders
- Discipline Policy (Use of IT, Drugs)
- Emergency contacts
- Enrolment form (both parents' to sign)

- Fees payable and action by the school should this not occur
- Fees payable for cancellation of enrolment
- Immunization of students
- Insurance of students
- The need to interview the student.
- Medical and learning disabilities or difficulties
- Outside hours school care
- Expectations of parents support etc.
- Identification of guardian
- School hours
- Student information
- Expectation of student over 18 years
- Student's behavioural expectations at school and on public transport.
- Suspension- the conditions for its implementation
- Uniforms and general requirements for attire presentation

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

Total enrolments – 218

Primary School Students - 132

High School Students - 86

Girls - 111

Boys - 107

Full-time equivalent enrolments - 218

Indigenous students – 5.5%

Students with disabilities – 7.8%

## **10 School Policies**

**Student Welfare Policy (Manual 5.6.2) - (BOSTES Focus Area for this Report)**

*Summary of policies for Student Welfare*

### **STUDENT WELFARE POLICY**

#### **Rationale:**

This school endeavours to promote a healthy, supportive and secure environment for all children and to raise awareness of what makes students resilient, to develop strategies to reduce vulnerabilities, to build student/school connectedness, and to increase coping skills.

**Aims:**

- The school is a positive environment in which all teachers assume responsibility for student welfare, endeavouring to provide successful experiences for all children, where children feel safe and secure in a supportive environment where a sense of belonging and wellbeing are strengthened.
- Children develop positive social behaviours and problem solving skills.
- Staff are confident, skilled and proactive in the management of student welfare issues.
- Communication processes and protocols are clear and well known to ensure the effectiveness of student welfare support.

**Implementation:**

- Student Welfare is a shared responsibility between school, home and the community.
- The school will appoint a staff member who will coordinate student welfare across the school.
- The school will adopt a proactive and strategic stance with issues of student welfare, rather than operating in a consistently reactive mode.
- The school will implement welfare support structures and programs which prioritise and address the identified needs of individual students or the school as a whole and that help implement the aims of the policy.
- The school will endeavour to implement and maintain programs such as:
  - Resilience Doughnut Program
  - Peer Support
  - Buddies
  - Student Awards
  - Drug Education
  - Physical Development Program
  - Committing to a whole school program to develop resilience, social skills, values development, conflict resolution and problem solving eg: - 'You Can Do It, MindMatters, KidsMatter and Learning Connections.
  - Transition programs for Pre-kindy and Year 7 students.
- The school will provide the following support structures:
  - Monitoring of, and responding to, protracted student absences
  - Trauma Management plan
  - Protocol for Mandatory Reporting
  - Student Support Group's for children in need
  - Bullying Survey of students and school environment.
- The school will also access outside services to provide support for students and staff which include:
  - Psychologist for psychological and academic assessment
  - Headspace (preparing and responding to suicide)
  - Mentors – providing support for 'at risk' children

Department of Human Services case managers and support workers

Social Workers to provide services such as counselling, social skills and anger management programs

Youth agencies

Local parent support groups

Relevant Department of Education support staff

CACSA (Centre Against Child Sexual Assault)

School Nurse

Life Without Barriers

Youth Transition Program

- The school will endeavour to cater for:  
Children identified with specific welfare issues by creating support groups, developing appropriate individual programs including goals, monitoring performance and behaviour, and providing ongoing support.
- Longitudinal data will be collected regarding frequency and types of welfare issues, so as to measure the success or otherwise of school-based strategies and approaches.
- Our school will comply with all privacy issues in accordance with current legislation and departmental requirements – see separate Privacy policy.

### **Evaluation**

This policy will be reviewed annually as part of the College's three-year review cycle.

### **Location**

This policy will be located in the following areas:

1. On the College intranet (Common Drive) in a folder called: Policies
2. A hard copy of the policy is also available in the administrative offices around the College.
3. A copy can be obtained from the main Administrative Office.

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

- On the College intranet (Common Drive) in a folder called: Policies.
- A hard copy of the policy is also available in administration offices around the College.
- The policy is included in the student diary and student handbook.
- A copy can be obtained from the Administrative Office.

### *Changes made to the policy during 2015*

Only minor changes were made in the policy. These include the update of support organisations who have changed their names as well as the inclusion of new support agencies. No further changes were included.

## **Discipline Policy (Manual 5.7.1; 5.7.2)**

### *Summary of policies for Student Discipline*

## **DISCIPLINE POLICY**

### **Rationale**

Positive and responsible student behaviour is essential to the smooth running of the College, to the achievement of optimal learning opportunities, and to the development of a supportive and cooperative school environment.

### **Aims**

- To build a school environment based on positive behaviour, mutual respect and cooperation.
- To manage poor behaviour in a positive and professional manner.
- To establish well understood and logical consequences for student behaviour.
- To implement the rules or principles of natural justice, also known as procedural fairness (as outlined in the Guidelines for state and local government, NSW Ombudsman) in our policy and procedures.

### **Implementation:**

- The Blue Hills College does not condone nor pursue corporal punishment as part of school operations. The College further does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parent, to enforce discipline at the school.
- The College will develop, through a process of wide community consultation, a student code of conduct, which outlines amongst other things, agreed behavioural development and management strategies.
- Our code of conduct will place significant emphasis on the development and recognition of positive behaviours.
- All students will develop individual learning plans that include behavioural goals. Student individual academic reports will include details regarding student behavioural achievement.
- Peer mediation and peer counselling will be key strategies employed to guide and develop student behaviour.

- The College will deliberately engage the services of successful young people as guest speakers or workshop facilitators etc. to act as positive role models.
- Whole school rules will be negotiated with the Student Representative Council.
- The College will provide a wide range of positive extra-curricular activities for students including sporting, theatrical, leadership, community service and appropriate leisure pursuits.
- Positive student behavioural achievement will appropriately recognised.
- An up-to-date database of student behaviour will be maintained.
- All staff will undertake professional development on student behaviour and discipline management.
- The College curriculum will include units on resilience, peer pressure, positive choices, bullying, conflict resolution and leadership.
- Students experiencing difficulty achieving positive behavioural outcomes will undertake individualised behaviour management programs focussing upon agreed goals.
- Consequences for ongoing inappropriate behaviour will involve a graded series of procedures including counselling, withdrawal, loss of privileges, or suspension.
- A conference will be organised with parents when a recommendation has been made by the Discipline Committee to suspend and/or expel a student(s). Students and/or parents will have the opportunity to appeal the outcomes and/or recommendations of the Committee. (Please refer to the NNSW Schools' Company Suspension and Expulsion Guidelines for more details).
- A process of restorative justice will be used to settle issues between students to ensure that students take responsibility for their own actions, face the consequences of their actions and engage in a process of restitution.
- All disciplinary investigations and/or hearings will be conducted in a process of procedural fairness, which is non-biased and which includes the necessary evidence to support the final decision.
- The student concerned will have the right to an opportunity to reply in a way that is appropriate for the circumstances and for their reply to be received and considered before the decision is made.
- Parents will be kept informed, and actively encouraged to assist in the development of their children's behavioural performance.
- When the Principal has concerns about the re-enrolment of an expelled student in another company school, the Principal will forward to the Executive Director, Seventh-day Adventist Schools (NNSW) Ltd. A recommendation that a student should 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 circumstances of the expulsion and provide information which may include the following: the action taken to moderate the student's behaviour, the school counsellor's report, outstanding fees account details, a copy of all required documentation and any responses from the student. The Executive Director will forward the recommendation to the Board of Directors for a decision.

## BHC Behaviour Management Chart

Level	Description	Possible Consequences	Welfare Response
<b>Exceeding College Expectations</b>	Student performs with distinction in some form of school endeavour	Student receives a Principal's Award	Achievement acknowledged at School Assembly and in Newsletter
<b>0 Meeting College Expectations</b>	Student follows the College's Code of Conduct Student wears College Uniform correctly	*Entry level *If homework completed, student receives purple award every 2 weeks	*Teachers reward behaviour using in-class positive behaviour program
<b>1 At Risk Teacher in Charge of Student Level</b>	Entry: Student involved in persistent/repetitive or low level behaviour	*Teacher in charge and student resolve *Lunchtime/sport detention as required *Seating plan for student (isolation desk) as required *Ineligible for next purple award	*Teacher in charge discusses behaviour with student *White slip completed and handed to classroom teacher for parent notification and filing *Parents notified of while slip through student diary – responsibility of classroom teacher
<b>2 School Concern Classroom Teacher and Stage Leader Level</b>	Entry: Stage Leader informed of behaviour by classroom teacher  Successful Completion: Return to Level 0	*Lunchtime/sport detention - 1 day *Place on BMC Orange for 2 weeks *Student to complete planning sheet with classroom teacher *Report to classroom teacher daily (11am) *Ineligible for next purple award	*Parent Contact/Interview with Classroom Teacher *Letter sent to parents by Classroom Teacher, signed and returned *Parents sign BMC each day *Assistant Principal notified of card *Staff informed via weekly notices *Referral to Chaplain as necessary
<b>3</b>	Entry: Student unsuccessfully completes	*Lunchtime detention from 1 week *Placed on BMC Blue for 2 weeks	*Parent Contact/Interview with Stage Leader and Classroom Teacher

<p><b>School Concern</b>  <b>Stage Leader</b></p>	<p>Level 2 OR Involved with serious level behaviour</p> <p>Successful Completion: Return to Level 2 (orange)</p>	<p>*Student to complete planning sheet with Stage Leader *Reports to Stage Leader daily (11am) *Ineligible for next purple award *Forfeits right to attend excursions or extra curricular activities while on a blue card</p>	<p>*Letter sent to parents by Stage Leader, signed and returned *Parents sign BMC each day *Assistant Principal notified of card *Staff informed via weekly notices *Referral to Chaplain as necessary</p>
<p><b>4</b>  <b>School Concern</b>  <b>Assistant Principal/s Level</b></p>	<p>Entry: Student referred to Assistant Principal/s by Stage Leader due to failing to successfully complete blue card OR Involved with serious level behaviour</p> <p>Successful Completion: Return to Level 3 (blue)</p>	<p>*In school suspension followed by removal from playground (recess and lunch) for 1-2 weeks *Placed on BMC Green card for 2 weeks *Student completes planning sheet with Assistant Principal *Report to Assistant Principal daily (1 pm) *Ineligible for next purple award *Forfeits right to attend extra-curricular activities, excursions or NCIS carnivals while on a green card</p>	<p>*Parent interview with Assistant Principal, stage leader and classroom teacher *Letter sent to parents by Assistant Principal, signed and returned *Parents sign BMC each day *Staff informed via weekly notices *Student discussed by the discipline committee *Referral to Chaplain/Counsellor as necessary</p>
<p><b>5</b>  <b>Executive Concern</b>  <b>Executive level</b></p>	<p>Entry: Student referred to Principal by Assistant Principal due to failing to successfully complete green card OR</p>	<p>*Out of school suspension (up to 1 week) followed by out of the playground for a week *Placed on BMC Red card for 2 weeks *Student completes planning sheet with Principal</p>	<p>*Parent &amp; student interview with Principal and Assistant Principal/s, stage leader and classroom teacher *Letter sent to parents by Principal, signed and returned *Parents sign BMC each day</p>

	Highly Unacceptable behaviour  Successful Recommendation: Return to Level 4 (green)	*Report to Principal at Recess (11am) & Lunch (1pm) *Ineligible for next purple award *Unable to represent school or attend school functions/excursions while on a red card	*Staff Informed via weekly notices *Student discussed by the discipline committee *Referral to Chaplain/Counsellor as necessary
<b>6</b>  <b>College Council Concern</b>  <b>College Council Level</b>	Entry: Student referred to Council by Principal due to failing to successfully complete red card OR Highly Unacceptable behaviour	*Discipline committee to recommend students enrolment to be terminated *Student enrolment terminated or student returned to Level 5 (red) for 2 weeks *Education Director notified	*Parent and student interview with Principal, Assistant Principal, Stage leader and Classroom Teacher *Letter sent to parents by Council *Staff informed *Counselling support offered to family

## **Evaluation**

This policy will be reviewed annually as part of the College's three-year review cycle.

## **Location**

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

This policy will be located in the following areas:

- On the College intranet (Common Drive) in a folder called: Policies.
- A hard copy of the policy is also available in administration offices around the College.
- The policy is included in the student diary and student handbook.
- A copy can be obtained from the Administrative Office.

## ***Changes made to the policy during 2015***

A behaviour management chart has been included, but no further changes were made to the policy.

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

*Summary of policies for reporting complaints and resolving grievances*

## **STAFF GRIEVANCE AND HARASSMENT**

### **DISCRIMINATION, HARASSMENT AND BULLYING STATEMENT FOR EMPLOYEES, CONTRACTORS AND VOLUNTEERS**

#### **INTENDED USE**

This Statement is intended to be made available to the school's staff in the course of their employment or engagement with the school. The purpose of this Statement is to provide direction to staff regarding their obligations with respect to complying with the relevant law on unlawful discrimination, harassment and bullying as it pertains to the workplace. As the school may be vicariously liable for a claim made by an employee with respect to unlawful discrimination, harassment or bullying, it is important that staff understand and are familiar with the concepts and obligations under the Statement

## DISCRIMINATION, HARASSMENT AND BULLYING STATEMENT FOR EMPLOYEES, CONTRACTORS AND VOLUNTEERS

### 1. *Introduction*

Everyone at Blue Hills College has the legal obligation not to discriminate against, or harass for any unlawful reason, or bully for any reason any employee, agent, contractor, supplier, volunteer, parent, student or visitor.

The School expects all staff members to treat each other and other people with whom they come into contact as representatives of the School with respect and courtesy.

The purpose of the School's Discrimination, Harassment and Bullying Statement is to make you aware of:

- a) what 'unlawful workplace discrimination', 'harassment' and 'bullying' mean;
- b) the procedures the School has in place to deal with workplace complaints relating to discrimination, harassment and bullying; and
- c) who you can talk to at the School if you wish to make a complaint.

### 2. *Who does this statement apply to?*

This Statement applies to all employees, contractors and volunteers engaged by the School and applies to behaviour:

- a) in the workplace, including while working outside normal working hours;
- b) while undertaking work activities including interaction with parents or other third parties and while working away from the School (e.g. School trips or sport activities); and
- c) at work-related events e.g. conferences and social functions.

### 3. *What is unlawful discrimination?*

#### 3.1 **Defining unlawful discrimination**

*Discrimination* is treating one person or group less favourably than another or causing them disadvantage. *Unlawful discrimination* is discrimination which law has defined as unacceptable.

There are a number of Federal and State laws which presently make discrimination unlawful on a variety of grounds (**unlawful reasons**) including:

- a) sex, marital or relationship status, pregnancy, breastfeeding or family responsibilities;
- b) sexuality or sexual preference;

- c) race, colour, descent, nationality, national origin, ethnicity or ethno-religious origin;
- d) religious belief or activity; political belief or activity;
- e) trade union activity;
- f) disability or impairment;
- g) transgender status or gender identity;
- h) age;
- i) responsibilities as a carer; or
- j) service in the voluntary defence forces.

Whether it is unlawful to discriminate against a person for one of these reasons will depend on the particular circumstances and the State or Territory in which you are employed.

### **3.2 How can unlawful discrimination occur?**

Discrimination can occur in the recruitment process, during the course of employment or upon termination of employment. Discrimination can also occur in the provision of goods or services. Staff members should not discriminate against co-workers, contractors, volunteers, parents and students

Discrimination can be direct or indirect.

*Direct discrimination* occurs where someone is treated less favourably because of their sex, age, racial group etc. An example of direct discrimination is when an employee misses out on an internal promotion because they are considered too old for the job.

*Indirect discrimination* occurs where everyone is treated on the same terms according to a rule, policy or directive but which has the effect of being less favourable to people of a particular sex, age group, race, religion etc and which is not reasonable in all the circumstances. An example of indirect discrimination would be a school policy stating that the junior school will not engage part time teachers – this would impact on teachers who may wish to work part time due to carers' responsibilities and would most likely exclude a large proportion of women – and this restriction is not reasonable.

There are exceptions from anti-discrimination law which may apply in some situations – for example, because of the requirements of a particular job. It may be reasonable to only women to supervise in a girls' boarding school.

#### 4. *What is unlawful harassment?*

##### 4.1 **Defining unlawful harassment**

Unlawful harassment is a type of unlawful discrimination. In general, unlawful harassment is any form of conduct or behaviour which affects a person that:

- a) is unwelcome (not wanted) or uninvited (not asked for); and
- b) is based on one of the unlawful reasons; and
- c) a reasonable person would have anticipated might humiliate, offend or intimidate the person exposed to the conduct.

##### 4.2 **What are the types of unlawful harassment?**

Types of unlawful harassment include, but are not limited to:

- a) sexual harassment;
- b) verbal abuse or comments that degrade or stereotype people because of their race, sex, sexuality, pregnancy, disability, etc;
- c) jokes based on race, sex, sexuality, pregnancy, disability etc;
- d) mimicking someone's accent, or the habits of someone with a disability;
- e) offensive gestures based on race, sex, sexuality, pregnancy, disability, etc;
- f) bullying a person because of their race, sex, sexuality, pregnancy, disability, etc;
- g) ignoring or isolating a person or group because of their race, sex, sexuality, pregnancy, disability, etc; or
- h) display or circulation of racist, pornographic or other offensive material (including in electronic format).

Harassment might not be unlawful, if it is not based on one of the unlawful reasons. However, the School expects its staff to treat each other and other people with whom they come into contact as representatives of the School with respect and courtesy.

In some cases a single action or incident can create unlawful harassment. In other cases there may need to be a persistent pattern of behaviour before unlawful harassment has occurred.

### 4.3 What is unlawful sexual harassment?

Unlawful sexual harassment is one form of harassment which the law does not allow. A person sexually harasses another person if:

- a) the person makes an unwelcome sexual advance, or an unwelcome request for sexual favours, to the person; or
- b) engages in other unwelcome conduct of a sexual nature in relation to the person; in circumstances in which a reasonable person, having regard to all the circumstances, would have anticipated the possibility that the person exposed to the conduct would be offended, humiliated or intimidated.

Unlawful sexual harassment includes, but is not limited to:

- a) pressure or demands for dates or sexual favours;
- b) unnecessary familiarity - for example, deliberately brushing against a person or constantly staring at a person;
- c) unwanted physical contact - for example, touching or fondling;
- d) sexual jokes or innuendo;
- e) offensive telephone calls;
- f) offensive sexual gestures;
- g) unwelcome comments or questions about a person's sex life;
- h) display, circulation of sexual material, including magazines, posters or pictures (including in electronic format);
- i) sending email or text messages which contain sexual content or tone; or
- j) sexual assault.

It is important to understand that some of these forms of sexual harassment are also criminal behaviour and may be treated as a criminal offence.

Mutual attraction between people is not sexual harassment. Conduct which is welcome or consensual is not unlawful, and friendships (sexual or otherwise) which develop between people who meet at work are a private concern provided they do not impact on the workplace or the School.

However, you should take great care before engaging in conduct you believe to be welcome. Always remember that some people may not feel comfortable telling you that your behaviour is offending them and is not welcome. This may be because of their personality or may be because they are too worried about the possible impact on their employment if they complain. It is **your** responsibility to ensure that you do not engage in conduct which is not welcome. Similarly it is your responsibility to tell someone if you do not feel comfortable with their behaviour, or at least to raise the issue with your manager or supervisor or some other appropriate person.

You should also remember that even conduct which is welcome may not be appropriate in the workplace. If you are unsure whether conduct is appropriate, you should speak to your **Head of Primary/Secondary School or the Principal**.

Further, any personal friendships that develop should not adversely impact on the School, your responsibilities to do your work or on the performance or productivity of your co-workers.

## 5. *Bullying*

### 5.1 **What is bullying?**

Workplace bullying is repeated, unreasonable behaviour directed toward a staff member, other individual, or group that may cause harm, including risks to health and safety.

Unreasonable behaviour means behaviour that a reasonable person having regard to all the circumstances would expect to humiliate, intimidate or threaten another person. Such behaviour can include an individual's or group's actions or practices which humiliate, intimidate or threaten another person.

Bullying may also amount to unlawful discrimination or harassment.

### 5.2 **What are examples of bullying?**

The following types of behaviour, particularly if directed towards an individual repeatedly, may amount to bullying:

- a) demeaning language;
- b) threats;
- c) verbal abuse;
- d) outbursts of anger or aggression;
- e) physical or verbal intimidation;
- f) excluding or isolating; and
- g) ganging up.

Other types of behaviour may also constitute bullying.

Performance management and directions in relation to the performance of work or conduct required by the school are not bullying or harassment.

## 6. *What Are Your Obligations?*

Everyone at the School has the legal obligation not to discriminate against, or harass for any unlawful reason, or bully for any reason any employee, agent, contract worker, contractor, supplier, parent, student or visitor.

You must always consider how your behaviour will be viewed by the person or people you are dealing with. You might unlawfully harass someone, bully someone or unlawfully discriminate against someone even if you do not mean to do or say anything offensive. It is not a legally acceptable defence to say that you did not mean or intend to humiliate, offend or intimidate somebody else.

It is sometimes difficult to know whether someone will find your behaviour acceptable. What is offensive to one person may not be offensive to another. You should be careful not to risk being misunderstood and, as a result, becoming the subject of a complaint.

## 7. *Victimisation*

You must not victimise a person because they have made or propose to make a complaint of unlawful discrimination, harassment or bullying or because they have provided information in relation to a complaint. Victimisation means subjecting a person to some detriment, for example, ostracising an employee or excluding them from an opportunity or activity.

## 8. *What can you do if you feel you are being unlawfully harassed or discriminated against or bullied?*

If you feel that you are being unlawfully harassed, discriminated against or bullied, there is action which you can take that may resolve the problem, such as:

- a) do not ignore circumstances where you feel you are being unlawfully discriminated against, harassed or bullied, thinking it will go away. Ignoring the behaviour could be taken as tacit approval by the person causing the harassment, discrimination or bullying;
- b) where you feel comfortable ask the person to stop, or make it clear that you find the behaviour offensive or unwelcome. Maybe the alleged discriminator/harasser/bully is not aware that his/her behaviour is intimidating or unwelcome and will stop once they are told. It may be useful to speak with the **Head of Primary/Secondary** or the **Principal** in the first instance to seek guidance on how to do this; and/or raise the issue as a grievance with either **Head of Primary/Secondary** or **Principal** under this statement, **as soon as possible** after the incident(s) have occurred.

If you feel that you are being victimised because you have made or propose to make a complaint of unlawful discrimination, harassment or bullying or because you have provided information in relation to a complaint you should raise the issue as soon as possible with either the **Head of Primary/Secondary** or **Principal**.

If your issue is about the Principal then you should raise it as a grievance with the **Chairman of the School Council** under this statement.

9. *Although you may feel the need to tell a trusted friend or work colleague about the matter, you should be careful. Accusations of unlawful discrimination/harassment can harm the reputation of those involved and could lead to legal action for defamation. Matters of this kind must be dealt with confidentially on a need to know basis. Do not discuss this matter generally with colleagues or members of the school community. It is in everyone's best interests if rumours are not allowed to spread.*

#### 9.1 What will the School do if you have a complaint

All complaints will be treated seriously and generally in accordance with this statement. The School will determine the most appropriate method of dealing with the grievance. This could include (among other things):

- a) requesting further information from you;
- b) requesting information from other co-workers or third parties;
- c) meeting with you or others involved in the grievance;
- d) reviewing and responding to the grievance or arranging for an appropriate person to review and respond to the grievance or
- e) facilitating a meeting between you and the person(s) that the grievance is about.

On receipt of a grievance the School will generally take the following steps:

- a) determine the best method of handling the grievance;
- b) advise you of the likely steps that will be undertaken by the School in relation to the grievance;
- c) advise the person(s) that the grievance is about of the nature of the grievance and seek their response;
- d) collect any additional information the School considers necessary to properly review the grievance; and
- e) advise both you and the person(s) that the grievance is about of the School's response to the grievance and if appropriate, any proposed action to be taken.

However, there may be circumstances in which some of the steps outlined above are not appropriate and the School will determine, in its absolute discretion, on a case by case basis the most appropriate method of handling the grievance.

The School will take whatever action it considers appropriate if there has been unlawful discrimination or harassment or bullying, including disciplining or dismissing offenders.

You should also be aware that if you lie about or exaggerate a complaint, the School will view this as a very serious matter, and you may be disciplined or dismissed.

## **10. General**

This Statement summarises some of the rights and obligations which are created by the legislation. The Statement is not intended to go beyond the legislation. This Statement is not a term of any contract, including any contract of employment. This Statement may be varied from time to time.

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

This policy will be located in the following areas:

- On the College intranet (Common Drive) in a folder called: Policies.
- A hard copy of the policy is also available in administration offices around the College.
- The policy is included in the student diary and student handbook.
- A copy can be obtained from the Administrative Office.

*Changes made to the policy during 2015*

The policy was reviewed, but no changes were made during 2015.

## **11 School determined improvement targets**

**Priority Areas for Improvement for 2016** (Schools in National Partnerships should include items from their school plan)

The following components will be evaluated and reviewed as part of the Quality Adventist Schools' Improvement Framework:

- Assessment & Reporting
- Human Resources
- Compliance & Accountability
- Students and their families

**Facilities, Equipment & Processes:** There is an urgency to update the current Master Plan and to determine where to commence with the first phase of a new primary school. Plans will also be prepared for a new Industrial Technology classroom and for the refurbishment of the current facility into a new custom made Visual Arts classroom. The existing Visual Arts classroom is too small and has no storage facilities. The library has also been targeted for a minor refurbishment and an upgrade of the secondary library resources. New upper primary playground equipment will also be installed and covered walkways will be installed as part of the last phase of a BGA project.

**Academic:** The existing literacy and numeracy programs will be further refined and a bigger emphasis put on analysing data and feeding the results back to the classroom teachers for adjustments to curriculum delivery and support for students with special needs. The introduction of a new reading program for upper primary and junior secondary students. A review will also be done on the subjects on offer in Years 11-12 to determine how these could be offered in a more financially viable way.

**Pastoral Care:** The further development of a whole school Values Education Program, which is more structured and is integrated with our Spiritual development program, our Chapel Program and integrated into our curriculum. Staff will also receive formal professional development in this new program. It commenced towards the end of 2015 and will be further developed in 2016.

**Health & Well-being Program:** This program was introduced at the beginning of 2015, but it will be further developed in 2016 to include the support of a registered fitness trainer, weight loss program and a breakfast club.

**Achievement of Priority Areas listed for improvement in the 2015 report** (Schools in National Partnerships should include achievements of items from their school plan)

#### **School Improvement:**

The College continued with the Quality Adventist Schools' Framework as part of the College Improvement Plan. Staff reviewed and evaluated the components selected last year, which included: Special Character, Pastoral Care, Curriculum and Leading the Learning and Improvement Culture. Recommendations and possible strategies to implement changes were recorded and in some cases already introduced or implemented. A draft overall School Improvement Plan was also prepared and tabled at the School Council.

#### **Special Character**

The special character of the College was evaluated and a number of recommendations tabled. Teachers were encouraged to improve the visual displays in their classrooms and incentives were offered for the best classroom displays. A recommendation was made to standardise the branding of the College to ensure that aspects of the College and its special character be consistently displayed across all material.

### **Pastoral Care**

The Pastoral Care program was reviewed and a new chaplain was employed to support the program. The local ministers were incorporated into the program and they helped with offering Bible studies to students who requested it. Secondary students were able to join one of the youth programs offered at a local church. A change was made to the roll marking process, which allowed a longer Pastoral Care period once a week. The Pastoral Care program was also closely linked with the newly introduced Health & Well-being program. A number of new programs were introduced e.g. a mental health program (Mind Matters for secondary students and Kids Matter for primary students), a resilience program, a new values education program and physical fitness program.

### **Curriculum**

All the new National Curriculum units were introduced as required and new text books were purchased to match the new curriculum. The timetable was modified to include a physical fitness program as part of the Health & Well-being program. As a consequence the sport program has to be modified to ensure that all the mandatory hours be met for all subject areas. The Motivation Performance Levels for Years 7-10 was also further refined.

### **Leading the Learning and Improvement Culture**

The leadership team and School Council maintained a strong involvement in the implementation and monitoring of improvement strategies. The Leadership Team each had a component and a team who helped him/her to manage the review. A strong emphasis was placed on financial planning and accountability. All staff engaged in a communication review and improvement process.

The College continued with the school wide Literacy improvement plan and expanded it to include a numeracy improvement plan across K-10 as well. A comprehensive Health & Well-being program, including a physical fitness program (not part of the PDHPE Program), mental health and a resilience program have been implemented across K-12. At the primary level a Learning Connections Program was implemented to teach gross motor skills, hand-eye-coordination, etc.

The Pre-kindy program was expanded from 6 months to a full year. Students attended the first six months only three days per week and the last 6 months for the full five days per week.

### **Facilities, equipment & processes**

The planned electrical upgrade and the commissioning of an emergency electrical pump and diesel generator system linked with the fire system was completed. However, the electrical upgrade was changed from an upgrade to the existing electrical transformer to a 50 kW solar installation.

A new student management system (SEQTA) was introduced towards the beginning of the forth term, but the full implementation was delayed until the beginning of 2016 due to lack of training. Several measures have been investigated to improve student attendance across all year levels, but further refinement is required with the new student management system. An electronic notification system was also purchased to improve notifications to parents, but the implementation was delayed due to the synchronisation delay with the new student management system.

The Mathematics class, HSIE class and the Art classroom were all partly or fully refurbished. The final phase of the Pre-kindy development was also completed.

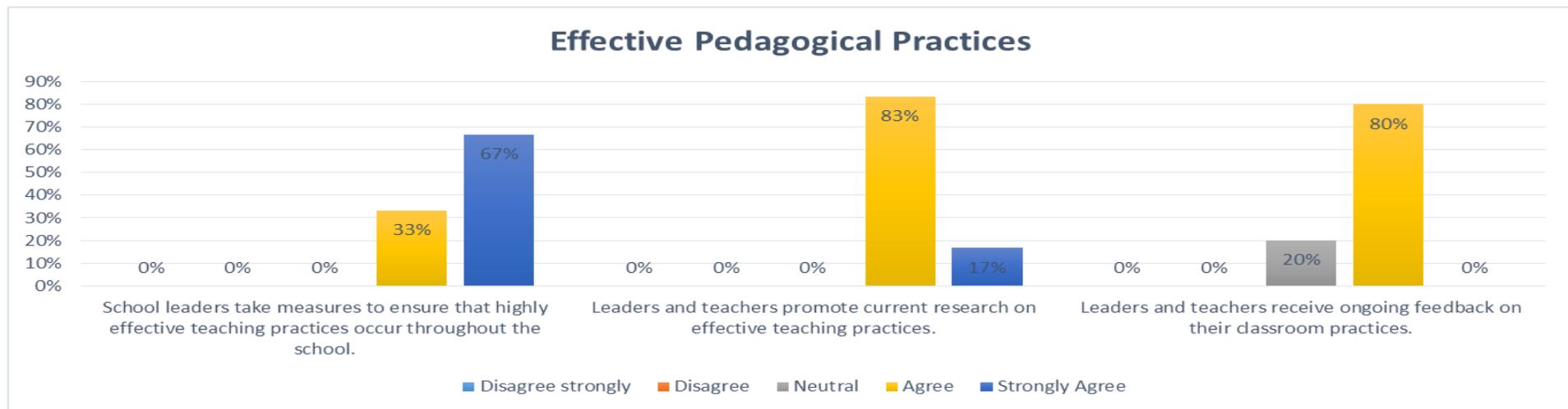
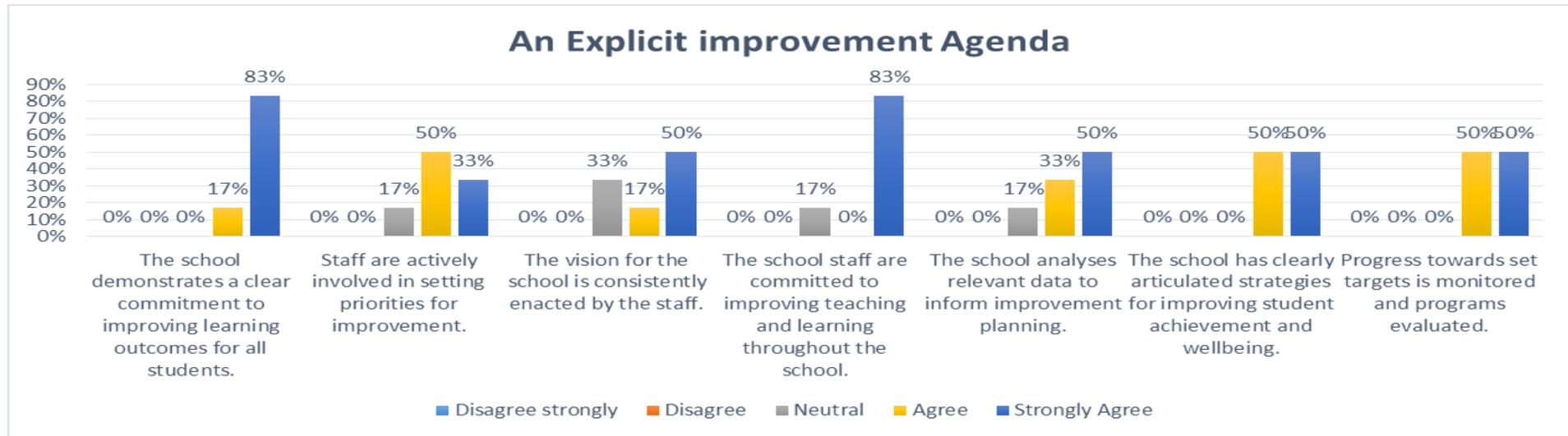
### Financial

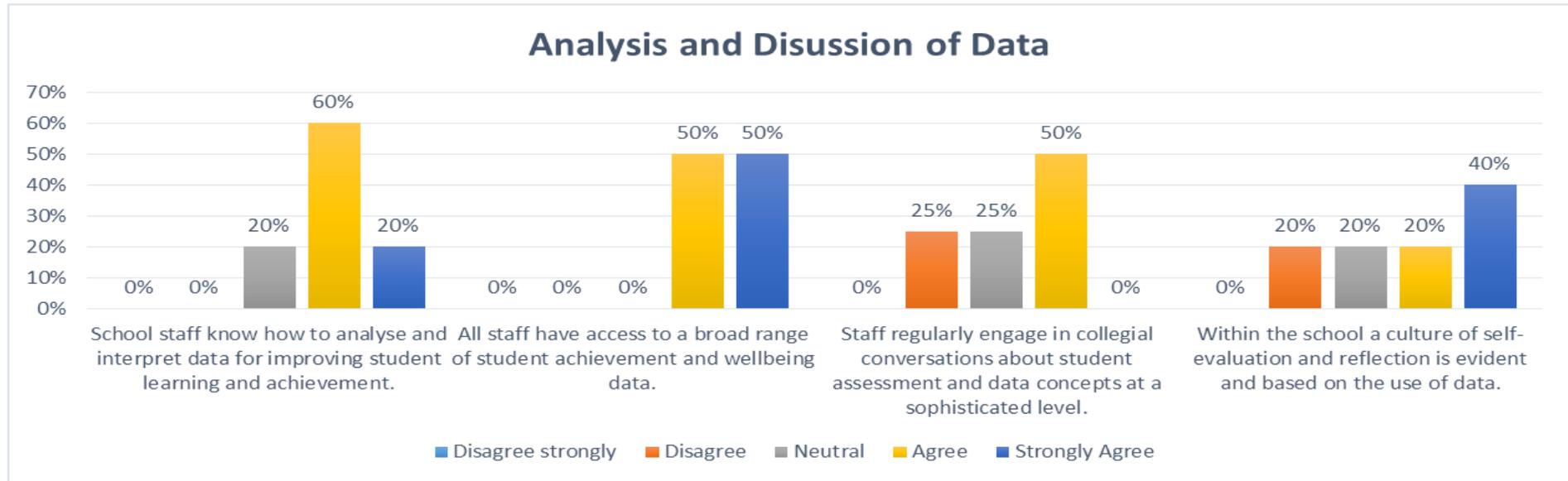
One of the main aims of the year was to manage the cash flow during the year and to implement all necessary measures to ensure that the College remains financially viable.

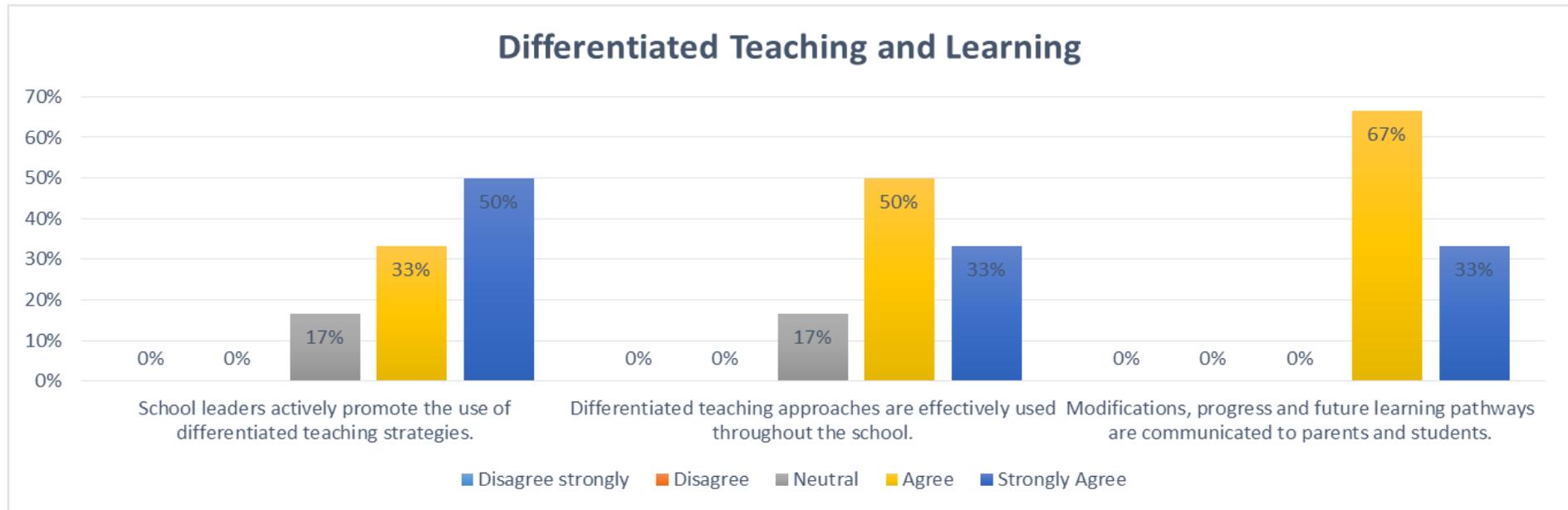
## 12 Initiatives promoting respect and responsibility

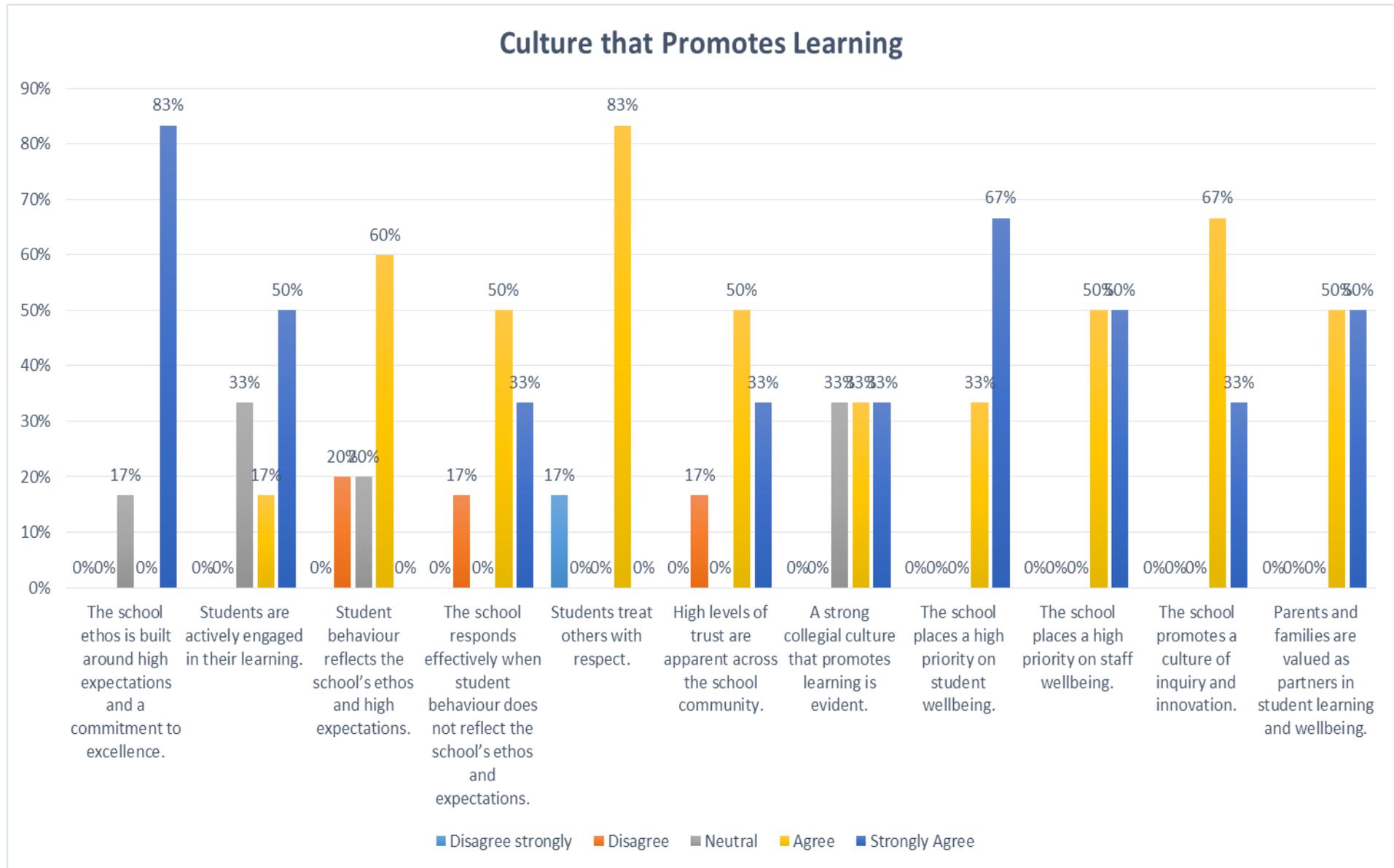
- Daily worship for staff & students
- Weekly CHAPELS - staff, parents & students
- Weekend services/programs at local churches
- Positions of student leadership (Sport/House captains/ reps & SRC)
- Leadership training/mentoring for staff & students
- Counselling services
- Inclusion of Christian ethos and principles throughout/embedded in ALL activities
- Redemptive and restorative justice discipline approach
- Community service/service trip involvement – MAD Trip and StormCo
- Newsletters
- Provision of external providers for resilience/bullying and other educational programs
- Values imbedded in a student reward system for primary students
- Week of spiritual emphasis organised by students
- Motivational program for Year 7-10 to take responsibility for their own studies and achievement
- A more structured Values Education Program (You can Do It), which include the values of respect and responsibility
- Student participation in the ANZAC march and ANZAC service
- Classroom expectations
- Student involvement with Information Evenings and Open Days

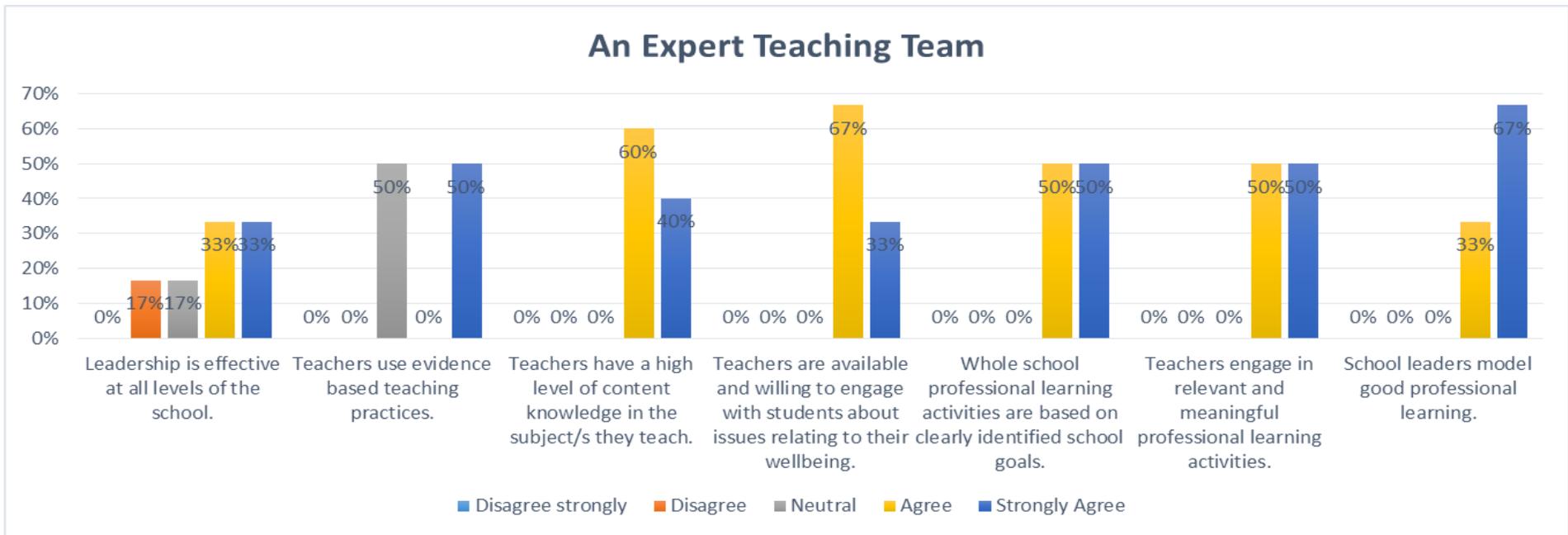
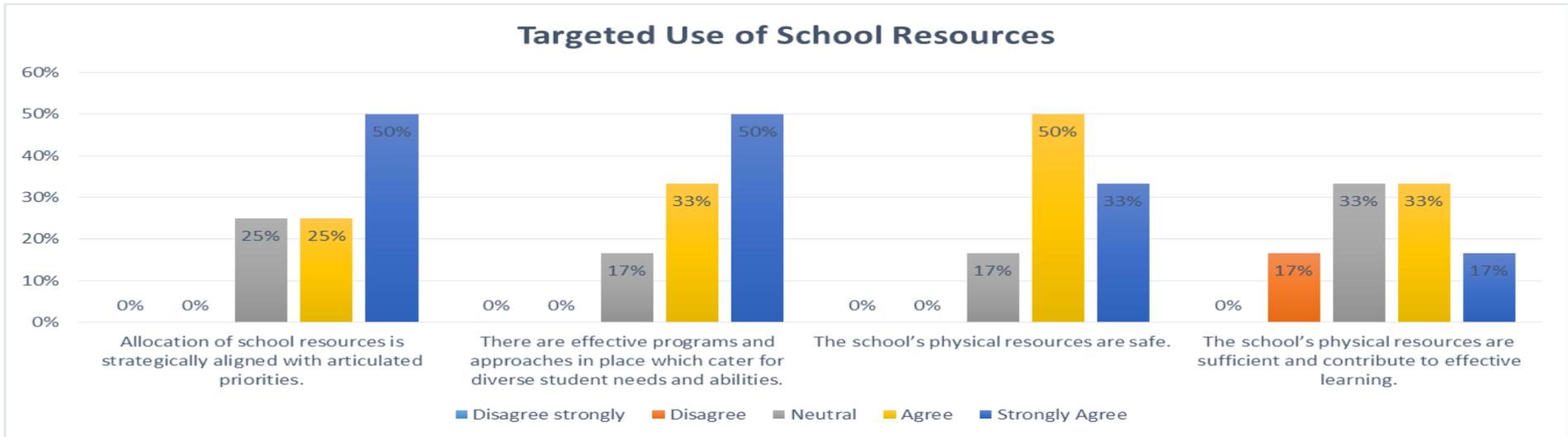
### 13 Parent, student and teacher satisfaction

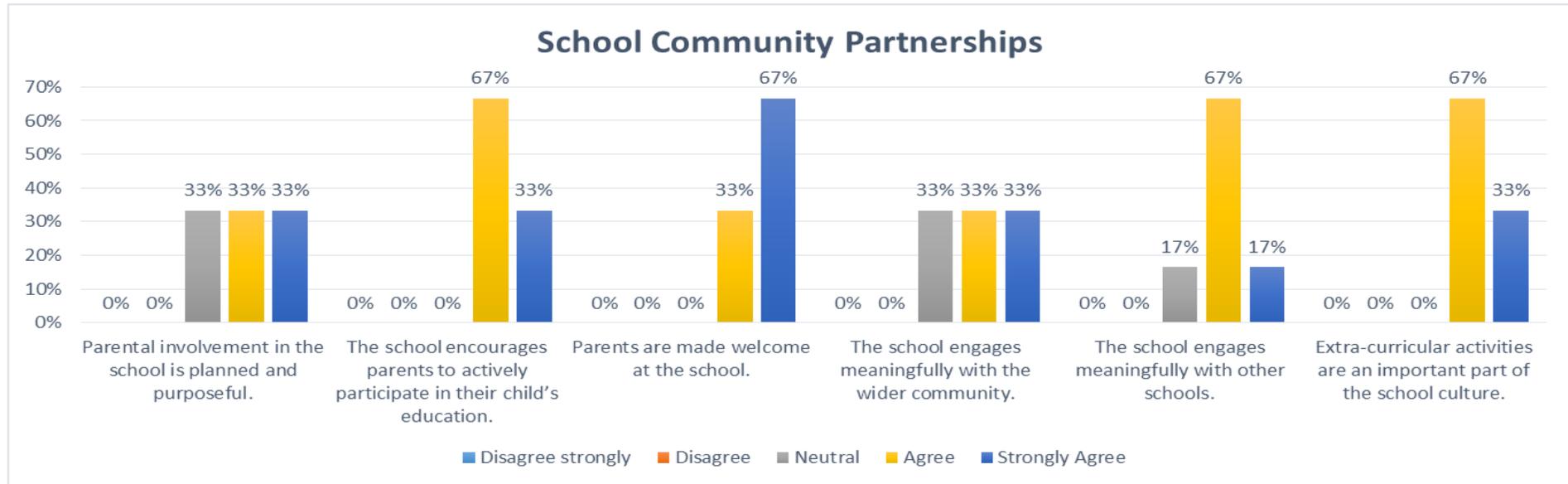


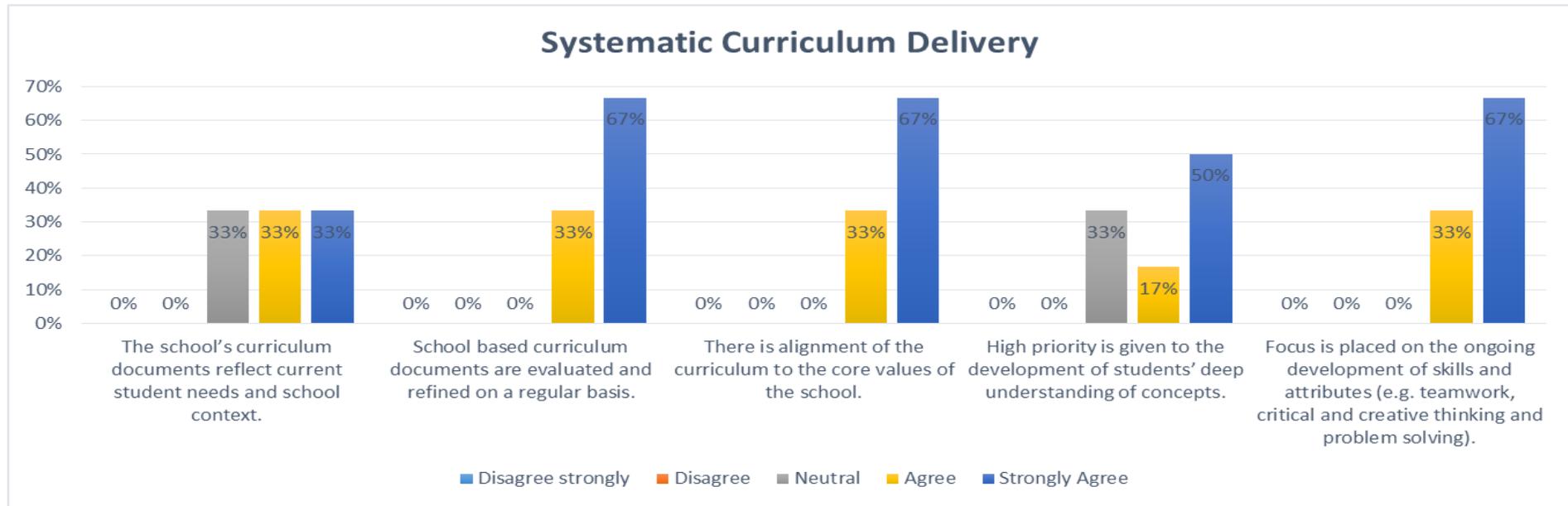












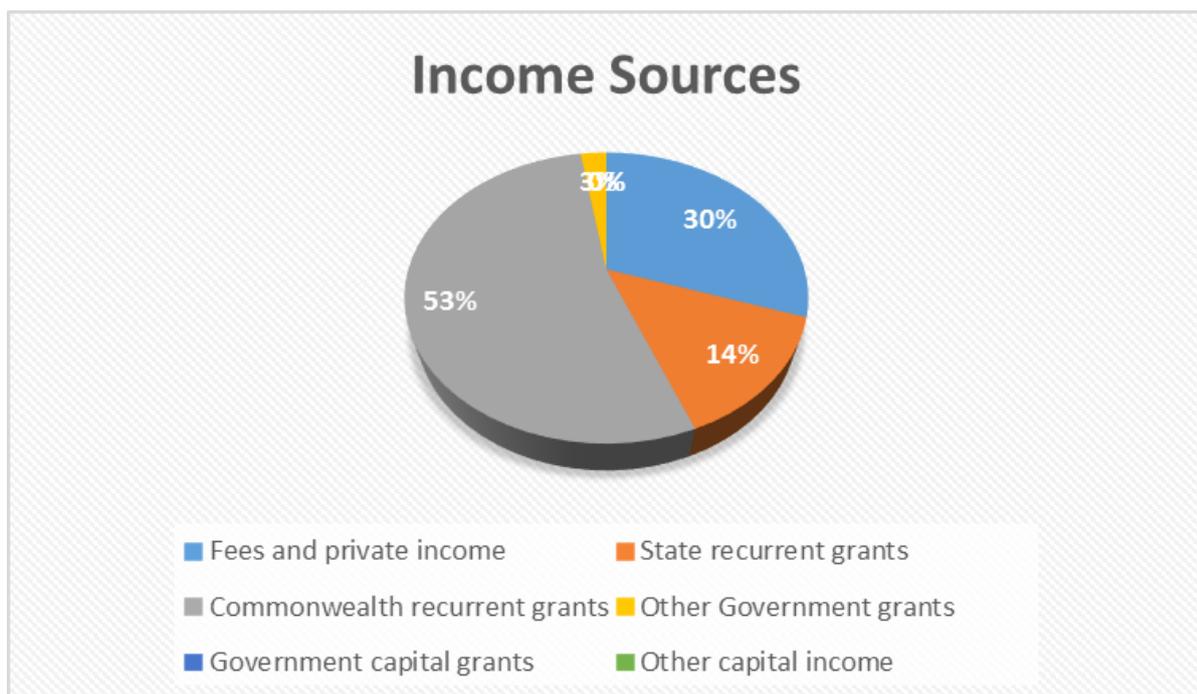
From the results it is clear that there are some strengths and some weaknesses as perceived by the participants. A few areas have been identified e.g. that the physical resources are not adequate for student’s learning, that leadership are not considered effective at all levels, student behaviour and how the school responds to it and trust within the community seems to be some of the areas which can be improved on. The majority of comments were very positive which is very encouraging.

## 14 Summary financial information

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

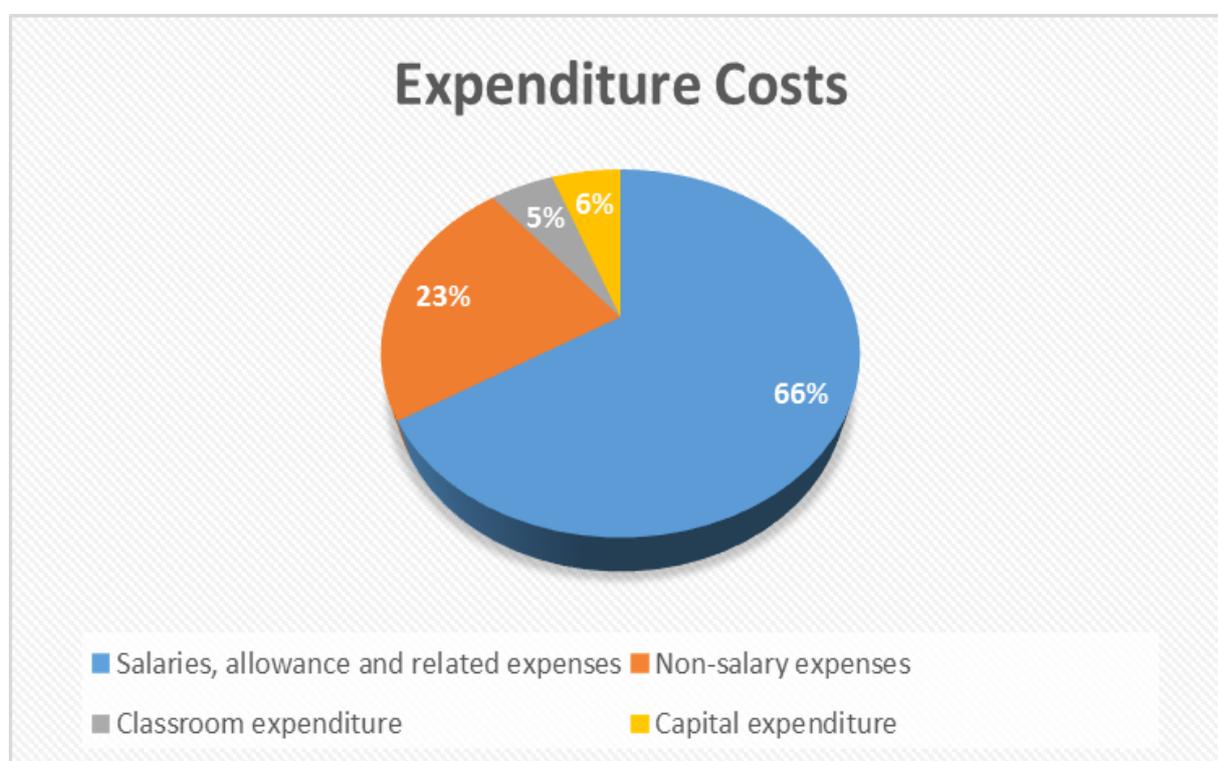
### Income

Income Sources	Percentage of Total Income
Fees and private income	30.22
State recurrent grants	13.81
Commonwealth recurrent grants	53.47
Other Government grants	2.49
Government capital grants	0
Other capital income	0



### Expenditure

Expenditure Costs	Percentage of Total Expenditure
Salaries, allowance and related expenses	66.17
Non-salary expenses	23.02
Classroom expenditure	5.19
Capital expenditure	5.62



### 15 Public disclosure of educational and financial performance

The 2015 Annual report will be published on the College’s website and available on request from the College office.

## SECTION 2

### CHECKLIST

Commonwealth legislation (Schools Assistance Act 2008) includes the following requirements not listed as part of the BOS requirements for registration and accreditation.

**Please tick that your school complies with the following** (please delete the least applicable box)

- Participates in National Student Assessments – NAPLAN
- Provides national reports on the outcomes of schooling
- Provides individual school information on performance
- Passes on the NAPLAN reporting to parents showing student results against key national information
- Annually reports on school performance information and makes the report publicly available
- Implements the National Curriculum as it becomes available
- Has an annual certificate of financial accountability from a qualified accountant
- Annually reports on each program of financial assistance provided under this Act
- Participates in program evaluations