



NSW Education Standards Authority

**Annual Report
2022**

Reporting on the 2021 Calendar Year

Kempsey Adventist School

Owned and Operated by

Seventh-day Adventist Schools
(NNSW) Ltd

1 A message from key school bodies

Statement from the School Advisory Council

The Kempsey Adventist School (KAS) School Advisory Council is the school's governing body.

The manner of the School's election and its terms of reference, responsibilities and powers are determined by the Seventh-day Adventist Schools (NNSW) Ltd (Schools' Company) in conformity with the South Pacific Division Working Policy of the Seventh-day Adventist Church. In summary the Advisory Council is responsible for:

- Goal formation – identifying and articulating the College's basic purposes;
- Strategic planning – establishing how the goals will be achieved and the order in which they will be achieved, thereby creating the structure that determines the College's future;
- Policy development – directing in the development of all policies and procedures required to ensure the College is a safe and functioning community for students and staff;
- Financial Management – formulating, implementing and monitoring the College's operating and capital budgets;
- Health and Safety issues – ensuring the College meets all work, health and safety requirements and that there is budgetary provision to remedy defects as they are identified; and
- Staff employment – advising on the College's teacher requirements and recommending non-teaching staff to the Schools' Company

Strategic plans for the College

Strategic planning at the school is done under school improvement initiatives as required by the Australian Federal Government. As part of this process the school is committed to using the Quality Adventist Schools (QAS) school improvement framework developed by Adventist Schools Australia. The framework provides a set of standards that describes schools at various levels within a Domain and Component framework. The school uses gathered data about the school program to assess against the standards in the framework. Using this assessment, the school will adopt school improvement initiatives that will be added to their rolling school improvement plan. The plan is that the school will assess itself in three components each year ensuring that all components are completed in a five-year period. Please find below a list of the components in the current Quality Adventist Schools Framework

Adventist Identity	Learning and Teaching	Leading School Improvement	Partnerships
1.1 Our Purpose	2.1 Professional Growth	3.1 Leading the Learning & Improvement Culture	4.1 Students and their Families
1.2 Sharing Faith	2.2 Curriculum and Assessment	3.2 Staff Wellbeing and Development	4.2 Church
1.3 Pastoral Care	2.3 Teaching Practices	3.3 Sustainability	4.3 Professional Partnerships
	2.4 Student Learning and Engagement	3.4 Compliance and Accountability	4.4 Wider Community

Parent involvement and processes to encourage parent participation in school activities:

PARENT AND PRINCIPAL ASSOCIATION

The Parent and Principal Association is a parent body that operates under the auspices of the School Advisory Council. The association seeks to strengthen the relationship between the home and school. All parents are welcome and encouraged to attend. Parents are encouraged to take up positions of responsibilities within the association. The association is actively involved in community-oriented activities and fundraising.

SPORTS PROGRAMS

Parents actively participate in assisting with sports programs including the school's Swimming Carnival, Cross Country, Athletics programs and local district carnivals including NCIS. Interschool and community sporting fixtures present further opportunities for parents to be involved. Parents are also encouraged to assist in the coaching of teams at the school. Due to Covid, parents were not able to participate to the planned extent in sporting activities.

Statement from Student Representative Council (SRC)

The Student Representative Council is a forum designed to enable students to participate in the management of the school in a meaningful way:

MEMBERSHIP - PRIMARY

The Primary School Council will consist of:

1. The current Primary Captains. the current house captains; and
2. One teacher.

Primary SRC was paused and reviewed in 2021 by a panel incorporating ideas from students.

MEMBERSHIP - SECONDARY

The Secondary School Council will consist of:

1. The current College Captains.
2. Two students selected from each class; and
3. One teacher.

Student and teacher representatives are elected at the commencement of the school year.

SUCSESSES

Both the Primary and Secondary School Student Representative Councils have been successful in engaging students in school activities such as fundraising events for a variety of charities and organising peer support opportunities for the school's younger primary students. Students have also made meaningful suggestions to school administration that have been incorporated where applicable and appropriate. The activities of the Student Representative Councils involved students in decision-making and positions of responsibility.

2 Contextual information about the school

Kempsey Adventist School is a community-oriented, co-educational institution offering Christian education from Pre-Kinder to Year 12. The school has a strong pastoral care program and focuses on the holistic growth of individual students.

Kempsey Adventist School has continued to focus on literacy and numeracy through participation in the Literacy and Numeracy Action Plan (LNAP) and Waratah Project, as supported by Australian Independent Schools NSW. These projects work together to improve outcomes for all students, inclusive of our Aboriginal and Torres Strait Islander students.

3 Student performance in State-wide tests and examinations

3.1 Student outcomes in standardised national literacy and numeracy testing

Literacy

Language Conventions includes Reading, Writing, Spelling, Grammar and Punctuation.

Reading

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	10%	22%	68%
Year 5	20%	4%	76%
Year 7	26%	18%	56%
Year 9	14%	24%	62%

Writing

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	8%	10%	82%
Year 5	14%	22%	64%
Year 7	21%	38%	41%
Year 9	36%	24%	40%

Spelling

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	20%	15%	65%
Year 5	14%	16%	70%
Year 7	11%	23%	66%
Year 9	15%	23%	62%

Grammar and Punctuation

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	22%	8%	70%
Year 5	16%	27%	57%
Year 7	28%	7%	65%
Year 9	20%	15%	65%

Interpretative Comments

The majority of Year 3, 5, 7 and 9 students scored above the national minimum standard for Reading, Spelling and Grammar and punctuation.

The majority of Year 3 and 5 students scored above the national minimum standard for Writing.

The majority of Year 7 and 9 students scored at or above the national minimum standard for Writing.

Student gain for Year 3-5 2019-2021 shows 58% of students for Reading, 38% of students for Writing, 49% of students for Spelling and 36% of students for Grammar and Punctuation performed at or above expected growth.

Student gain for Year 5-7 2019-2021 shows 27% of students for Reading, 48% of students for Writing, 48% of students for Spelling and 55% of students for Grammar and Punctuation performed at or above expected growth.

Student gain for Year 7-9 2019-2021 shows 58% of students for Reading, 48% of students for Writing, 47% of students for Spelling and 56% of students for Grammar and Punctuation performed at or above expected growth.

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	11%	13%	54%
Year 5	13%	23%	64%
Year 7	21%	21%	58%
Year 9	5%	19%	76%

Interpretative Comments

The majority of Year 3, 5, 7 and 9 scored above the national minimum standard for Numeracy.

Student gain for Year 3-5 2019-2021 shows 23% of students for Numeracy performed at or above expected growth.

Student gain for Year 5-7 2019-2021 shows 36% of students for Numeracy performed at or above expected growth.

Student gain for Year 7-9 2019-2021 shows 55% of students for Numeracy performed at or above expected growth.

3.2 Record of School Achievement

Item	Students
Number of Students studying in Year 10	46
Number of ROSAs issued by NESA in 2021	2

3.3 Results of the Higher School Certificate Examination 2021

Comparison of 2021 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	10	School	0	1	2	3	4	0
		State	612	1579	1783	1070	800	532
Biology	6	School	0	0	3	3	0	0
		State	1341	4520	6510	4712	1249	385
Business Studies	9	School	0	1	1	3	4	0
		State	1678	4703	5373	3628	1600	689
Chemistry	6	School	0	0	1	3	2	0
		State	1084	2910	2561	2216	910	204
Construction Examination	4	School	0	2	1	1	0	0
		State	97	571	503	339	90	12
English Advanced	10	School	0	2	4	4	0	0
		State	3981	12816	6128	1319	151	21
English Standard	9	School	0	0	2	1	5	1
		State	186	5030	12920	10248	2459	503
Food Technology	4	School	0	0	1	1	2	0
		State	397	929	949	867	379	105
Industrial Technology	8	School	0	0	2	4	1	1
		State	394	1040	1563	1501	902	267
Mathematics Advanced	5	School	0	0	2	2	1	0
		State	3901	4526	4783	2532	716	314

Subject	No of students		Performance band achievement by number and/or %					
			Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
Mathematics Standard 2	7	School	0	0	3	1	3	0
		State	1692	5756	7978	8206	4558	1862
Physics	4	School	0	0	2	1	1	0
		State	984	2235	2432	1546	587	139
Textiles and Design	4	School	0	1	1	0	2	0
		State	202	473	288	146	56	24

Interpretative comments for Higher School Certificate results

Kempsey Adventist School delivers most courses using a vertical model whereby students complete the Year 11 and Year 12 content for those courses within 12 months, including the HSC exam for that course. Over the two years, students will have access to a wider variety of subject options than are listed above.

At Kempsey Adventist School we are proud of the achievements of our students in the HSC, with our 2021 Year 12 students being successfully engaged either in tertiary studies (TAFE and university) or in gainful employment.

Comparison of 2021 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	10	2021	0	1	2	3	4	0
	2	2020	0	0	1	1	0	0
	0	2019	0	0	0	0	0	0
Biology	6	2021	0	0	3	3	0	0
	7	2020	0	0	0	3	0	4
	4	2019	0	0	2	2	0	0
Business Studies	9	2021	0	1	1	3	4	0
	0	2020	0	0	0	0	0	0
	1	2019	0	0	1	0	0	0
Chemistry	6	2021	0	0	1	3	2	0
	2	2020	0	0	0	1	1	0
	4	2019	0	0	1	3	0	0
Construction Examination	4	2021	0	2	1	1	0	0
	5	2020	0	2	2	1	0	0
	0	2019	0	0	0	0	0	0
English Advanced	10	2021	0	2	4	4	0	0
	2	2020	0	0	1	1	0	0
	7	2019	0	0	4	2	1	0
English Standard	9	2021	0	0	2	1	5	1
	19	2020	0	0	0	7	11	1
	13	2019	0	0	2	4	4	3

Subject	No of students		Performance band achievement by number and/or %					
			Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
Food Technology	4	2021	0	0	1	1	2	0
	15	2020	0	0	4	4	6	1
	10	2019	0	1	5	4	0	0
Industrial Technology	8	2021	0	0	2	4	1	1
	12	2020	0	0	4	3	5	0
	0	2019	0	0	0	0	0	0
Mathematics Advanced	5	2021	0	0	2	2	1	0
	2	2020	0	0	0	2	0	0
	0	2019	0	0	0	0	0	0
Mathematics Standard 2	7	2021	0	0	3	1	3	0
	11	2020	0	0	1	4	2	4
	5	2019	0	1	0	3	1	0
Physics	4	2021	0	0	2	1	1	0
	0	2020	0	0	0	0	0	0
	0	2019	0	0	0	0	0	0
Textiles and Design	4	2021	0	1	1	0	2	0
	0	2020	0	0	0	0	0	0
	0	2019	0	0	0	0	0	0

Interpretative comments for Higher School Certificate result trends over time

Kempsey Adventist School delivers most courses using a vertical model whereby students complete the Year 11 and Year 12 content for those courses within 12 months, including the HSC exam for that course. Over the two years, students will have access to a wider variety of subject options than are listed above.

Ancient History results have improved to show highest result a Band 5 in 2021 compared to a top result of Band 4 for 2020.

Biology's results have improved to show all students scoring a minimum of Band 3.

Business Studies results have improved to show highest result a Band 5 in 2021 compared to a top result of Band 4 for 2019.

Chemistry results have remained relatively consistent with most students scoring between Band 3 and 4 in the last three years.

Construction results have remained relatively consistent with all students scoring between Band 3 and 5 in the last three years.

English Advanced results have improved with all students scoring between Band 3 and 5.

English Standard results remained relatively consistent with most students scoring between Band 2 and 4 in the last three years.

Food Technology results remained relatively consistent with most students scoring between Band 2 and 4 in the last three years.

Industrial technology results have remained relatively consistent with most students scoring a minimum of Band 3 in 2020 and 2021.

Mathematics Advanced results have improved to show highest result a Band 4 in 2021 compared to a top result of Band 3 for 2020.

Mathematics Standard 2 results remained relatively consistent with most students scoring between Band 2 and 4 in the last three years.

4 Senior secondary outcomes

Percentage of students in Year 12 undertaking vocational or trade training: **15%**

Percentage of students in Year 12 attaining a Year 12 certificate or equivalent VET qualification: **85%**

5 Professional learning and teacher standards

5.1 Professional Learning

Areas of professional learning	Teachers (number or group)
Innovation	74
CPR Training	71
Maths Pathway	12
Child Protection	83
IST in the Classroom	8
Mental Health	8
Initial-Lit	3
LNAP Numeracy	23
7 Steps to Writing	2
Leadership Development	3
VET Compliance	2
Hospitality	1
HSC Science Syllabi	5
HSC Compliance	6
Aboriginal and Torres Strait Islander Education	7
Robotics	7
Wellbeing	3

Total Staff PD experiences: 318

Average cost per teacher for professional learning: \$817

5.2 *Teacher Accreditation Status*

Accreditation Level of Teachers	Numbers of teachers
(i) Conditional	10
(ii) Provisional	8
(iii) Proficient or higher	40
	58

6 Workforce composition

School Staff 2021	
Teaching staff	51
Full-time equivalent teaching staff	48
Non-teaching staff	39
Full-time equivalent non-teaching staff	29
TOTAL Number of Staff	90

Of the 90 staff employed, 9 staff members identified as Aboriginal. 2 were employed as teachers and 7 were employed as support staff.

7 Student attendance rate and non-attendance

7.1 Average Year Level Attendance

Year Level	Average Attendance (%)
Kindergarten	81%
Year 1	87%
Year 2	88%
Year 3	84%
Year 4	84%
Year 5	87%
Year 6	85%
Year 7	81%
Year 8	82%
Year 9	78%
Year 10	80%
Year 11	69%
Year 12	69%
Total school attendance average	81%

7.2 Management of non-attendance

Management of Student Absences

If students are absent from school for one or more days they must bring a note of explanation from their parent/guardian on the first day they return to school. Notes must include the name of the student, the date of the day/s absent, an explanation for the absence and the name and signature of the parent/guardian. If a note is not submitted to the school within 7 days of returning to school, the absence must be recorded as "Unexplained" on the Class Roll.

All student attendance data is maintained on the school's SEQTA database which links to Student Reports and other academic records

The following process is to be followed regarding notification of student absences from school

Primary	Secondary
Dean of Student Wellbeing to receive list of students from Student Services each Monday. Dean of Student Wellbeing review consecutive or habitual absence by Tuesday PM and add to shared Absenteeism google doc for Deans to view.	Dean of Student Wellbeing to get list of students from Student Services each Monday. Dean of Student Wellbeing review consecutive or habitual absence by Tuesday PM and add to shared Absenteeism google doc for Deans to view.

Up to 5 Consecutive or Habitual Days

Primary	Secondary
Classroom teacher contact parents/guardian when absences are between 3-5 days either consecutive or habitual. Notes recorded on SEQTA regarding conversation and suspected return date to school.	Roll teacher contact parents/guardian when absences are between 3-5 days either consecutive or habitual. Notes recorded on SEQTA regarding conversation and suspected return date to school. Dean of Student Wellbeing to send a reminder to roll teachers.

Up to 10 Consecutive or Habitual Days

Primary	Secondary
Stage Dean (K-6) make phone contact with parents to discuss absence either consecutive or habitual. Notes made on SEQTA regarding conversation and return to school dates. Attendance Letter No 1 mailed home.	Dean of Learning (Junior-Senior) make phone contact with parents to discuss absence either consecutive or habitual. Notes made on SEQTA regarding conversation and return to school dates. Attendance Letter No 1, mailed home.

Up to 15 Consecutive or Habitual Days

Primary	Secondary

<p>Stage Dean fill in Student at Risk Form and pass on to Dean of Student Wellbeing to contact and meet with. KAS Back-to-School Action Plan discussed and completed with parent/s including strategies for back to school. Plan attached to child's file on SEQTA.</p> <p>Provide counselling if necessary.</p> <p>Attendance Letter No 2 and Back-to-School Plan mailed home to parents/carer.</p>	<p>Deputy Principal to make second contact with the parents via phone to discuss reasons for the student not attending school. Meeting with Dean of Student Wellbeing parent/s and student organised to discuss strategies to ensure student comes to school. KAS Back-to-School Action Plan discussed and completed with parents.</p> <p>Provide counselling if necessary.</p> <p>Student at Risk Form completed by Deputy Principal.</p> <p>Attendance Letter No 2 and Back-to-School Plan mailed home.</p>
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20 Consecutive or Habitual Days

Primary	Secondary
Meeting with Deputy Principal to discuss attendance at school and how to move forward.	Meeting with Deputy Principal to discuss attendance at school and how to move forward.
Attendance letter No 3, mailed home	Attendance letter No 3, mailed home
Family Referral Service notified	Family Referral Service notified
School Liaison Officer Notified	School Liaison Officer Notified

30 Consecutive or Habitual Days

Primary	Secondary
Police Liaison Officer notified by Dean of Student Wellbeing with a visit to follow	Police Liaison Officer notified by Dean of Student Wellbeing with a visit to follow
AIS notified by Dean of Student Wellbeing	AIS notified by Dean of Student Wellbeing
Attendance Letter No 4 mailed to family	Attendance Letter No 4 mailed to family

40 DAYS

Primary	Secondary
FaCS report made at 40 days.	FaCS report made at 40 days.
Letter posted to family on behalf of the principal	Letter posted to family on behalf of the principal

Where absences occur at a habitual level*, the following processes are to be followed by the applicable Deputy Principal, or their delegate:

In the first instance, report the habitual absence to the local NSW Police – School Liaison Program. (Senior Constable Steven Jeffrey – (office) 65616599 (Mobile) 0437 776 946 for attention/action.

For further assistance/guidance, the support of the AISNSW Student Service Team (office) 02 9299 2845 may also be sought

The following documents, located in the KAS Student Attendance folder in the **Confluence** portal, are also intended to support school staff in the management of student attendance.

- Compulsory School Attendance (NSW 2014)
- Exemption from School Attendance and Enrolment (NSW 2014)

*Habitually absent is a minimum of 30 days absence within the past 100 school days. However, this is context/age dependent (A range of contextual factors may impact the level of risk and these factors are not necessarily quantifiable. It is not necessary to wait 30 days if the context suggests a more immediate response). (*NSW Mandatory Reporters Guide 2013*)

7.3 Retention from Year 10 to Year 12

Percentage retention rate: **64%**

8 Post School Destinations

40% entered the workforce

32% pursued further study

28% unknown

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-12 at the school for the first time will be at least 5 years of age on or before 31 July of the enrolling year. Students enrolling in Pre Kindergarten classes will be at least 4 years of age on or before 31 July of the enrolling year.

Please Note: Individual SDA schools may vary in the starting age of students. At Kempsey Adventist School, students must be 5 by the 30 March to enrol in Kindergarten.

Immunisation Requirements

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

The school will then:

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

Processing Applications

1. The school will base any decision about offering a place to a student on:
 - Family Relationship with the school:
 - the applicant coming from a Seventh-day Adventist family;
 - sibling of a current or ex-student;
 - whether they hold attitudes, values and priorities that are compatible with the school ethos.
 - The Student:
 - the contribution that the student may make to the school, including the co-curricular activities;
 - any special needs or abilities of the student;
 - the student's reports from previous schools.
 - Other Considerations:
 - order of receipt - when the application to enrol is received by the school.
 2. The school will meet with parent/caregiver(s) of the students before offering a place.
 3. The school has an absolute discretion in determining the weight of each of the factors it takes into account in determining whether to offer a place for the student.
 4. Continued enrolment at the school is dependent upon the student making satisfactory academic progress, attending consistently, and the student and the parent/carer(s) observing all
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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

The female to male ratio of students is 51:49. 23 % of students identify as either Aboriginal or Torres Strait Islander. English is a second language for 2% of students.

10 School Policies

Summary of policies for Student Welfare

Student Welfare Policy

1. Rationale

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

2. Aim

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

3. Implementation

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

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

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

There have been no changes made to this policy during 2021.

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.

There have been no changes made to this policy during 2021.

Anti-Bullying Policy

Kempsey Adventist School seeks to create a school environment where all members of the community experience a safe and supportive learning and teaching environment where bullying is not accepted. Processes followed to this end aim to:

- Reinforce within the school community the definition of bullying and the fact that it is unacceptable.
- Equip the school community with the skills needed to be alert to signs and evidence of bullying and to realise their responsibility in reporting to staff whether an observer or victim.
- Ensure all reported incidents of bullying are followed up appropriately.
- Seek parental and peer-group support and co-operation.

Location of the full text of the Anti-Bullying Policy is included in our Student Management Policy. A copy can be requested from the Front Office.

There have been no changes made to this policy during 2021.

Complaints and Grievances Policy

1. Purpose

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

- enable schools and the Company to respond to issues raised by people making complaints in a timely way; and

- provide information that can be used to deliver quality improvements in schools, systems, practices, procedures and complaint handling.

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

2. Company Commitment

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

a. Director

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

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

b. Principal

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

- providing regular reports to the Director on issues arising from complaint handling work;
- ensuring recommendations arising out of complaint data analysis are canvassed with the Director and implemented where appropriate;
- training and empowering staff to resolve complaints promptly and in accordance with company policies and guidelines.
- encouraging staff to provide suggestions on ways to improve the company's complaints management system.

c. Staff

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

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

3. Guiding Principles

Facilitating Complaints

People focus

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

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

People making complaints will be:

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

No detriment to people making complaints

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

Anonymous complaints

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

Visibility and transparency

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

Accessibility

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

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

Respond to Complaints

Early resolution

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

Responsiveness

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

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

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

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

Objectivity and fairness

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

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

Confidentiality

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

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

Manage the Parties to a Complaint

Empowerment of staff

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

Managing unreasonable conduct by people making complaints

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

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

4. Complaint Management System

Stages of Managing a Complaint

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

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

Receipt of Complaints

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

The record of the complaint will identify:

- the contact information of the person making the complaint;
- issues raised by the person making the complaint;
- the school or company to which the complaint relates;
- the outcome/s sought;

- any other information required to properly respond to the matter; and
- any additional support the person making the complaint requires.

Acknowledgement of Complaints

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

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

Initial Assessment and Addressing of Complaints

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

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

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

Addressing complaints

The methodology for addressing the complaint may include:

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

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

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

5. Providing Reasons for Decisions

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

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

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

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

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

7. Three Levels of Complaint Handling

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

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

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

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

8. Accountability and Learning

Analysis and Evaluation of Complaints

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

Regular reports will be run on:

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

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

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

Monitoring of the Complaint Management System

The complaints management system will be monitored to:

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

Continuous Improvement

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

- support the making and appropriate resolution of complaints;
 - implement best practices in complaint handling;
-

- regularly review the complaints management system and complaint data; and
- implement appropriate system changes arising out of analysis of complaints data and
- continual monitoring of the system.

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

There have been no changes made to this policy during 2021.

11 School determined improvement targets

Priority Areas for Improvement for 2022

Literacy and Numeracy Project (LNAP)

- Embedding explicit teaching for all K to 6 literacy and numeracy classes.
- Implementation of literacy intervention program K to 6.

The Waratah Project

- 8 ways of Aboriginal Learning (8WoL) incorporated in learning programs across primary and secondary.
- Upgrade the Yarning Circle.
- Dunghutti language classes taught by a local Elder.

School Culture

- Development and implementation of a school wide value system labelled the KAS Keys.
- Development of a highly valued reward system across the whole school.

Achievement of Priority Areas listed for improvement in the 2021 report

Item	Comment of Achievement
Literacy and Numeracy Project (LNAP)	
Embedding explicit teaching for K -2 literacy and numeracy.	Completed for 2021. Ongoing in 2022
Project Based Learning	
Staff trained on the basics of how to design a gold standard project.	Complete
Written units for selected subjects as PBL.	Complete

The Waratah Project	
Establish culture groups led by an intervention teacher to specifically work with aboriginal students (3 days per week).	Complete
Increase employment of aboriginal staff members as part of the wellbeing and learning support team.	Complete
Staff training in the “8 ways of Aboriginal Learning”.	Complete
Leadership	
Training for executive and middle leaders on how to lead an adaptive culture.	Complete

12 Initiatives promoting respect and responsibility

Awards (Bronze to Platinum) Recognition of students who demonstrate school values, encouraging students to respect other by exhibiting key values.

Student leadership development Students taking active responsibility in various school and local community roles.

13 Parent, student and teacher satisfaction

13.1 Parent Satisfaction

Results show that parents had a very positive attitude toward participating in the survey. Parents also indicated that they believe the school is receptive to and understands the views and concerns of parents. The results indicate parents view the school as being focused on improving its performance. However, results also suggest that parents would like to contribute more to school planning and collaborate closely with staff to achieve student outcomes.

Parents view teachers as being enthusiastic and passionate about their work and are satisfied with the range of extracurricular activities provided at the school. Results suggest, however, that parents would like to see the educational programs and standards of the school more closely address the needs of their children and for any homework to better aid their child’s learning and organisational skills.

Parents believe their children have been well prepared and supported during their transition to the next stage of their schooling. Parents did, however, strongly indicate they would like to see their children more motivated to attend school and enjoy and want to be part of the learning at school. Results suggest that parents view their children as needing to develop more effective social skills and experience better relationships with peers.

13.2 Student Satisfaction

The survey revealed that students feel their teachers encourage and support their learning and development. Students indicated they noticed the extra effort and care provided by teachers to help them improve their literacy skills. Results suggest, however, that students would like teachers to listen to them more and understand their specific learning needs.

Students believe they are encouraged to collaborate and work together on their learning. Students did, however, indicate they are looking to increase their confidence in their abilities. Results strongly suggest that students desire to feel more socially connected to their peers, experience a sense of belonging, and enjoy learning and attending school.

13.3 Staff Satisfaction

The survey revealed that staff strongly believe the school encourages learning, development and sharing of ideas and that leaders are approachable, reliable and understand the problems staff are facing. Staff also indicated that they feel supported by the availability and effectiveness of necessary IT resources.

Staff feel they can communicate effectively in curriculum planning and work well together to solve new or unusual challenges. Results suggest staff have a strong desire to see a more consistent approach to enforcing the discipline policy and for student behaviour and motivation to learn to improve considerably.

Staff acknowledge they have opportunities to be involved in decisions that affect their day-to-day work and are satisfied with their level of involvement. Results also indicate that staff have a strong desire to see a greater focus on quality teaching and creating a learning environment that maximises outcomes for students.

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	10.95%
State recurrent grants	18.44%
Commonwealth recurrent grants	67.00%
Other Government grants	3.60%
Government capital grants	0.00%
Other capital income	0.00%

Expenditure

Expenditure Costs	Percentage of Total Expenditure
Salaries, allowance and related expenses	69.50%
Non-salary expenses	21.96%
Classroom expenditure	5.23%
Capital expenditure	3.31%

15 Public disclosure of educational and financial performance

The 2021 Annual report will be published on the school's website and available on request from the school office.

SECTION 2

CHECKLIST

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

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

- Provides national reports on the outcomes of schooling
- Provides individual school information on performance
- 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