



**NSW Education Standards Authority**

**Annual Report  
2024**

**Reporting on the 2023 Calendar Year**

**Kempsey Adventist School**

Owned and Operated by

Seventh-day Adventist Schools  
(NNSW) Ltd

## 1 Context

### 1.1 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 school’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 school’s future;
- Policy development – directing in the development of all policies and procedures required to ensure the school is a safe and functioning community for students and staff;
- Financial Management – formulating, implementing and monitoring the school’s operating and capital budgets;
- Health and Safety issues – ensuring the school 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 school’s teacher requirements and recommending non-teaching staff to the Schools’ Company

#### **Strategic plans for the School**

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

<b>Adventist Identity</b>	<b>Learning and Teaching</b>	<b>Leading School Improvement</b>	<b>Partnerships</b>
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:**

### *HOME AND SCHOOL ASSOCIATION*

The Home and School 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 responsibility 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.

### ***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.

#### *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.

## **1.2 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 student literacy and numeracy and the Waratah Project, as supported by Australian Independent Schools NSW which work together to improve outcomes for all students, inclusive of our Aboriginal and Torres Strait Islander students.

## 2 Outcomes and results

### 2.1 Student outcomes in standardised national literacy and numeracy testing

In 2023, the Australian Curriculum, Assessment and Reporting Authority (ACARA) - a Commonwealth Independent statutory authority - announced changes to NAPLAN performance reporting. This new way of reporting by ACARA that NAPLAN results from 2023 will not be comparable to previous years. The new approach replaces the previous numerical NAPLAN bands and the national minimum standard.

#### Literacy

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

#### Reading

Year	% below national average	% at national average	% above national average
Year 3	38%	45%	17%
Year 5	49%	33%	18%
Year 7	43%	48%	9%
Year 9	42%	47%	11%

#### Writing

Year	% below national average	% at national average	% above national average
Year 3	42%	58%	0%
Year 5	61%	36%	3%
Year 7	63%	33%	4%
Year 9	67%	30%	3%

#### Spelling

Year	% below national average	% at national average	% above national average
Year 3	41%	42%	17%
Year 5	43%	44%	13%
Year 7	38%	46%	16%
Year 9	49%	43%	8%

### Grammar and Punctuation

Year	% below national average	% at national average	% above national average
Year 3	55%	42%	3%
Year 5	54%	38%	8%
Year 7	45%	48%	7%
Year 9	57%	38%	5%

### Interpretative Comments

The majority of Year 3, 5, 7 and 9 scored at or above the national average for Reading and Spelling.

The majority of Year 3 students scored at or above the national average for Writing.

The majority of Year 7 students scored at or above the national average for Grammar and punctuation.

### Numeracy

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

Year	% below national average	% at national average	% above national average
Year 3	31%	67%	3%
Year 5	46%	49%	5%
Year 7	43%	54%	4%
Year 9	56%	39%	6%

### Interpretative Comments

The majority of Year 3, 5 and 7 scored at or above the national average for Numeracy.

## 2.2 Record of School Achievement

Item	Students
Number of Students studying in Year 10	<b>45</b>
Number of ROSAs issued by NESA in 2023	<b>2</b>

## 2.3 Results of the Higher School Certificate Examination 2023

### Comparison of 2023 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	24	School	<b>0</b>	<b>0</b>	<b>2</b>	<b>6</b>	<b>8</b>	<b>8</b>
		State	620	1566	1891	1338	887	380
Biology	16	School	<b>0</b>	<b>2</b>	<b>4</b>	<b>8</b>	<b>2</b>	<b>0</b>
		State	1611	4589	6188	4938	1773	284
Business Studies	10	School	<b>0</b>	<b>0</b>	<b>2</b>	<b>5</b>	<b>3</b>	<b>0</b>
		State	2131	4619	5248	4503	1836	368
Construction Examination	5	School	<b>1</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>
		State	83	592	515	303	53	5
English Advanced	3	School	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>
		State	3463	13402	7069	1027	126	15
English Standard	24	School	<b>0</b>	<b>0</b>	<b>6</b>	<b>11</b>	<b>5</b>	<b>2</b>
		State	99	4079	14743	9512	2758	506
English Studies Examination	2	School	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>
		State	0	5	113	445	484	183
Geography	7	School	<b>0</b>	<b>0</b>	<b>2</b>	<b>5</b>	<b>0</b>	<b>0</b>
		State	399	1289	1441	607	199	90
Hospitality Examination (Kitchen Operations and Cookery)	11	School	<b>0</b>	<b>0</b>	<b>8</b>	<b>3</b>	<b>0</b>	<b>0</b>
		State	162	665	826	381	77	15
Industrial Technology	5	School	<b>0</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>0</b>
		State	441	934	4589	1818	698	126

Subject	No of students		Performance band achievement by number and/or %					
			Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
Mathematics Advanced	7	School	0	0	0	4	3	0
		State	3671	4510	4206	2903	917	221
Mathematics Standard 2	17	School	0	1	4	4	8	0
		State	2839	6906	8078	7535	4371	1077
Physics	7	School	0	0	1	4	2	0
		State	1038	2047	2262	1711	777	86

### 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 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 the majority of our 2023 Year 12 students being successfully engaged either in tertiary studies (TAFE and university) or gainful employment.

**Comparison of 2023 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	24	2023	0	0	2	6	8	8
	0	2022	0	0	0	0	0	0
	10	2021	0	1	2	3	4	0
Biology	16	2023	0	2	4	8	2	0
	0	2022	0	0	0	0	0	0
	6	2021	0	0	3	3	0	0
Business Studies	10	2023	0	0	2	5	3	0
	0	2022	0	0	0	0	0	0
	9	2021	0	1	1	3	4	0
Construction Examination	5	2023	1	2	1	1	0	0
	0	2022	0	0	0	0	0	0
	4	2021	0	2	1	1	0	0
English Advanced	3	2023	0	0	3	0	0	0
	6	2022	0	0	1	3	2	0
	10	2021	0	2	4	4	0	0
English Standard	24	2023	0	0	6	11	5	2
	10	2022	0	0	0	7	3	0
	9	2021	0	0	2	1	5	1
English Studies Examination	2	2023	0	0	0	0	1	1
	1	2022	0	0	0	0	1	0
	0	2021	0	0	0	0	0	0



Subject	No of students		Performance band achievement by number and/or %					
			Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
Geography	7	2023	0	0	2	5	0	0
	0	2022	0	0	0	0	0	0
	0	2021	0	0	0	0	0	0
Hospitality Examination	11	2023	0	0	8	3	0	0
	0	2022	0	0	0	0	0	0
	0	2021	0	0	0	0	0	0
Industrial Technology	5	2023	0	0	2	1	2	0
	0	2022	0	0	0	0	0	0
	8	2021	0	0	2	4	1	1
Mathematics Advanced	7	2023	0	0	0	4	3	0
	5	2022	0	0	0	2	2	1
	5	2021	0	0	2	2	1	0
Mathematics Standard 2	17	2023	0	1	4	4	8	0
	9	2022	0	0	0	3	6	0
	7	2021	0	0	3	1	3	0
Physics	7	2023	0	0	1	4	2	0
	0	2022	0	0	0	0	0	0
	4	2021	0	0	2	1	1	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 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 remained relatively consistent with most students scoring between band 2 and 4 in both 2021 and 2023.

Biology results have improved to show the highest result of Band 5 in 2023 compared to the top result of Band 4 in 2021.

Business Studies results have remained relatively consistent with most students scoring at or above Band 3 in both 2021 and 2023.

Construction Examination results have improved to show the highest result of Band 6 in 2023 compared to the top result of Band 5 in 2021.

English Advanced results have remained relatively consistent with most students scoring at or above Band across all three years, with all students achieving a Band 4 in 2023.

English Standard results have improved to show most students scoring Band 2 in 2021 to most students scoring Band 3 or 4 in 2022 and 2023.

Industrial Technology results have remained relatively consistent with most students scoring between band 3 and 4 in both 2021 and 2023.

Mathematics Advanced and Physics results have remained relatively consistent with most students scoring between band 3 and 4 across all three years.

Mathematics Standard 2 Results have overall improved with the highest result of Band 5 in 2023 compared to the top result of Band 4 in 2021 and most student achieving at or above Band 3 in 2023 compared to most students achieving a Band 2 in 2022.

## 2.4 Senior secondary outcomes

Percentage of students in Year 12 undertaking vocational or trade training: **71%**

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

## 2.5 Post School Destinations

52% pursued further study.

35% entered the workforce.

13% unknown.

### 3 Staffing

#### 3.1 Teacher Accreditation Status

Accreditation Level of Teachers	Numbers of teachers
(i) Conditional	10
(ii) Provisional	8
(iii) Proficient or higher	29
	47

#### 3.2 Workforce composition (comment on Indigenous staff)

School Staff 2023	
Teaching staff	47
Full-time equivalent teaching staff	41.4
Non-teaching staff	32
Full-time equivalent non-teaching staff	25.6
TOTAL Number of Staff	79

Of the 79 staff employed, 3 identified as Aboriginal, with 2 employed as a teacher and 1 employed as support staff.

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## 4 Attendance

### 4.1 Average Year Level Attendance

Year Level	Average Attendance (%)
Kindergarten	85%
Year 1	84%
Year 2	87%
Year 3	86%
Year 4	84%
Year 5	82%
Year 6	87%
Year 7	85%
Year 8	81%
Year 9	83%
Year 10	82%
Year 11	82%
Year 12	85%
Total school attendance average	84%

### 4.2 Management of non-attendance

#### Management of Student Absences

Students are marked absent if they are not present during the roll call. The Attendance Officer will follow up any students marked as absent.

The Attendance Officer will notify parents / guardians when their child is absent. Communication of the absence is made via SMS at the beginning of each day and an explanation for the absence is requested. Responses will be recorded by the Attendance Officer on the student's file in SEQTA. The absence record will be resolved according to the absence guidelines and the explanation will be kept with the attendance records.

Any notes/emails received by the teacher must be passed on to the Attendance Officer for processing. All absence notes received from parents /guardians are kept together and filed each year. It is mandatory that absence notes, phone calls, or emails are received for all absences.

Parents/guardians with students who have poor attendance records are required to provide a medical certificate for absences over 5 days due to sickness/medical reasons.

Each week the Attendance Officer will email parents/guardians regarding any unresolved absences for the week and request an explanation for these absences using the Absentee Follow Up template in SEQTA.

All unresolved absences after two weeks are listed as 'no parent contact' in SEQTA.

The Attendance Officer regularly monitors the absence resolution rate using the appropriate SEQTA report. Once the Attendance record is deemed up-to-date at the end of the calendar year, the NSW attendance report is used to generate a NSW compliant attendance report for each class roll which generates an Excel document. This is stored on the school server and a hard copy is kept at the school and a soft copy is emailed to head office.

The following processes are followed regarding notification of student absences from school:

### **3 to 5 Consecutive or Habitual Days**

- The Attendance Officer will send out absences via email through SEQTA correspondence requesting an explanation for absences 3 days or more
- Notes are recorded on SEQTA regarding the conversation and anticipated return date to school.

### **Up to 10 Consecutive or Habitual Days**

- Attendance Officer informs the relevant Deputy (Primary or Secondary) and Assistant Principal Communities by email.
- Attendance Officer makes phone contact with parents/guardians to discuss absence. Notes made on SEQTA regarding conversation and return to school dates.
- Attendance Letter No 1 emailed home and recorded on SEQTA.

### **Up to 15 Consecutive or Habitual Days**

- Attendance Officer makes second contact with parents/guardians via phone to discuss reason for absences.
- Attendance Officer informs the relevant Deputy (Primary or Secondary) and Assistant Principal Communities by email.
- Attendance Letters No 2 and School Attendance Improvement Plan emailed home and recorded on SEQTA.
- School Attendance Improvement Plan discussed and completed together with Wellbeing.

### **20 Consecutive or Habitual Days**

- Attendance Letter No 3 emailed home and recorded on SEQTA.
- Attendance Officer informs the relevant Deputy (Primary or Secondary) and Assistant Principal Communities by email.
- Principal to notify Family Referral Service and School Liaison Officer.

### **30 or more Consecutive or Habitual Days**

- Attendance Officer to notify relevant Deputy (Primary or Secondary).
- DCJ report made at 30 days, Letter posted to family on behalf of Principal.
- Attendance Letter No 4 stating the school's intention to seek further action emailed to family and recorded on SEQTA.

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**NB** *Habitual absence* is a minimum of 30 days absence within the past 100 school days. However, this is context and 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*). Where there are concerns that a student is habitually absent and this may place the child or young person at suspected risk of harm, then a report may be made. <http://www.keepthemsafe.nsw.gov.au>

#### 4.3 Retention from Year 10 to Year 12 (where relevant)

Percentage retention rate: **70%**

### 5 School policies

The following school policies are publicly available on the [NSW Adventist Schools](#) website:

- [Enrolment policy](#)
- [Child protection policy](#)
- [Anti-bullying policy \(consolidated with the Student Behaviour policy\)](#)
- [Discipline policy](#)
- [Complaints policy](#)

### 6 Stakeholder satisfaction

There was no official satisfaction survey in 2023 to gauge satisfaction using a quantitative method.

### 7 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	13.27%
State recurrent grants	17.77%
Commonwealth recurrent grants	66.56%
Other Government grants	2.32%
Government capital grants	0.00%
Other capital income	0.08%

## Expenditure

Expenditure Costs	Percentage of Total Expenditure
Salaries, allowance and related expenses	68.84%
Non-salary expenses	24.52%
Classroom expenditure	5.90%
Capital expenditure	0.74%

## SECTION 2

### CHECKLIST

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

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



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 NESA 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 (BGA, National Partnerships & NCCD)