NSW Education Standards Authority

Annual Report
2023

Reporting on the 2022 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:

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.

SUCCESSES

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 (including information about National Partnerships and /or Improving Teacher Quality if applicable)

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 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	4%	32%	64%
Year 5	15%	17%	68%
Year 7	11%	16%	73%
Year 9	10%	7%	83%

Writing

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	4%	17%	79%
Year 5	17%	23%	60%
Year 7	22%	11%	67%
Year 9	20%	15%	65%

Spelling

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	22%	15%	63%
Year 5	6%	31%	63%
Year 7	18%	7%	75%
Year 9	10%	12%	78%

Grammar and Punctuation

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	15%	19%	66%
Year 5	9%	22%	69%
Year 7	14%	14%	72%
Year 9	12%	22%	66%

Interpretative Comments

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

Student gain reports for 2022 cohort are unavailable due to the absence of 2020 NAPLAN results.

Numeracy

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

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	4%	25%	71%
Year 5	3%	29%	68%
Year 7	13%	15%	72%
Year 9	5%	13%	82%

Interpretative Comments

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

Student gain reports for 2022 cohort are unavailable due to the absence of 2020 NAPLAN results.

3.2   Record of School Achievement

Item	Students
Number of Students studying in Year 10	**42**
Number of ROSAs issued by NESA in 2022	**5**

3.3   Results of the Higher School Certificate Examination 2022

Comparison of 2022 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
Chemistry	9	School	0	0	0	5	1	3
		State	916	2378	3059	2042	1129	406
Design and Technology	17	School	1	3	10	2	1	0
		State	462	1244	1264	520	108	24
English Standard	10	School	0	0	0	7	3	0
		State	172	4564	12338	9893	3279	400
English Advanced	6	School	0	0	1	3	2	0
		State	3581	12984	6427	1456	202	11
English Studies Examination	1	School	0	0	0	0	1	0
		State	0	5	91	346	693	141
Food Technology	15	School	0	0	0	8	6	1
		State	319	782	983	1067	348	140
Legal Studies	12	School	0	2	3	4	3	0
		State	1496	1693	2577	1907	1023	529
Mathematics Standard 2	9	School	0	0	0	3	6	0
		State	2206	6478	7485	8269	4398	1040
Mathematics Advanced	5	School	0	0	0	2	2	1
		State	3810	4456	4625	3045	776	155
Modern History	4	School	0	0	2	2	0	0
		State	999	2498	3401	2120	874	262

Subject	No of students		Performance band achievement by number and/or %					
			Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
Personal Development, Health and Physical Education	12	School	**0**	**0**	**2**	**5**	**4**	**1**
		State	829	3323	3832	4710	2689	501
Primary Industries Examination	14	School	**0**	**0**	**4**	**8**	**2**	**0**
		State	17	143	228	136	23	2

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 2022 Year 12 students being successfully engaged either in tertiary studies (TAFE and university) or gainful employment.

Comparison of 2022 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
Chemistry	9	2022	0	0	0	5	1	3
	6	2021	0	0	1	3	2	0
	2	2020	0	0	0	1	1	0
Design and Technology	17	2022	1	3	10	2	1	0
	0	2021	0	0	0	0	0	0
	11	2020	0	0	8	3	0	0
English Standard	10	2022	0	0	0	7	3	0
	9	2021	0	0	2	1	5	1
	19	2020	0	0	0	7	11	1
English Advanced	6	2022	0	0	1	3	2	0
	10	2021	0	2	4	4	0	0
	2	2020	0	0	1	1	0	0
English Studies Examination	1	2022	0	0	0	0	1	0
	0	2021	0	0	0	0	0	0
	1	2020	0	0	0	0	0	1
Food Technology	15	2022	0	0	0	8	6	1
	4	2021	0	0	1	1	2	0
	15	2020	0	0	4	4	6	1
Legal Studies	12	2022	0	2	3	4	3	0
	0	2021	0	0	0	0	0	0
	16	2020	0	2	2	10	2	0

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	9	2022	0	0	0	3	6	0
	7	2021	0	0	3	1	3	0
	11	2020	0	0	1	4	2	4
Mathematics Advanced	5	2022	0	0	0	2	2	1
	5	2021	0	0	2	2	1	0
	2	2020	0	0	0	2	0	0
Modern History	4	2022	0	0	2	2	0	0
	0	2021	0	0	0	0	0	0
	0	2020	0	0	0	0	0	0
Personal Development, Health and Physical Education	12	2022	0	0	2	5	4	1
	0	2021	0	0	0	0	0	0
	14	2020	0	2	4	3	1	4
Primary Industries Examination	14	2022	0	0	4	8	2	0
	0	2021	0	0	0	0	0	0
	2	2020	0	0	0	2	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 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.

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

Design and Technology results have improved to show the highest result of Band 6 in 2022 compared to the top result of Band 4 when previously delivered in 2020, with most students consistently achieving a Band 4 in 2020 and 2022.

English Advanced, Legal Studies and Personal Development, Health and Physical Education results remained relatively consistent with most students scoring between Band 3 and 5 in the last three years.

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

Primary Industries Examination results have improved to show the highest result of Band 4 in 2022 compared to the top result of Band 3 in 2021.

4   Senior secondary outcomes

Percentage of students in Year 12 undertaking vocational or trade training: **44%**

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
Aboriginal and Torres Strait Islander Education	52
AIS National Flagship Program	1
Child Protection	56
Child Safe Standards	51
Early Childhood Education	1
First Aid Training	51
HSC Biology syllabus	1
Leadership Development	3
Leading evidence-informed practice	2
Leading implementation of new K-2 Mathematics syllabus	3
LNAP	20
Mental Health	1
Multi-Lit	6
PDHPE Conference	1
Peer Support	1
Reportable Conduct and Workplace Investigations	2
VET Training	3

Total Staff PD experiences: 255

Average cost per teacher for professional
learning: $302

5.2   Teacher Accreditation Status

Accreditation Level of Teachers		Numbers of teachers
(i)	Conditional	9
(ii)	Provisional	7
(iii)	Proficient or higher	35
		51

6   Workforce composition

School Staff 2022	
Teaching staff	46
Full-time equivalent teaching staff	43.1
Non-teaching staff	36
Full-time equivalent non-teaching staff	28.9
TOTAL Number of Staff	82

Of the 82 staff employed, 3 identified as Aboriginal, with 1 employed as a teacher and 2 employed as support staff.

7   Student attendance rate and non-attendance

7.1   Average Year Level Attendance

Year Level	Average Attendance (%)
Kindergarten	84%
Year 1	84%
Year 2	81%
Year 3	84%
Year 4	85%
Year 5	82%
Year 6	85%
Year 7	82%
Year 8	78%
Year 9	78%
Year 10	77%
Year 11	79%
Year 12	84%
Total school attendance average	82%

7.2   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 Friday 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.

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

7.3   Retention from Year 10 to Year 12

Percentage retention rate: **38%**

8   Post School Destinations

45% pursued further study.

33% entered the workforce.

22% 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:
  o the applicant coming from a Seventh-day Adventist family;
  o sibling of a current or ex-student;
  o whether they hold attitudes, values and priorities that are compatible with the school ethos.
- The Student:
  o the contribution that the student may make to the school, including the co-curricular activities;
  o any special needs or abilities of the student;
  o the student's reports from previous schools.
- Other Considerations:

    o   order of receipt - when the application to enrol is received by the school.

2. The school will meet with parent/caregiver(s) of the students before offering a place.

3. The school has an absolute discretion in determining the weight of each of the factors it takes into account in determining whether to offer a place for the student.

4. Continued enrolment at the school is dependent upon the student making satisfactory academic progress, attending consistently, and the student and the parent/carer(s) observing all behavioural codes of conduct, payment of fees and other requirements of the school which are applicable from time to time.

Composition/characteristics of the student population

The female-to-male ratio of students is 259:235. 19 % of students identify as either Aboriginal or Torres Strait Islander. English is a second language for 5% of students.

10   School Policies

Student Welfare Policy

Summary of policies for Student Welfare

1. Rationale

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

2. Aim

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

3. Implementation

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

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

There have been no changes made to this policy during 2022.

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 2022.

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 2022.

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 2022.

11   School determined improvement targets

Priority Areas for Improvement for 2023 (Schools in National Partnerships should include items from their school plan and come from the QAS Rolling School Improvement Plan)

Priority Areas for Improvement for 2023
Literacy and Numeracy
- Embedding explicit teaching for all K to 6 literacy and numeracy classes.
- Embedding explicit teaching for Year 7 to 10 Numeracy.

The Waratah Project
- 8 ways of Aboriginal Learning (8WoL) incorporated in learning programs across primary and secondary.
- Dunghutti Art classes taught by a local Elder.
- Development of Reconciliation Action Plan.

School Culture
- Development and implementation of a school-wide value system (KAS Keys).
- Development of a highly valued reward system across the whole school.

Achievement of Priority Areas listed for improvement in the 2022 report

Item	Comment of Achievement
Literacy and Numeracy Project (LNAP)	
Embedding explicit teaching for K -2 literacy and numeracy.	Complete for 2022
Embedding explicit teaching for all K to 6 literacy and numeracy classes.	Ongoing for 2023
Implementation of literacy intervention program K to 6.	Complete
The Waratah Project	
8 ways of Aboriginal Learning (8WoL) incorporated in learning programs across primary and secondary.	Ongoing for 2023
Upgrade the Yarning Circle.	Complete
Dunghutti language classes taught by a local Elder.	Complete
School Culture	
Development and implementation of a school wide value system labelled the KAS Keys.	Complete for 2022. Ongoing for 2023.
Development of a highly valued reward system across the whole school.	Ongoing for 2023.

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 staff satisfaction

13.1 Parent Satisfaction

There was no official Parent survey in 2022 to gauge satisfaction using a quantitative method.

Anecdotally, the participation rates in community and school-based events gradually increased as COVID restrictions eased. These activities included parent-teacher interviews, parent information nights, end-of-year celebrations and sporting events such as carnivals and regional competitions.

13.2 Student Satisfaction

The survey reveals that student while students may not always be feeling overly positive at school, student safety, sense of belonging and social connectedness to peers has increased.

In addition, survey results indicate that while students feel that the teaching and learning is effective and stimulating, students would like teachers to listen to them more and understand their specific learning needs. The results also suggest that students are looking to increase their confidence in their abilities.

13.3 Staff Satisfaction

The survey indicates that staff feel there has been a significant increase in understanding, agreement, and application of a consistent approach to student management. Results also suggest that coordination of curriculum is an area for further growth.

Staff strongly believe the school encourages learning, development and sharing of ideas, that leaders are approachable, reliable, show empathy and communicate well with staff, and that together as staff, they can find solutions to new and unusual challenges.

While staff perceive students' motivation to learn has increased, they recognise this is an essential area for improvement and are confident in their ability to implement effective learning and teaching practices.

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	12.60%
State recurrent grants	17.84%
Commonwealth recurrent grants	66.16%
Other Government grants	3.40%
Government capital grants	0.00%
Other capital income	0.00%

Expenditure

Expenditure Costs	Percentage of Total Expenditure
Salaries, allowance and related expenses	70.83%
Non-salary expenses	23.32%
Classroom expenditure	5.29%
Capital expenditure	0.56%

15   Public disclosure of educational and financial performance

The 2022 Annual report will be published on the school's website and available on request from school reception.

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Reporting on the 2022 Calendar Year   **Seventh-day Adventist Schools (NNSW) Ltd**

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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 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