

Central Coast Adventist School



PROSPECTUS

Our Mission

"To acknowledge God as the source of life and wisdom.

To develop in each student a sense of self worth.

*To encourage each student to achieve their academic,
physical, social and spiritual potential. "*

Caring for their tomorrow... today.

Philosophy

The Central Coast Adventist School is owned and operated by the Seventh-day Adventist Church in Australia. As such, it is a part of the largest Protestant school system in the world. It provides a Christian educational experience for students in years K-12. The education offered at Central Coast Adventist School is based upon a world view derived from the Christian faith. This view begins with a belief in an eternal, loving and personal God who has always existed, who is all-powerful and is the source of all life, truth, beauty and Christian values. It is the school's wish that every student sees himself/herself as an individual of great value, capable of living a happy productive life.

We acknowledge that the primary responsibility for establishing Christian values in a child exist with the Home and the Church. As a school we wish to play our part in assisting young people to learn the basic tenets of Christianity and empower them to apply these in their lives now and in the future. In cooperation with the home the school seeks to inspire its students to take an active interest in making the community a better place to live, to appreciate cultural and scientific advances and to develop positive attitudes towards other people. Central Coast Adventist School values authenticity - what you say and what you do shows other who you really are.

All members of the staff are practising Christians. They are committed to giving quality education in a caring Christian environment where the worth and personal development of each student is respected and enhanced. While children are encouraged to strive for excellence this is done without ruthless comparison and competition. Furthermore, each student, whether they are tertiary bound or not, are given every opportunity to maximise their educational opportunities. The school endeavours to help students distinguish between performance and their inherent self worth. Each student must know that his/her performance has no bearing on their worth as an individual.

Our school is open to all students without regard to their ethnic background, sex, national origin or religious affiliation. While no religious test is applied, all students are expected to live in harmony with the school's standards and regulations, show respect for the

Word of God and to attend the regular religious classes and activities of the school. Every effort is made to provide opportunities for both boys and girls to participate in all school activities and strives to accommodate the needs of disadvantaged students.

As an independent Christian School, the Central Coast Adventist School is concerned with upholding family values, respect for authority and the overall development of each student. It is committed to seeing each student develop his/her maximum potential in the spiritual, academic, physical and vocational spheres for life.

History

The Central Coast Adventist School commenced as a one-teacher primary school in 1969 at the Gosford Seventh-day Adventist Church. In 1970 it moved to its present location. In 1973 secondary classes were commenced and these were extended to full School Certificate level in 1978. The Secondary Schools Board and the NSW Bursary Endowment Board granted full registration in 1978.



The school buildings have been erected in stages as the school has grown. In 1998 the school began an expansion program aimed at providing facilities for students from years K – 12. The Primary facilities were completed in early 2009 and the remaining Secondary buildings are due for completion in late 2009. Future developments include a Sport Centre and the refurbishment of the hall into a permanent worship facility.

The school has current registration and accreditation with the NSW Government in addition to the Education Department of the Seventh-day Adventist Church as a K-12 school. School development and growth into a K-6 double stream and 7-12 triple streamed school is clearly focused on the continued creation of a quality educational alternative for Central Coast families, laid on the firm foundation of a successful past.

Facilities

The grounds cover 10 acres of land nestled in the heart of the Erina CBD, alongside the Erina Fair shopping complex. As of 2009 the Primary facilities include three separate permanent buildings housing years K-6. The school is 7 stages into a 10 stage, multi-million dollar building program that will accommodate the K-6 double streamed and 7-12 triple streamed school.



All Primary rooms have computing facilities being established, with years 5 and 6 involved in a project entitled 'Third Millennium Classrooms' which sees significant computer integration inside the regular classroom program. The Primary School has a fully equipped Computer Laboratory.

In 2009 the Secondary School facilities are being expanded to provide dedicated facilities for Music, Fine Arts, Technics and Drama. These new buildings will be in addition the existing building (completed in 2004) which houses 2 Computer Laboratories, 3

Science Laboratories, a Food Technology kitchen with multiple stations and a number of general purpose classrooms.

There is a shared Library facility in the centre of the campus that contains not only books, but computer access, audio-visual access

and tutorial areas. A gymnasium/assembly hall designed to cater for sports such as basketball, volleyball and badminton, also acts as the school assembly/performance hall. The hall was built in memory of Naomi Frew an ex-student. A large sports oval is situated toward the bottom of the site.



Uniform

Central Coast Adventist School believes strongly in the value of a school uniform. The uniform gives identity and group awareness to those attending the school and is the major public representation of the school. The school expects students to wear their uniform with pride and accept that they are representing the school when they wear the uniform. Whilst in transit to and from school the expectations for wearing correct uniform are the same as whilst at school, and the penalties attached to incorrect uniform wearing apply just as strongly outside of school hours.

Students are expected to look neat and tidy whilst wearing their School Uniform. Shoes should be cleaned and in good repair. Hair should not be extreme in cut, design or colour. Any colour used **must** be natural. Boys' hair must be layered if they have an undercut. Ponytails are unacceptable for boys. Hair length for boys is to be above collar. Beards, moustaches and other facial hair are unacceptable unless there are medical reasons supporting the need for such appearance changes. The wearing of full school uniform during the school day is mandatory, as well as when travelling to and from school, and at other official functions as stated by the School Administration each year. Full sports uniform must be worn for all PE and Sport events. Full sports uniform is to be worn all day for Secondary School students and Primary Students for their weekly sports days as listed.



For a full copy of the Uniform Policy please visit the Uniform section of our website: www.ccas.nsw.edu.au

Enrolment

Central Coast Adventist School operates an open, but selective enrolment policy. Admission to the school is possible irrespective of the applicant's race, religion, colour or nation of origin. The school is operated not only for the members of the Seventh-day Adventist community but also for those in the broader community who are committed to the values and the ethos of the school. Whilst no religious test is applied to applicants, all students are expected to live in harmony with the standards and regulations of the school. They are also expected to share fully in the life and program of the school; including devotional activities and Biblical Studies classes.

Whilst the school has been established as a means of helping youth, and is designed to supplement the work of the Christian home, it cannot undertake problems of delinquency; regardless of the student's denominational affiliations.

There is a **two-strand** process for enrolment in the school. Strand ONE deals with Kindy and Year 7, the major entry points to the school. Strand TWO refers to the waiting list process for all other grades. Enrolments are processed under the following preferential system, Seventh-day Adventist families first; sibling's second and all other enrolments by date of application receipt third.

As the school places a strong emphasis on character and spiritual development, it is required that each student seeking admission present character and scholastic reports from their last school/Principal. Further, each family upon application will need to provide evidence of membership or affiliation with their stated faith and/or denomination. For Seventh-day Adventist families this will require confirmation of church membership by way of a letter from their church pastor and this letter must accompany the application form. For non-Seventh-day Adventist families' confirmation of their church affiliation may be presented in the form of a family mission statement.

Strand One

Kindy and Year 7 applications are to be submitted as soon as possible due to enrolments

filling up to 48 months or more in advance of the present year. Parents are able to contact the school to receive an update of the status of their applications. Students should be a **minimum of 4 years and 9 months by February of the year of enrolment** to apply for entry into Kindy. Applicants younger than this **will not** be considered. Interviews will commence in the middle of each year for Year 7 and Kindy, parents will be notified of a time and date for the interview. All applicants participate in a School Readiness Test (Kindy in August/September) and Grade Placement Test (Year 7 July/August). Within the weeks following, an indication of enrolment acceptance or corresponding alternative recommendation is given. The testing conducted has five possible outcomes:

- The student is accepted into the grade applied for.
- The student is accepted into the grade applied for but is required to join the remedial program.
- The student is accepted into the grade applied for but is required to join the remedial program and seek outside tutoring.
- The student has their enrolment deferred to a later time.
- The student joins a lower grade (not for Kindy students) or does not join at all.

Strand Two

Due to waiting lists existing in **all year levels**, applications will be taken throughout the year with an interview/testing time being arranged as waiting list numbers in the school change and the likelihood of enrolment improves. Within the weeks following testing an indication of enrolment acceptance or corresponding alternative recommendation is given as for Strand One but with a slight variance for non-Kindy years as shown below.

- The student is accepted into the grade applied for.
- The student is accepted into the grade applied for but is required to join the remedial program.
- The student is accepted into the grade applied for but is required to join the remedial

program and seek outside tutoring.

- The student is accepted into the school, but is required to join the year below what has been requested.
- The student is accepted into the school, is required to join the year below what has been requested, but due to current enrollment numbers must go on the waiting list until a position becomes available in the needed grade.
- The student has their enrolment deferred to a later time or not at all.

Students with particular “Special Needs”, from severe remedial needs through to physical or behavioural concerns, follow the same enrolment process as all other students. It is important though for families that feel that their child is a “Special Needs” enrolment to share that fact and supporting documentation early with school administration and to also be aware what they hope/expect the school to do for their child.

The Central Coast School Council will consider all applications, and a student ***is not considered fully enrolled*** until such final approval is given. For both Strand One and Two, families will be notified of their successful enrolment as soon as possible following the next sitting of the School Council. The Council annually considers the eligibility of all students for re-enrolment on the basis of their school record. Re-enrolment and student pledge forms (Grade 5 upwards) must be submitted as requested.

Once the Administration has confirmed a child’s enrolment, payment of the Placement Fee is then required. **Please refer to the Fee Schedule for more information regarding the Placement Fee.**

All newly enrolled students move through a period of one term’s probation. During this time the school and family liaise to ensure that enrolment in the school is proving appropriate. At the successful completion of this period of probation a student is regarded as being a regular enrolment. In the event that there are concerns during this time frame, and following appropriate parental consultation, the school reserves the right to terminate enrolment at or before the end of the probation period.

How to Apply

Please complete the enrolment form – one application per child is required - and return it to the School Administration office. All applications must be accompanied by a \$50.00 application fee. This is to cover administrative costs for processing applications. It is not refundable and applications received without payment will not be processed.

For any enquiries regarding enrolment and waiting lists, please contact the Enrolment Officer through School Administration on 02 4367 1800.

Financial

The tuition fees charged represent approximately 35% of the cost of operating the school. The NSW State and Federal governments also contribute operating funds. The balance of operating costs is met by offerings from church members and from funds provided by the North NSW Conference of Seventh-day Adventists.

School fees are due and payable within 14 days of the start of the school term. Accounts outstanding at the end of each school term should be cleared to ensure ongoing enrolment. Lapsed fees are dealt with via a designated process that concludes with the empowering of a debt collection agency. Families may take up an option for progress/instalment/direct debit payments to spread the cost over the entire 52-week year.

Please Note: Families that leave the school, either voluntarily or by request from School Administration, more than four weeks into a school term are required to pay the term's fees in full before de-registration is complete.

It is the policy of the Central Coast Adventist School Council and the Church Administration to keep the charges as low as possible. Children from families who are members of the Seventh-day Adventist Church and who contribute through church offerings will have their fees subsidised by the Church.

For the current fees and conditions please refer to the Fee Schedule which is available from the Enrolment section of our website: www.ccas.nsw.edu.au

Assessment and Promotion

Teachers assess students regularly. A variety of different methods are used (including tests, assignments, oral work, examinations, practical and excursion activities). Each secondary student is given an overview of the term's activities for each subject at the beginning of the term. The overview includes an individual subject assessment plan.

Primary Reports are compiled at the completion of Terms 2 and 4. In between time a student folio of works is presented to the home throughout the term to maintain ongoing parental involvement and communication with school. Furthermore all children from Year 6 upward are issued with an official school diary that also assists in communication and information sharing between home and school.

Secondary school reports are compiled at the completion of Terms 2 and 4. At the end of Term 1 and an interim report is sent home noting the child's current position. Examinations are conducted for secondary school grades at the end of Terms 2 and 4.

Parent nights are held regularly throughout the year to allow for extended home and school discussion of individual student's progress. Apart from these times parents should feel free to contact the school for private interviews to discuss their student's progress at a mutually convenient time. ***At the end of Term 3, interviews may be arranged by the school for students with issues that may be affecting their likely progression at year end.***

Staff meetings toward the end of the year will determine the promotion of students. This process not only includes a discussion on academic performance, but also effort expended and overall attitude. Students who do not reach the desired standard and who, in the opinion of the staff, need further maturation will be asked to repeat a grade.

Student Support (Learn Inc. , Advocacy and GAPP)

The school offers a student learning and development support program on a needs basis for those students that are deemed as in need of this extra assistance. This service is available to all students and is designed to supplement and support other school activities. Our funding for this department comes from the Federal Government via the NSW Association of Independent Schools. Each year we compete for a slice of this funding and each year the amount we receive determines how we deliver our student support services.

The teachers in charge of this area will, with the consultation of parents, teachers and students design specific programs of assistance/advancement where the need arises. Parents are encouraged to access this support but are not obliged to do so. Contact with the class teacher (Primary school) or Year Co-ordinator (Secondary school) is the first step.

Parents should feel free to ask more questions in regard to this at the time of interview. This program is regularly reviewed and is currently the main means of support for special needs enrolments therefore, much of the program's time is already committed. This fact should be considered if families feel that their students require significant remedial assistance or significant extension studies work.

The school also offers a Kindy - Year 8 social and personal resilience training program (GAPP). All students progress through this program aimed at developing emotional resilience and socially responsible behaviour in students. There are also individual intensive programs available for students who may benefit from extra support in this area.

Citizenship Policy (Discipline)

The Central Coast Adventist School upholds Christian ideals in matters of dress, moral behaviour and general conduct. The teaching of these ideals is one of the reasons for its existence. Underlying all school codes of conduct is the aim of developing within the individual a sense of responsibility to self, community, peers, teachers and God.

The stated purpose of citizenship is to aid the student in growth towards mature adulthood. As a consequence, the school will assist students in making choices about appropriate patterns of behaviour and accepting responsibility for the same. Discipline can then be considered to be any action taken by the school to assist the student in the development of positive behaviour, self-management and citizenship. **A copy of the full school and Sport Department citizenship policies are contained within the Student Handbook.**

The Central Coast Adventist School citizenship system operates via five clearly defined stages.

STAGE ONE

Behaviour which needs to be addressed purely by the classroom teacher or staff member on duty.

STAGE TWO

Behaviour against the school, which can be dealt with through the detention system (Secondary and Primary) to deter students from similar behaviour. The system is for offences against the school rather than a person.

STAGE THREE

Behaviour which is considered serious and will be directed immediately to the Head of Secondary School or the Head of Primary and may be referred on to the Discipline Committee. Behaviours include:

- Using, possessing or distributing tobacco, alcohol, narcotics or drugs

- Using profane and obscene language or possessing/distributing obscene materials
- Theft
- Vandalism of school property or personal property of others
- Improper sexual conduct
- Undermining the Christian standards of the school
- Persistent and ongoing misbehaviour
- Deliberate defiance of a staff member
- Assault
- Possession of firearms, knives or other dangerous weapons
- Tampering with school fire equipment, alarms, PA or other non-student use equipment
- Repeated disruptive classroom behaviour

STAGE FOUR

Behaviours that are referred on to the school Discipline Committee may be dealt with in five possible ways:

1. Warning and severe reprimand
2. Behavioural contracts
3. Suspension (maximum of two days and then return to school based on a contract)
4. Option to withdraw from the school voluntarily
5. Addressed as a stage five situation (Refer to stage five information below)

STAGE FIVE

Behaviours that are referred to the Discipline Committee and that are either serious enough in their own right or repeat offences following a period of suspension will be recommended for expulsion. If voluntary withdrawal from school is not taken, then expulsion will follow.

Wilderness Based Adventure Learning

Wilderness Based Adventure Learning is something that all of us can enjoy, regardless of age. The program offers a broad range of activities from the extreme adventure of white water kayaking to the gentle enjoyment of family camping.



The learning and experiences that form the program of Wilderness Based Adventure Learning in at Central Coast Adventist School are designed to provide opportunities for inter-generational play, the development of personal friendships and to foster the development of community living and learning. There are experiences and opportunities for students from Kindy to Year 12 to learn skills and attitudes of personal and interpersonal reliance confidence, resourcefulness and skills. Opportunity for the broader community of parents and past students of Central Coast Adventist School to share in the journey of experiences is a significant aspect of the Wilderness Based Adventure Learning program.

Wilderness Based Adventure Learning at Central Coast Adventist is designed to support the efforts of Pathfinders (similar to Guides and Scouts), The Duke of Edinburgh Award Scheme as well as to provide experience of recreational wilderness type camping. Due to the unique opportunities available at Central Coast Adventist School in terms of specialised instructor capabilities and equipment resources, kayaking and the journey of the River form the principle focus of our adventure learning in wilderness places. Experiences are graded from placid for novices and those who prefer the quiet ways to the more extreme and physically demanding for those who are prepared to put in the necessary effort to develop the skills and proficiency required by those who seek that little bit more.

Curriculum

Central Coast Adventist School has again attained the highest state accreditation level of five years following our 2008 review.

Primary

A full range of primary subjects from the Key Learning Areas are offered from Kindergarten to Year 6 including the following:

- Bible
- English (Grammar, Spelling, Handwriting, Reading and Comprehension, Written Expression, Oral Expression and Poetry)
- Personal Development, Health and Physical Education
- Creative and Practical Arts (Music, Drama, Art and Craft)
- Human Society and its Environment
- Science and Technology
- Mathematics (Table and Number facts, concepts covering Space Measurement and Number)

Secondary

A full coverage of the Key Learning Areas required by the Board of Studies of NSW from Year 7 to 10 is available. Students seeking recognition for the School Certificate must meet the requirements of the Board of Studies.

Years 7 & 8 Subjects

Religious Studies, English, Mathematics, Science, PDHPE, Technics, Food Technology, Art, Textiles, Music, French. Students also have sport each week.

Year 9 & 10 Subjects

The core subjects for year 9 and 10 are Religious Studies, English, Mathematics, Science, PDHPE, History and Geography. Students then choose one subject from each of the lines below.

Year 9 Electives 2010

LINE 1

Computing Studies

Food Technology

Textiles

Visual Arts

French

Music

LINE 2

Computing Studies

Food Technology

Technics

Visual Arts

Commerce

Drama

Year 10 Electives 2010

LINE 1

Visual Arts

Computing Studies

Food Technology

French

Music

Technics

LINE 2

Technics

Food Technology

Drama

Computing Studies

Commerce

Visual Arts

Year 11 Electives 2010

The line up of subjects is reviewed on a yearly basis to ascertain the applicability of what is offered. There are seven lines students must choose from as shown below.

LINE 1 - 1 Unit

Studies of Religion
(Mandatory)

LINE 2 - 2 Unit

English Standard
English Advanced

LINE 3 - 2 Unit

Mathematics
Mathematics (General)
Community & Family
Studies
Design & Technology

LINE 4 - 2 Unit

Economics
Geography
Food Technology
Information Processes &
Technology
Modern History
Physics

LINE 5 - 2 Unit

Biology
Legal Studies
Music
Visual Arts
Mathematics (General)

LINE 6 - 2 Unit

Chemistry
Ancient History
Business Studies
PDHPE
Drama

LINE 7 - 1 Unit

English Extension 1
Mathematics Extension 1
Studies of Religion 2
Fundamentals of English
Marine Studies
Photography, Video &
Digital Imaging
TAFE

Note: Drama is dependent on student numbers.

Two different French courses are offered by the Board of Studies, French-Beginners Course and French-Continuers. Both are done via Distance Education with our French teacher acting as facilitator. Students interested in studying either of these courses must discuss this with the Head of Secondary School.

There are additional costs associated with studying a Distance Education course.

Year 12 Electives 2010

The line up of subjects is reviewed on a yearly basis to ascertain the applicability of what is offered. There are seven lines students must choose from as shown below.

LINE 1 - 1 Unit

Studies of Religion 1

Studies of Religion 2

LINE 2 - 2 Unit

English Standard

English Advanced

LINE 3 - 2 Unit

Mathematics

Mathematics (General)

Community & Family

Studies

Industrial Technology

LINE 4 - 2 Unit

Economics

Food Technology

Information Processes &

Technology

Modern History

Physics

LINE 5 - 2 Unit

Biology

Legal Studies

Music

Visual Arts

Mathematics (General)

LINE 6 - 2 Unit

Chemistry

Ancient History

Business Studies

PDHPE

LINE 7 - 1 Unit

Studies of Religion 2

English Extension 1

Mathematics Extension 1

TAFE

Years 11 and 12 have access to a range of subjects that suit both the Tertiary bound students as well as those looking at non-university options following secondary school.

Tuesday afternoons are set aside for year 11 and 12 students to choose one of four options in Block 7 that recognise the diverse academic goals students have.

Students who undertake a TAFE Course must fund their own course expenses for the subject and provide their own transport.

Central Coast Adventist School

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