HURSTVILLE ADVENTIST SCHOOL

NSW EDUCATION STANDARDS AUTHORITY

ANNUAL REPORT

Reporting on the 2022 Calendar Year

CONTENTS

Owned and Operated by: Seventh-day Adventist Schools (Greater Sydney) Ltd

1 A MESSAGE FROM KEY SCHOOL BODIES

SCHOOL MANAGEMENT COUNCIL

The School Management Council met six times in 2022. The members are appointed by the Board of Directors and representation comes from the feeder churches in the area. A Conference representative is always in attendance and act as the Chair of the meeting. These meetings are well attended by the elected members. A copy of the minutes for each meeting is filed in SharePoint.

The School Management Council's role is to support the Principal in the running of the school. A Quality Adventist Schools Rolling School Improvement Plan is developed and can cover any of the four domains: 1. Adventist Identity; 2. Learning and Teaching; 3. Leading School Improvement and 4. Community Partnerships. Within each of these domains there are 15 Components that will be reviewed over a five-year cycle.

The Council receives regular Work Health and Safety Reports and acts on the areas identified as needing attention. A Confidentiality Agreement, Conflict of Interest, Responsible Person and a Code of Conduct is signed at the beginning of each year. Any Conflict of Interest is disclosed at every meeting and related party disclosed.

Other reports received by the School Management Council at each meeting are the Principal's Report, a Financial Report and a Chaplain Report.

STUDENT REPRESENTATIVE COUNCIL

The Student Representative Council (SRC) is made up of the School Captains and two student elected representatives from each of Years 1 – 6. Two staff members are appointed to lead us and their role is to encourage us in our roles, help facilitate actions put forward and to liaise between the SRC members and staff. We hold our meetings each week, at lunchtime. As a team, we help with the organisation of ANZAC Day, Pink Bun Day for Cancer, run a food drive for ADRA (Adventist Development and Relief Agency) Blacktown to mention a few. A new initiative of the SRC was to give a voice to the students. The representatives from each class would lead out in a class discussion where we asked our peers to suggest ideas to improve the school; in the classroom and the playground. Then we set out in an endeavour to instigate change.

Each SRC member has an outline of their responsibility as an SRC member and a description of the duties that we need to perform. Some of our duties are as follows:

* Assist teachers with the organisation and preparation for fundraising events;
* Planning and organising a 'fun day' for the whole school to raise funds for the Year 6 Farewell.
* Assisting teachers in bus lines and eat-lunch duty
* Assisting the School Captains in their role when the need arises (older members)

Members are elected using certain criteria:

* Being a good example at all times,
* Displaying the values of the school - eg. Responsibility, Respect, Resilience, Ready to Learn.

To help us to understand our roles as School Captains and SRC Representatives (Year 5 &6), we were participants in a Grip Leadership course on March 7, 2022.

2 CONTEXTUAL INFORMATION ABOUT THE SCHOOL

At Hurstville Adventist School, we are committed to making quality Christian Education accessible to everyone and welcome students from all religious and cultural backgrounds. Our vision - Nurture for Today, Learning for Tomorrow, Character for Eternity, drives us to provide a quality Christian education in a caring and supportive environment where we develop the whole student and encourage each to reach their full potential. The school runs a Positive Behaviour for Learning (PB4L) program that encourages cooperation, respect, acceptance of others, wise decision-making to name a few, through our 4R core values - Respect, Responsibility, Resilience and Ready to Learn. We are committed to providing a comprehensive education in all the Key Learning Areas with a strong focus on Literacy and Numeracy. We also recognise the importance of developing not just the academics but also the physical, emotional, social and spiritual aspect of each student's life. We have a committed and professional team of teachers and support staff that work together to achieve the very best for our students. We contribute to charities, run an extremely successful Pre-Kindy classroom and accommodate a Vacation & After School Care program organised by an external provider on campus, that is independent of the school.

CHARACTERISTICS OF THE STUDENT BODY

Hurstville Adventist School is a Pre-Kindy – Year 6 School. We had a total of 173 students from Kindy – Year 6 in 2022. The average class size was 24. We have a very high population of students who come from non-English speaking backgrounds. The school is single stream and we have students take advantage of the specialist teacher we employ to deliver MiniLit, MultiLit, English and Mathematics support. Approximately 5% of the student population come from Adventist homes while the other 95% come from a number of different faiths.

3 STUDENT PERFORMANCE IN STATE-WIDE TESTS AND EXAMINATIONS

3.1 STUDENT PERFORMANCE IN NATIONAL AND STATE-WIDE TESTS AND EXAMINATIONS

STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

PLEASE NOTE:

- Due to rounding, percentages will not necessarily equal 100%.
- It should be noted that 95% of students across the school are from language backgrounds other than English.

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	0	0	100
Year 5	0	0	100

WRITING

YEAR	% BELOW NATIONAL MINIMUM STANDARD	% AT NATIONAL MINIMUM STANDARD	% ABOVE NATIONAL MINIMUM STANDARD
Year 3	0	0	100
Year 5	0	0	100

SPELLING

YEAR	% BELOW NATIONAL MINIMUM STANDARD	% AT NATIONAL MINIMUM STANDARD	% ABOVE NATIONAL MINIMUM STANDARD
Year 3	0	0	100
Year 5	0	0	100

GRAMMAR AND PUNCTUATION

YEAR	% BELOW NATIONAL MINIMUM STANDARD	% AT NATIONAL MINIMUM STANDARD	% ABOVE NATIONAL MINIMUM STANDARD
Year 3	0	0	100
Year 5	6	0	94

INTERPRETATIVE COMMENTS

It is worth noting that in these percentages, in Year 5, 6.25% represented 1 student across a cohort of 16 students.

- In Reading, Writing and Spelling, 100% of Year 5 students were above the National Minimum Standard.
- In Grammar and Punctuation, 94% of students were above the National Minimum Standard.
- 100% of students in Year 3 were above the National Minimum Standard in all Literacy Strands.

 Our Literacy program across the school gives our students a good foundation. We are seeing the benefits of the program used in the early years is evidenced in the results above. This program has an emphasis on Phonics. Explicit teaching of Comprehension skills throughout the school has had a positive impact on student learning.

- Our *7 Steps to Writing* program has assisted our students in producing quality writing, as 100% of students in Years 3 and 5 were above the National Minimum Standard.

NUMERACY

Mathematics incorporates Number and Algebra, Statistics and Probability, Measurement and Geometry and Working Mathematically.

YEAR	% BELOW NATIONAL MINIMUM STANDARD	% AT NATIONAL MINIMUM STANDARD	% ABOVE NATIONAL MINIMUM STANDARD
Year 3	0	0	100
Year 5	0	6	94

INTERPRETATIVE COMMENTS

It is worth noting that in these percentages, in Year 5, 6.25% represented 1 student across a cohort of 16 students.

- 100% of students in Year 3 were above the National Minimum Standard.
- The focus moving forward will be on Mathematical Vocabulary and terminology across the school

4 PROFESSIONAL LEARNING AND TEACHER STANDARDS

4.1 PROFESSIONAL LEARNING

PD Name	Number of Teachers completing the PD	Date	Standard/s Covered
First Aid, CPR, Anaphylaxis, Asthma: _This course provided training in first aid to infants, children and adults. We also refreshed how to perform CPR (DRSABCD) and use an AED on infants, children and adults. We learned to provide first aid and basic life support in a variety of situations, including implementing emergency action plans for managing asthma and anaphylaxis. This course also includes recommended first aid treatment for fever, pain, broken limbs, spider bite, snake bite etc._	19	January 25	4.4.2 6.2.2, 6.3.2 7.2.2
Fire Extinguisher Training: _We had a theory lesson where we were taught about fire - what it needs to burn and how best to put it out - different fire extinguishers, fire blanket. Practical for all teachers on using an extinguisher and fore blanket to extinguish flames._	14	August 9	6.2.1, 6.2.2, 6.3.2 Non-NESA approved
English Syllabus - Dinah Williams _An introduction to the new English Syllabus required for 2023. Changes were highlighted and_	12	July 21	2.1.2, 2.2.2, 2.3.2, 2.5.2 3.2.2, 3.3.2, 6.2.1, 6.2.2, 6.3.2, Non-NESA approved
GOVERNANCE ONLINE MODULES:			
1 - Introduction to Independent Schools _These modules will help to understand the governance role and be able to discharge financial and legal responsibilities. This Module provides an overview of Australian schooling, introduces the independent school sector, the role of AISNSW and the key functions of the school board._ **2 - Critical Priorities of the Board** _This module considers how boards create value and make a difference for the schools they govern. The course also examines the shifting and complex role of the Principal and the corporatisation of schooling._ **5 - Executive Supervision: The Board/Principal Relation** _Under corporate law boards have a key duty to supervise management. What does supervision mean, and how should executive supervision be conducted? These questions are explored in the context of the complex interactions between governance and management, the importance of the relationships between the Board and the Principal, and how authority can be delegated from the Board to the Principal to ensure appropriate supervision systems are in place._	1	Sept 21	4.4.2 6.2.2 7.1.2, 7.2.2
7 Steps to Writing _Understanding ways to teach students to write using planning and writing techniques. This practical workshop gave the opportunity to see how group and individual activities can be planned to teach the 7 steps to writing._	2	May 31	2.1.2, 2.2.2, 3.2.2

PD Name	Number of Teachers completing the PD	Date	Standard/s Covered
GOVERNANCE ONLINE MODULES:			
Kimochis: Full Day Educators & Professionals Workshop SYDNEY (Face to Face) Workshop to look at Kimochi program and Wellbeing for students	1	June 27	4.4.2 6.2.2, 6.3.2 7.2.2
Planning and Programming for the New English K-2 Syllabus *Understanding and organising new syllabus content into coherent, well-sequenced learning and teaching programs, as well as developing engaging teaching activities. This course guided us through the key steps in designing a rich unit of learning in English using the teaching, learning and assessment cycle. The importance of building foundational skills in a systematic manner, the powerful role of literature and the process of framing a unit was addressed. We had the opportunity to begin framing a unit of learning relevant to our own school context.*	3	June 21	2.1.2, 2.2.2, 3.2.2
Leading the Implementation of the New Mathematics K-2 Syllabus *Attending this course provided us with continued support to lead our teaching team as considered changes are to be made to our current school documentation and teaching practice. It is another wonderful opportunity for us to continue networking with colleagues in our region, drawing upon the collective expertise of others and building our own leadership capacities*	2	August 18	1.2.2, 2.1.2, 2.3.2
Planning and Programming for the New Mathematics K-2 Syllabus *Understanding and organising new syllabus content into coherent, well-sequenced learning and teaching programs, as well as developing engaging teaching activities, is a focus of attention for all K-2 Mathematics teachers this year. This face-to-face course guided us through the key steps in designing a rich unit of learning in Mathematics using the teaching, learning and assessment cycle. Building foundational skills in a systematic manner, making conceptual links and teaching content in parallel, together with the process of framing a unit, was addressed. We had the opportunity to begin framing a unit of learning relevant to our own school context.*	4	November 10	2.1.2 2.2.2 3.2.2
RAP & Aboriginal Perspectives in teaching (CAPE 2022) HAC (Delivered by AISNSW, in person, 1.5 hours)	9	July 18	1.4.2 2.4.2
Autism Spectrum: Universal Supports - Self-paced Learning Experience *In this self-paced online course participants will learn about diagnostic information as well as characteristics, strengths and challenges individuals on the Autism Spectrum may experience. The impact of each area associated with diagnosis will be described. The information provided will help you to understand students with autism and ways in which you can implement school-wide inclusive practices and strategies to support students.*	1	October 18	1.6.2 4.1.2
VELPIC Module - Bullying in the Workplace:	21	October 28	7.1.2, 7.2.2, 7.3.2
SUPPORTING STUDENTS WITH CHALLENGING BEHAVIOUR *Interventions and strategies to put in place: At all points in this process, emphasis is placed on building the student's positive engagement within academic and social expectations of the school's context, with a focus on supporting the student's wellbeing. Aspects of behaviour support planning are highlighted, outlining environmental and contextual adjustments such as changes will we make to the environment; the way in which adults interact and give instruction; and consideration of the academic and social demands placed on the student. The module also stresses how to "teach" behaviour and how to develop meaningful consequences for students on an individual basis.*	1	December 30	4.1.3 4.3.3

PD Name	Number of Teachers completing the PD	Date	Standard/s Covered
GOVERNANCE ONLINE MODULES:			
Pre-Lit Workshop *This workshop covered an overview of MultiLit and its philosophy. It explained how to implement the program (PreLit) to give children a firm foundation to learn to read. I learned to teach pre-literacy skills and concepts in a fun and engaging way, focusing on phonological awareness and oral language development through structured storybook reading.*	1	November 11	2.1.2, 3.2.2, 2.5.2
Planning and Programming for the New English K-2 Syllabus *AIS online course*	1	November	2.1.2, 2.2.2, 3.2.2
PPEK2SP22 Planning and Programming for the New English K-2 Syllabus Self-paced Learning Experience	1	December 30	2.1.2, 2.2.2, 3.2.2
Managing Behaviours in Boys This workshop assisted with PB4L planning as well as teaching boys in the primary school setting.	2	November 25	4.1.2, 4.2.2, 4.3.2, 4.4.2, 4.5.2

Total Staff PD experiences:	**19**
Average cost per teacher for professional learning:	**$604**

4.2 TEACHER ACCREDITATION STATUS

ACCREDITATION LEVEL OF TEACHERS	NUMBER OF TEACHERS
(i) Conditional	3
(ii) Provisional	1
(iii) Proficient or higher	9
	13

4.3 TEACHER QUALIFICATIONS

CATEGORY	NUMBER OF TEACHERS
i Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines or	0
ii Teachers having a bachelor's degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualification.	13

Note that the number of teachers falling within these two categories may not sum to the total number of teachers as reported in the previous accreditation table as some teachers with conditional accreditation may not be included.

5 WORKFORCE COMPOSITION

In 2022, a large number of cultural backgrounds were represented in the staffing, one of which had an indigenous background. As published and reported to ACARA on the My Schools website, the following outlines the composition of the Hills Adventist College workforce as at August 2022:

SCHOOL STAFF	
Teaching staff	8
Full-time equivalent teaching staff	10.6
Non-teaching staff	11
Full-time equivalent non-teaching staff	6.9

The backgrounds of our staff are:

- Australian
- Chinese
- Chilean
- Cook Islander
- Italian
- Mauritian
- Macedonian
- Fijian
- Croatian
- Greek

Our staff ranges in experience from Pre- Graduate - 40 plus years. Currently, we do not employ any staff who identify as Aboriginal and Torres Strait Islander.

6 STUDENT ATTENDANCE RATE AND NON-ATTENDANCE

6.1 AVERAGE YEAR LEVEL ATTENDANCE

Kindergarten	86%
Year 1	90%
Year 2	91%
Year 3	95%
Year 4	93%
Year 5	92%
Year 6	90%

TOTAL SCHOOL ATTENDANCE AVERAGE
91%

6.2 MANAGEMENT OF NON-ATTENDANCE

Parents are encouraged to send an email to absence@hurstville.adventist.edu.au , informing the Attendance Officer of their child's absence. If absent more than 2 days, a medical certificate is required. If a student is absent for an extended period of time, contact is always made with the family. The parents are reminded of and given a copy of the Attendance Guidelines.

It is the law that all children of compulsory school age must attend a registered school. Compulsory school age is up to the completion of Year 10 and at least 15 years of age. As school staff, we have a legal and moral responsibility to ensure that attendance of students at school is monitored and records are kept.

When a child has an unacceptable record of attendance, the following steps are taken:

- The Attendance Officer is instructed to inform the Principal once a student's attendance falls below 85% and keep reporting while attendance remains below 85%.
- If attendance is below 85% or a student has more than 7 days of unresolved absences a letter is sent to parents/carers showing child's attendance percentage and explaining the importance of regular attendance.
- If attendance does not improve, a second letter is sent 4 weeks after the initial letter indicating that the situation is being monitored closely and a parent meeting may be required.
- A letter of explanation is then sent to the parents outlining the steps that will now need to be taken as non-attendance has not been addressed.
- A parent interview, in consultation with AIS will be arranged and a plan formulated to ensure the student attends school regularly.
- In the case that the plan is not adhered to again, the Principal will report the matter to DCJ and organise a Director General case conference or Mandatory Report for neglect of duty.

7 ENROLMENT POLICIES

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-6 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-Kindy 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.*

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.

8 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 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.

Parents will always be involved in the process of procedural fairness for suspension and expulsion.

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.

ANTI-BULLYING POLICY - PB4L

In order to create a positive environment for learning, we must remember that discipline procedures are not the answer to problematic behaviour but rather serve as a consequence. It is the positive relationships we build as a learning community between students, families and staff that make a difference. At Hurstville Adventist School, the staff strives to build positive relations and a positive environment for all students. By teaching the necessary social skills for future success, we set our students on a course to be lifelong learners and successful disciples of Jesus.

At Hurstville Adventist School, students and staff work together to uphold the agreed upon behavioural expectations of the school. The behavioural expectations are explicitly taught in every classroom and students are recognised and rewarded for demonstrating these positive behaviours.

Hurstville Adventist School has adopted a Whole School Approach to bring about positive behaviour - "Positive Behaviour for Learning [PB4L]". This approach has a strong emphasis on teaching appropriate behaviours and providing systems of support to bring about these positive behaviours.

Student Discipline practices are based on restorative principles and are respectful of the dignity, rights and fundamental freedom of individual students while at the same time focus on the effective running of the school for the benefit of all.

SCHOOL RULES AND BEHAVIOURAL EXPECTATIONS

Hurstville Adventist School rules and behavioural expectations outline appropriate student behaviours that contribute to the functioning of our school as a safe, supporting, nurturing and inclusive learning environment. Students at Hurstville Adventist School will be taught, encouraged and supported to demonstrate these expected behaviours.

Our school wide expectations are represented with a Bee Mascot:

Bee Respectful, Bee Responsible, Bee Resilient, Bee Ready to Learn.

The Positive Behaviour for Learning (PB4L) team will coordinate the process involved and support staff in teaching, practising, applying and acknowledging appropriate behaviours. All staff will actively support all systems and processes in order to bring about appropriate student behaviours. The PB4L team will organise lesson plans in order for staff to teach the behaviours effectively.

The expectations are explicitly taught in every classroom and provide consistency of approach across Pre-Kindy to Year 6. The school wide behavioural expectations replace traditional 'class rules' and ensure that we provide positively stated, achievable goals for students to work towards. Each week, there will be an area of focus that involves explicit teaching and support of positive behaviours. The teachers and students will participate in lessons that involve the reading of books, school published videos, discussions, role-plays and reflections. In addition to students learning the school expectations, teachers will recognise and reward students for 'positive' behaviour. In the classroom teachers hand out classroom and playground 'Buzzies' to students who are showing Positive Behaviour.

ANTI-BULLYING POLICY

Location of the Anti-Bullying policy (Student Management Policy) is found on the school's intranet. To obtain a copy please ask at the front office.

There have been 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.

9 SCHOOL DETERMINED IMPROVEMENT TARGETS

PRIORITY AREAS FOR IMPROVEMENT FOR 2023
(QAS Rolling School Improvement Plan)

GOAL 1

DEVELOP A HOLISTIC WELLBEING PROGRAM FOR THE SPIRITUAL, SOCIAL AND EMOTIONAL HEALTH OF ALL STAFF AND STUDENTS.

Wellbeing

We want to continue to design a holistic wellbeing program for the spiritual, social, mantal and emotional health of all staff and students. Staff will be surveyed using the key elements – Leadership, Inclusion, Student Voice, Partnerships and Support - to determine what the focus areas would be. Leadership and Student Voice were to be the focus for 2023.

GOAL 2

SUSTAIN AND PROMOTE A CARING SCHOOL ENVIRONMENT USING THE PB4L PROGRAM

Positive Behaviour for Learning (PB4L)

Monitor and review our school-wide PB4L program with a focus on data, systems, and practices affecting student outcomes everyday. With support from the Association of Independent Schools NSW, a guiding coalition is continuing to implement 'Positive Behaviour for Learning."

A protocol for consequences has been developed and is being trialled in 2023.

GOAL 3

SUCCESSFULLY IMPLEMENT THE NEW MATHS AND ENGLISH CURRICULA

Respond to the significant changes in the NSW Primary Curriculum areas of English and Maths, by developing Action Plans to rollout the new curriculum. Early Stage 1 and Stage 1 teachers will work collaboratively across 2023 to develop programs, resources necessary to deliver the new curriculum in Maths and English.

ACHIEVEMENT OF PRIORITY AREAS LISTED FOR IMPROVEMENT IN THE 2022 REPORT

AREA	PRIORITIES	ACHIEVEMENTS
Leading School Improvement (Wellbeing) 1.3 & 3.2	**Wellbeing:** Continue to design and develop a holistic wellbeing framework/program for the spiritual, social and emotional health of all staff and students. To build community and relationship between student, parent and staff to speak to wellbeing overall. Staff Wellbeing is a priority and catered for in a number of ways.	• A framework has been developed and is still a work in progress and will continue into 2023 where our goal is to have it embedded • Held Evening BBQ's with 90% of parents attending • Held a Colour-Run with parents facilitating and raising $10 500. • Wellbeing Wednesday small groups to create deeper connections and close bonds between staff members. • Staff Breakfasts • Staff Socials • Individual Staff Highlight: Teacher of the Week
Teaching and Learning (PB4L)	Maintain a positive school climate, where social skills are taught, good behaviour is modelled and recognised and all communication is positive. Tier 2 and 3 support is a focus of 2023 as in 2022 we had identified students with additional needs who will need specialized support	• A System of Reflections and Intervention Sessions was introduced in Term 4 as a trial to further assist Tier 2 & 3 students needing more specialised support. • A Major Behaviour Protocol was developed across Tier 1, 2, & 3 and Consequences developed for K-Year 2 and Years 3-6. Both were re-evaluated and adjusted for the commencement of 2023.

10 INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

As a Christian school, our aim is to have our students leave for high school, having embedded these two core values we explicitly teach through our Positive Behaviour for Learning (PB4L) program. We work together with students, to develop respectful and responsible citizens who have respect for themselves, teachers, other students, parents and the wider community.

We have a strong service component where various activities were conducted during 2022. These activities are to help instil in the students that there is always someone less fortunate than they are. We always have a wonderful response from parents and excited students, so keen to play their part in helping others. The students were involved in several initiatives that promoted respect and responsibility, along with compassion, empathy, kindness and much more. These initiatives included:

- **GRIP Leadership:** Eight Year 5 & 6 students – School Captains, SRC and Sport Captains - attended the GRIP Leadership program. They are challenged to come back to school and lead in SRC initiated programs across the school.

- **Harmony Day:** where children were able to learn more about how we CAN all live in harmony together and respect each other.

- **NAIDOC:** Activities were done in each classroom where students learned more about Aboriginal culture and how we can best work together towards positive outcomes, showing respect for Australia's first people.

- **Asian Aid Sponsorships:** The students sponsored five (5) students in India/Nepal, through Asian Aid. This sponsorship enables these children to go to school and to get an education that they otherwise would not have.

- **Pink Bun Day:** The students participated in Pink Bun Day and all proceeds went to the Caner Council. Students were able to purchase buns at recess and lunchtime.

- **World Teacher's Day/Teacher Appreciation Day:** Students show their appreciation to the teachers on these days. The teachers are treated to a breakfast organised by the Principal.

- **PB4L: (Positive Behaviour 4 Learning):** A discipline platform that encourages positive behaviour and positive consequences while explicitly teaching expected behaviours

- **Food Drives:** Students have a week, where during our Week of Worship (WOW), classes are assigned certain non-perishable foods to bring to school. They are collected and then made available to ADRA (Adventist Development and Relief Agency) in Blacktown for the homeless and less fortunate.

- **Weekly Chapel Program:** Students participate in a weekly Chapel program that affirms resilience and core values through visiting speakers and our Chaplain presenting on topics related to our core values – Respect, Responsibility, Resilience and Ready 2 Learn and Bible characters. Students are responsible for running the preliminaries and singing, which encourages responsibility.

- **Days of Worship:** Respect for God and for students from affiliated schools in the Sydney Adventist system is supported through combined Days of Worship that are run once a year across the Sydney region. Kindy to Year 2, Year 3 & 4 and Year 5 & 6 each have their own Day of Worship. Students always take part in one section of the program.

- **Community BBQ and Student Led Programs:** On the Friday night after or Week of Worship (WOW) and Christmas, a family night happens where a BBQ is provided and prepared by the staff. The students are involved in a program that is organised for the parents. A great time is had by all!

- **Day of Culture:** A day where the students, parents and teachers all come together to raise funds for the purchase of resources that the students need in their classrooms. Each class performs a cultural dance and students also have the opportunity the perform solo of as a group. The day also provides a carnival atmosphere where jumping castles, 9D Cinema, side show activities to mention just a few. It is wonderful to see the parents mingling with each other and students enjoying themselves.

11 PARENT, STUDENT AND TEACHER SATISFACTION

Data from an Insight SRC Survey and Interviews face-to-face were used for this report. The following were rated highly.

PARENT

- The academic standards and education program at this school provide adequate challenge for my child.
- My child enjoys the learning they do at school.
- My child gets on well with other students at school.
- I feel comfortable about approaching this school with any concerns I might have.
- The school understands their strengths and weaknesses and always strives to improve.
- I have an opportunity to get involved in planning and deciding things at this school if I want to.
- My child's report gives me a good understanding of how my child is progressing at school.
- My child is developing valuable social skills.
- The teachers at my child's school are extremely dedicated, enthusiastic, energised, passionate and take pride in their work.
- This school provides stimulating learning while motivating and encouraging my child to persist with their learning, even when it is difficult.
- The teachers at my child's school manage student behaviour sensibly and fairly.
- The staff at this school collaborate effectively with parents.
- Staff at this school respect each student as a unique creation of a loving God.
- Jesus Christ is clearly identified as the source and inspiration for unity in our school community.
- Staff at this school encourage students to serve others.
- Some students are disruptive in class making it hard for my child to learn.
- My child has been teased recently at school.
- Would like to see the school offer more extra-curricular activities.

Apart from the survey, there are five things that parents say as to why they choose Hurstville Adventist School:
- Small Size – like the fact that there are only a little over 200 students at the school.
- Family atmosphere they feel when walking into the school.
- Dedicated teachers
- Schools ranking and reputation in the community.
- Positive feedback they receive from parents in the school through word of mouth.

STUDENT

- I like school, am happy and look forward to coming to school.
- I feel I belong at this school.
- Teachers listen and really want me to learn.
- My teachers explain things clearly and understand how I learn.
- My teacher ensures that all students are respected.
- My teachers are caring, kind and fair.
- I am keen to do very well at my school.
- My teachers provide help and support when it is needed.
- My teachers put in a lot of effort to help me with my Maths and Literacy skills.
- My teacher always helps me to work out how I can improve and helps me to build on my strengths.
- My teachers could make the work we do in class more interesting.
- I am sometimes teased at school and some students can be mean.
- The behaviour of some students makes it hard for me to do my work.
- I would like to work more in groups in my class.
- I would like more opportunities to discuss with my peers what we are learning in class.

TEACHER

- Most staff feel positive, cheerful, energetic and proud of what they accomplish.
- There is a positive school morale.
- The school leaders do have a good understanding of the challenges which occur at my school.
- This school has a very supportive and collaborative leadership team.
- Staff are able to approach the school's leaders to discuss issues.
- There is opportunity for staff to participate in decision making in this school.
- I am clear about my professional responsibilities.
- There is good communication, support and teamwork in this school.
- Staff frequently discuss and share teaching methods and strategies with each other.
- Staff are committed to the school's goals and values and in agreement about the teaching philosophy.
- There are forums where I can express my views and opinions and they are valued.
- When faced with an unusual problem at school, we are able to find a solution by collaborating and considering new ways of doing things.
- The responsibilities relating to student discipline are well understood by staff, students and parents.
- Available technology enables me to do my job well.
- Curriculum is well planned and documented.
- Staff at this school always focus on improving the quality of the school's teaching and learning practices.
- Staff always care for others and show grace, mercy and acceptance of others.
- Staff ensure all students are respected and cared for and that they reflect Christ-like behaviour.
- Inclusion and hospitality are clear characteristics of this school.
- This school puts in place effective policies and procedures to support the wellbeing of staff.
- I would like more regular feedback on my work.
- I am not always clear about what others expect of me.
- Too much is expected and staff are overloaded with work.
- The behaviour of some students can be a problem and make it hard for me to focus on my teaching.

12 SUMMARY FINANCIAL INFORMATION

INCOME
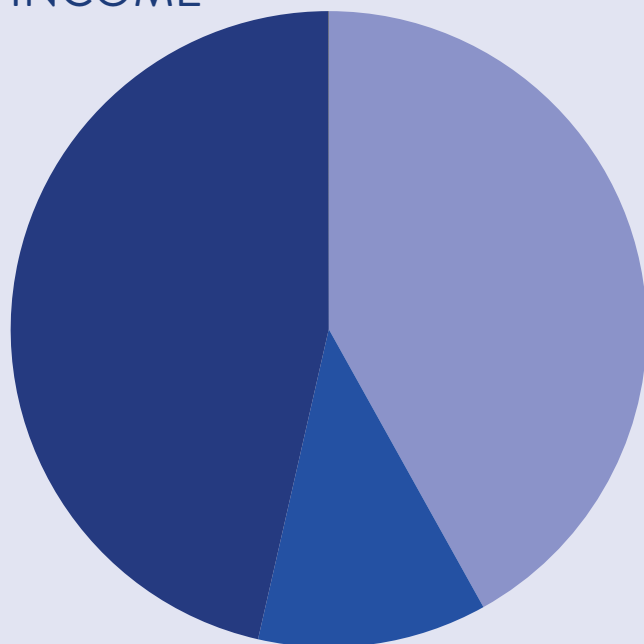
INCOME SOURCES | % OF TOTAL INCOME

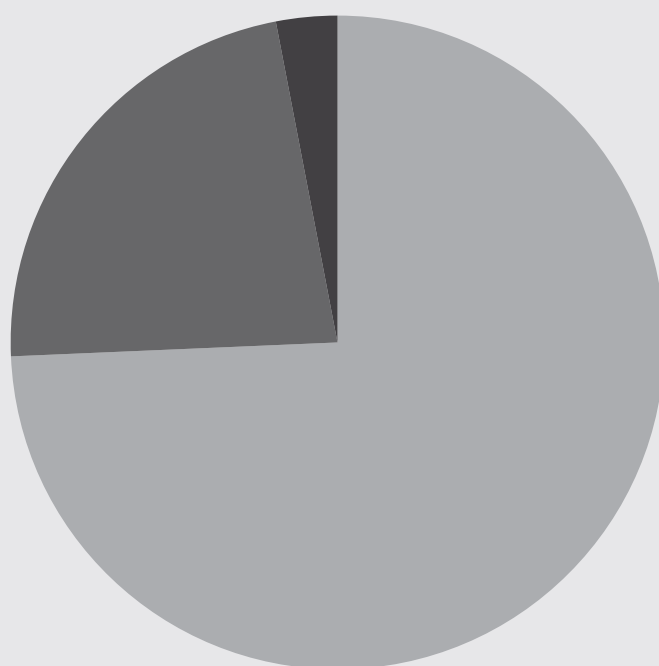|	
Fees and private income	**41.92%**
State recurrent grants	**11.66%**
Commonwealth recurrent grants	**46.40%**
Other Government grants	**0.02%**
Government capital grants	**0.00%**
Other capital income	**0.00%**

EXPENDITURE

EXPENDITURE COSTS | % OF TOTAL EXPENDITURE

Salaries, allowance & related expenses	**74.32%**
Non-salary expenses	**22.65%**
Classroom expenditure	**3.02%**
Capital expenditure	**0.0%**

13 PUBLIC DISCLOSURE OF EDUCATIONAL AND FINANCIAL PERFORMANCE

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

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:

☑ 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