



MOUNTAIN VIEW  
ADVENTIST COLLEGE

NSW EDUCATION STANDARDS AUTHORITY

# ANNUAL REPORT



*Reporting on the 2022  
Calendar Year*

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

# 1 A MESSAGE FROM KEY SCHOOL BODIES

## PRINCIPAL'S MESSAGE:

Mountain View Adventist College provides a caring learning environment where each child is valued and supported in their learning. It is a place that opens a world of opportunity for students, a place that celebrates diversity and faith, a place for academic, cultural and sporting achievement. The school focuses on the development of the whole child in a caring Christian environment and we are thankful for the opportunity to make a difference in the lives of students as we partner with parents.

There is a great capacity for acceptance and belonging at Mountain View. With over 52 different nationalities represented, connectedness to each other, to family and connectedness to God is a core pillar. This sense of connectedness and belonging provides an environment in which students lives can be transformed. Our role as staff is more than to provide knowledge. It is to build character by developing the whole person, by developing young men and women who will give back to their community. It is a blessing to be working in a community of cooperative and supportive staff, students, and families.

*Irwin Steyn*  
Principal

## STUDENT REPRESENTATIVE COUNCIL

Mountain View Adventist College (MVAC) has historically placed an emphasis on assisting our students in understanding the importance of being active members of our community. This emphasis is enshrined in our student's selection of Micah 6:8 as our college bible verse but also our commission as Adventist Educators to prepare our students to Nurture for today, Learning for Tomorrow and Character for Eternity.

This year our Student Representative Council (SRC) represents student voice from each year group from years 5-12. Two students from each year group have been selected to represent their cohort at this platform.

This year, our SRC voted, created and distributed a survey amongst years 5-12 to gather what our student body felt were pressing issues that needed to be addressed with our College Executive Team (CET). In April 2022, four of the senior members of our SRC presented the petitions of the student body to the CET to have the school utilise an app for the ordering of lunches from the school canteen and renovations of the senior school bathrooms. The students were pleasantly surprised that their requests were well received and actioned by the CET. This commitment by the CET to listen and address student needs has further encouraged our secondary students to become actively involved in creating positive change on our campus.

Our hope is that as we continue to encourage our students to advocate for their peers, to respectfully share their opinions within this forum our young people will find joy in acting justly, loving mercy and serving others.



## 2 CONTEXTUAL INFORMATION ABOUT THE SCHOOL

Mountain View Adventist College is a faith based, co-educational Pre-kindy to Year 12 school located in Doonside, Western Sydney. Made operational in 1969 by the Seventh-day Adventist Church the school has 609 students and has a reputation as a caring and supportive multi-cultural learning community with above average growth in literacy and numeracy. Students represent 52 different cultures and 60% of students have a language background other than English while 3% of students are Indigenous students. The school serves the wider community regardless of religious affiliation and, drawing on a wide geographic area that is supported by a large bus fleet, there is broad diversity in the socio-economic status in the College community. Therefore, the school seeks to provide an environment where students can fulfil their potential and prepare themselves for an enriching life of service to their communities. Local and international service projects provide avenues for the development of student's general capabilities, thus supporting life-long learning.

As many students come from non-English speaking backgrounds, the focus on literacy and numeracy is crucial. The use of well researched approaches to learning along with the use of student data to inform decisions about effective teaching have resulted in significant growth in literacy and numeracy across the school. Professional learning is supported by the school's partnership with the NSW Association of Independent Schools to drive school improvement in the intensive Literacy and Numeracy Project and student engagement initiatives. The school improvement goals identified in the School Improvement Plan, and supported by the Quality Adventist Schools Framework, have resulted in improvements in student focused learning and continue to be a strong base for future growth and learning.



# 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

#### 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	4.5	11.4	84.3
Year 5	0	14.6	85.4
Year 7	5.4	8.9	85.8
Year 9	8.4	20.8	70.8

##### WRITING

YEAR	% BELOW NATIONAL MINIMUM STANDARD	% AT NATIONAL MINIMUM STANDARD	% ABOVE NATIONAL MINIMUM STANDARD
Year 3	0	2.4	97.6
Year 5	8.5	12.8	78.7
Year 7	3.5	15.8	80.7
Year 9	15.4	21.2	63.4

##### SPELLING

YEAR	% BELOW NATIONAL MINIMUM STANDARD	% AT NATIONAL MINIMUM STANDARD	% ABOVE NATIONAL MINIMUM STANDARD
Year 3	11.4	6.8	81.8
Year 5	4.2	8.3	87.5
Year 7	1.7	8.6	89.7
Year 9	8.3	10.4	81.3

## GRAMMAR AND PUNCTUATION

YEAR	% BELOW NATIONAL MINIMUM STANDARD	% AT NATIONAL MINIMUM STANDARD	% ABOVE NATIONAL MINIMUM STANDARD
Year 3	2.3	13.6	84.1
Year 5	4.2	14.6	81.2
Year 7	6.9	12.1	81
Year 9	14.6	18.8	66.6

### INTERPRETATIVE COMMENTS

The Year 3 results demonstrate a very strong upward trend in the average scores of Year 3 students with results in writing and spelling being above the state average. Raw results in literacy indicate that there is continued room for growth.

In all areas of NAPLAN the average student scaled growth for Year 5 and 7 was more than the average for state and statistically similar schools. Year 9 cohort results were lower than other cohorts but higher than state and statistically similar schools in all areas. As a whole school the NAPLAN results demonstrate that there are areas of strong growth compared to state schools and statistically similar schools, while there are areas that will continue to be adjusted.

## 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	5.1	10.3	84.6
Year 5	6.1	16.3	77.6
Year 7	5.4	14.3	80.3
Year 9	2.0	16.3	81.7

### INTERPRETATIVE COMMENTS

Numeracy results were varied across the year levels. There were a few students below national minimum standard in Years 3, 5, 7 and 9, with the vast majority above national minimum standard. This reflects significant growth for Years 3, 5, 7 and 9 students which is above the national average.

Both extension and support classes have commenced under the tutelage of Mr. Pedro Pallares and Miss Sophia Kwon, which involves student withdrawal and accelerated, or remedial, classes run in smaller groups. Miss Kwon is working with remedial maths for Year 7 whilst Mr. Pallares runs remedial classes for Year 8. Mr. Pallares has also commenced an extension program with our Year 9 and 10 students.

## 3.2 RECORD OF SCHOOL ACHIEVEMENT

ITEM	STUDENTS
Number of Students studying in Year 10	55
Number of ROSAs issued by NESA in 2022	53

## 3.2 RESULTS OF THE HIGHER SCHOOL CERTIFICATE EXAMINATION 2022

### COMPARISON OF 2022 RESULTS COMPARED TO THE STATE

#### 2022 - SCHOOL V STATE BAND %

Subject	No of students		Performance band achievement by number and/or %					
			Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
Biology		School	0	0	2	2	2	3
		State	1201	3869	5009	4988	3024	802
Business Studies		School	0	0	5	7	1	0
		State	1883	4376	5382	4573	1491	245
Community & Family Studies		School	1	4	4	5	5	0
		State	521	2424	3733	1807	418	61
Design & Technology		School	0	0	2	2	2	1
		State	462	1244	1264	520	108	24
English Advanced		School	0	2	4	0	0	0
		State	3581	12984	6427	1456	202	11
English Standard		School	0	1	4	14	7	4
		State	172	4564	12338	9893	3279	400
Food Technology		School	1	1	2	4	4	1
		State	319	782	983	1067	348	140
Geography		School	0	0	2	3	2	0
		State	439	1276	1244	688	303	104
Information Processes & Technology		School	0	1	1	1	2	0
		State	105	399	665	365	210	64
Legal Studies		School	0	1	2	2	1	0
		State	1496	2693	2577	1907	1023	529
Mathematics Standard		School	0	3	27.27	27.27	36.36	0
		State	2206	6478	7485	8269	4398	1040
Music		School	0	1	1	3	0	0
		State	925	2043	847	365	64	19
PDHPE		School	0	1	1	3	8	3
		State	829	3323	3832	4710	2689	501
Studies of Religion I		School	0	2	1	3	8	3
		State	877	2569	3318	1330	290	50
Studies of Religion II		School	0	2	7	7	8	0
		State	615	2215	2011	838	319	93
Visual Arts		School	0	2	7	0	0	0
		State	1346	4038	2133	545	101	15

## 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
Biology		2022	0	0	22.22	22.22	22.22	33.33
	7	2021	0	0	57.14	28.57	14.28	0
	8	2020	0	0	62.5	25	12.5	0
Business Studies		2022	0	0	38.46	53.84	7.69	0
	9	2021	0	11.11	33.33	44.44	11.11	0
	12	2020	0	8.33	16.66	25	16.66	33.33
Community & Family Studies		2022	5.26	21.05	21.05	26.31	26.31	0
	22	2021	0	0	45.45	40.90	13.63	0
	8	2020	2020	0	0	21.42	64.28	14.28
Design & Technology		2022	0	0	28.57	28.57	28.57	14.28
	12	2021	0	0	50	25	25	0
	7	2020	0	0	50	12.5	37.5	0
Drama		2022	0	0	0	0	0	0
	5	2021	0	0	40	60	0	0
	7	2020	0	14.28	42.85	42.85	0	0
English Advanced		2022	0	33.33	66.66	0	0	0
	9	2021	0	11.11	55.55	33.33	0	0
	9	2020	0	44.44	55.55	0	0	0
English Standard		2022	0	3.33	13.33	46.66	23.33	13.33
	30	2021	0	0	13.33	53.33	23.33	10
	33	2020	0	0	3.03	48.48	48.48	0
Food Technology		2022	7.69	7.69	15.38	30.76	30.76	7.69
	8	2021	0	0	12.50	50	12.50	25
	14	2020	7.14	0	28.57	21.42	28.57	14.28
Geography		2022	0	0	28.57	42.85	28.57	0
	5	2021	0	0	60	0	40	0
	11	2020	0	0	18.18	36.36	27.27	18.18
Information Processes & Technology		2022	0	20	20	20	40	0
	8	2021	0	12.50	50	0	37.50	0
	10	2020	0	20	30	10	20	20
Legal Studies		2022	0	16.66	33.33	33.33	16.66	0
	12	2021	0	8.33	8.33	33.33	50	0
	13	2020	0	23.07	7.69	46.15	7.69	15.38
Mathematics Advanced		2022	0	0	0	0	0	0
	5	2021	20	20	60	0	0	0
	4	2020	0	50	25	25	0	0
Mathematics Standard		2022	0	23.07	38.46	30.76	7.69	0
	19	2021	0	15.78	26.31	52.63	5.26	0
	17	2020	5.88	23.52	29.41	23.52	17.64	0
Music		2022	0	20	20	60	0	0
	4	2021	0	50	50	0	0	0
	8	2020	25	37.5	37.5	0	0	0
PDHPE		2022	0	6.25	18.75	50	18.75	16
	12	2021	0	0	16.66	41.66	25	16.66
	12	2020	0	0	8.33	25	8.33	58.33



Subject	No of students		Performance band achievement by number and/or %					
			Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
Studies of Religion I		2022	0	11.76	5.88	17.64	47.05	17.64
	19	2021	0	5.26	0	47.36	36.84	10.52
	1	2020	0	0	0	100	0	0
Studies of Religion II		2022	0	8.33	29.16	29.16	33.33	0
	20	2021	0	10	20	25	25	20
	41	2020	0	12.19	12.19	24.39	24.39	26.82
Visual Arts		2022	0	22.22	77.77	0	0	0
	7	2021	0	42.85	42.85	14.28	0	0
	4	2020	0	0	75	25	0	0

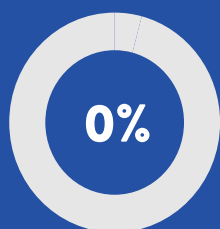
### INTERPRETATIVE COMMENTS FOR HIGHER SCHOOL CERTIFICATE RESULTS

1 Student was able to achieve Band 6 in CAFS and Food Technology. Majority of our students sat in the 3-4 Bands. Achievement in Mathematics Standard saw students achieving higher than the State in Band 5 range, while most other subjects saw students achieving higher than the State in Band 4 range.

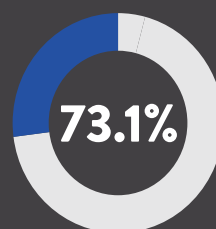
### INTERPRETATIVE COMMENTS FOR HIGHER SCHOOL CERTIFICATE RESULTS OVER TIME

Over time the HSC results have varied which is often a reflection of the cohort. The results are mainly consistent with many students achieving in Bands 3 and 4 whilst the upper and lower Bands have a wider spread of results. In 2022 there was many students achieving results in the middle two Bands in several subjects as well as one student who achieved a Band 6 in CAFS and Food Technology.

## 4 SENIOR SECONDARY OUTCOMES



PERCENTAGE OF STUDENTS IN YEAR 12 UNDERTAKING VOCATIONAL OR TRADE TRAINING



PERCENTAGE OF STUDENTS IN YEAR 12 ATTAINING A YEAR 12 OR EQUIVALENT VET QUALIFICATION

## 5 PROFESSIONAL LEARNING AND TEACHER STANDARDS

### 5.1 PROFESSIONAL LEARNING

Areas of professional learning	Teachers (number or group)
<b>Leaders</b>	
School Improvement Team Coaching x2	8
Executive Leadership x4	5
AIS Wellbeing Conference	2
GSC Primary Leaders of Learning x4	2
GSC Secondary Leaders of Learning x4	1
AIS Masterclass – Future Schools Planning	4
<b>P-6</b>	
Implementing the new English syllabus	4
Implementing the new Mathematics syllabus	4
Curriculum Stage Meetings	18
Quality Assessment practices (NESA)	18
NAPLAN Training	6

Areas of professional learning	Teachers (number or group)
7-12	
Curriculum stage meeting (KLA) x 8	28
Wellio Training	18
Quality Assessment practices (NESA) x2	28
SEQTA learn and engage training	28
NAPLAN Training	8
Combined	
CPR, Asthma & Analphylaxis Training	45
NCCD	45
Fire Training	45
Mandatory Reporting and Child Safety	45
WHS Training	45
SEQTA Learn and Engage Training	45
Explicit teaching model	45
QAS analysis	45
Adjustments for student with special needs	45

**Total Staff PD experiences:**

**587 hours**

**Average cost per teacher for professional learning:**

**\$732**

## 5.2 TEACHER ACCREDITATION STATUS

ACCREDITATION LEVEL OF TEACHERS	NUMBER OF TEACHERS
(i) Conditional	1
(ii) Provisional	14
(iii) Proficient or higher	30
	45



## 6 WORKFORCE COMPOSITION

Teaching staff are from a variety of cultural backgrounds, most of which are Christian. Approximately one third are early career teachers with a significant proportion working toward their proficient teaching status. There are 45 teaching staff plus the Principal, and four of these staff are part-time. There is one Indigenous liaison officer in the school. In total the staff are 85 which includes bus drivers, cleaners, maintenance, administration staff, counsellors, and chaplains.

# 7 STUDENT ATTENDANCE RATE AND NON-ATTENDANCE

## 7.1 AVERAGE YEAR LEVEL ATTENDANCE

Kindergarten	80.5
Year 1	81.43
Year 2	81.81
Year 3	80.85
Year 4	81.38
Year 5	83.17
Year 6	86.62
Year 7	85.36
Year 8	83.59
Year 9	78.15
Year 10	82.07
Year 11	81.83
Year 12	85.79

TOTAL SCHOOL  
ATTENDANCE AVERAGE  
**82.48%**

## 7.2 MANAGEMENT OF NON-ATTENDANCE

A significant review of attendance protocols was undertaken during 2020/21 and continued in 2022 to address the nonattendance patterns of some students from disadvantaged families. Several strategies were trialled with varying success and documentation processes were refined. It was anticipated that attendance rates will improve in 2022 because of a number of intentional strategies implemented by the College to address nonattendance including wellbeing programs and responsibilities of support staff. Rolls are marked each morning and if a child is absent an SMS message is sent to the parent or carer by 10am. Parents then are aware if their child has truanted and will text back if their child is unwell or away for the day with permission. If students are absent from school for one or more days, they must bring a note of explanation to their class or Home Room teacher from their parent or carer on the first day they return to school. Notes must include the name of the student, the date of the day/s absent, an explanation for the absence and the name and signature of the parent or carer. Parents or carers may send an email or SMS, or phone the school in lieu of a note.

All student attendance data is maintained on the school's SEQTA database which links to Student Reports and other academic records. Absence notes are archived until a given child reaches the age of 25 in the student's individual file in the archive room. The Deputy Principal and Head of Primary School generate a weekly SEQTA attendance report, usually on a Friday. For attendance, the Deputy Principal is responsible for Years 7-12, and the Head of Primary School for Prep to Year 6. They review consecutive or habitual absences to follow up in conjunction with the Classroom or Home Room teacher and Senior Counsellor where applicable.



### 3 TO 5 CONSECUTIVE OR HABITUAL DAYS

Ideally the Classroom or Home Room teacher contacts parents/carers by phone and a follow up SEQTA email when unexplained absences are between 3-5 days either consecutive or habitual. If this does not occur, the Head of Junior School or Deputy Principal will call or email the parent/carer.

Notes are recorded on SEQTA regarding the conversation and anticipated return date to school. Emails are recorded automatically on SEQTA.

### UP TO 10 CONSECUTIVE OR HABITUAL DAYS

The Deputy Principal or Head of Junior School for Years makes phone contact with parents to discuss absence either consecutive or habitual. Notes made on SEQTA regarding conversation and return to school dates.

Parents/Caregivers may be invited to school for a face to face meeting to ascertain how the school can collaborate with the family to support the child's attendance at school. A School Counsellor may attend the meeting.

Attendance Letter No 1 emailed home and recorded on SEQTA. There are two versions of this letter - one following a phone call and one for no phone contact made.

### UP TO 15 CONSECUTIVE OR HABITUAL DAYS

- The Deputy Principal or Head of Junior School to make second contact with the parents via phone to discuss reasons for the student not attending school.
- Meeting with the Deputy Principal or Head of Junior School, parents/carers and student organised to discuss strategies to ensure student comes to school. A School Counsellor may attend the meeting.
- School Attendance Improvement Plan discussed and completed together.
- Provide counselling if necessary.
- Attendance Letters No 2 request and follow up and School Attendance Improvement Plan emailed home and recorded on SEQTA.

### 20 CONSECUTIVE OR HABITUAL DAYS

- Meeting between the parent or carer and the Deputy Principal or Head of Junior School and other relevant Wellbeing staff such as the Learning Support Teacher, Counsellor or Chaplain to discuss attendance at school and how to move forward.
- Home visit made if appropriate, particularly if the parent or carer will not meet with the school.
- Attendance Letter No 3, emailed home and recorded on SEQTA.
- If applicable, outside agencies will be notified if the parent or carer will not meet with the school and assistance will be sought

### 30 CONSECUTIVE OR HABITUAL DAYS

- Attendance Letter No 4 stating the school's intention to seek further action emailed to family and recorded on SEQTA.
- Police Liaison Officer notified by Principal with a visit to follow if appropriate.
- FaCS report made under NEGLECT – Education Concern (Habitual Absence) if applicable [https:// reporter.childstory.nsw.gov.au/s/mrg](https://reporter.childstory.nsw.gov.au/s/mrg)
- NSW Association of Independent Schools Student Service Team notified by the Deputy Principal or Head of Junior School and support sought – 02 9299 2845

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> The School Attendance Protocol is found on the school's intranet.

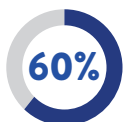
## 7.3 RETENTION FROM YEAR 10 TO YEAR 12

Percentage  
retention rate:





## POST SCHOOL DESTINATIONS



of students who finished went on to further study either at University and/or TAFE.



went on to seek employment or took a gap year.

# 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. 31 March

## 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.

## THE STUDENT POPULATION

Our student population is very multicultural. Mountain View Adventist College has 52 different nationalities represented. All faiths are welcome.

# 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 of 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

## 1. RATIONALE

Mountain View Adventist College, along with all Adventist Colleges is committed to providing a safe learning environment in which students feel valued. We recognise that bullying can thrive in the closed world of children and therefore all schools need to create an atmosphere of openness and reporting.

Reports of bullying will be taken seriously, and appropriate action will be taken. Each member of the Mountain View Adventist College community shares the collective responsibility to ensure every member feels safe, supported, and valued at all times. Bullying, in any form, is never acceptable and will not be tolerated.

## 2. AIMS

- To provide a safe, secure learning environment for all.
- To provide a positive culture where bullying is not accepted, and in so doing, all will have the right of respect from others, the right to learn or to teach, and a right to feel safe and secure in their school environment.
- For everyone within the College community to be alert to signs and evidence of bullying and to have a responsibility to report it to staff whether as observer or victim.
- To empower the whole school community to recognize and respond appropriately to bullying and harassment, and to contribute to the general health and wellbeing of all students.

## 3. DEFINITION

A person is bullied when one or more other people expose them regularly and over time to negative or harmful actions. Bullying is not the same thing as a disagreement between two people. Bullying is the misuse of power, position or privilege. It is any form of behaviour that is not welcome and not asked for; done to intimidate, coerce, create fear, control, embarrass, exclude, or cause pain/discomfort. It is always one way, rather than an exchange.



Bullying can be

- Physical: for example - being hit, tripped, kicked, pinched;
- Verbal: for example - being called names, teased, put down;
- Psychological: for example - being threatened, stalked, gestures;
- Social: for example - being ignored, having rumours spread about you, excluding someone;
- Sexual: for example - unwanted touching or brushing against someone, picking on someone because of their sexual orientation; and/or
- Cyber: for example - insulting someone in chat rooms, sending cruel or threatening emails/text messages, using the internet, chat rooms, or mobile phones to spread rumours or information about someone. For behaviour to be considered as bullying, it needs to comprise of repeated actions that are intended to cause hurt. Not having friends, or not being popular isn't necessarily a sign that a person is being bullied; it can simply mean a person lacks inter-personal skills. There is a difference between bullying behaviour and what could be defined as normal interpersonal conflict

## 4. IMPLEMENTATION

Total elimination of bullying will be a difficult, if not impossible, task. It is, however, the duty of all staff, students and parents to pursue this ideal with determination and vigour.

Students are entitled to enjoy their educational experience without fear of harassment from any sector of the school community.

The school will ensure that adequate classroom and playground supervision is provided to minimise the opportunities for bullying to occur.

Anti-bullying programs may be integrated into weekly Bible, PDHPE program or through our school Values.

The College will adopt a four-phase approach to bullying.

- A. Primary Prevention
- B. Early Intervention
- C. Intervention
- D. Post Violation

Location of the full text of the Anti-Bullying 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.*

## 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)

Component	2.1 Professional Growth			Date Review Completed	
Recommendations/Reflections from Component Review	Strategies to address Improvement	SMART Goals Success Indicators	Personnel	Implemented	Completed Achieved
The school needs a highly developed and collaborative professional learning culture that includes planned, regular and meaningful dialogue to reflect on student learning, progress, development and successes. Teachers develop new knowledge, skills and technologies with confidence to support student learning for the 21st century	<ol style="list-style-type: none"> <li>Proactively facilitating regular meetings.</li> <li>Planned release time for teachers to collaborate, to dialogue and reflect on student learning.</li> <li>Teachers need to attend at least 1 PD a year in relation to their appraisal and goals.</li> </ol>	Meetings take place regularly Planning and strategies are evident in Units of work. Teachers choose a PD related to their goals set.	Principal, HOS and SIT All teachers DOTL Teachers	2022 but being refined using the BCC program	
Component	1.3 Wellbeing/Pastoral Care			Date Review Completed	
Recommendations/Reflections from Component Review	Strategies to address Improvement	SMART Goals Success Indicators	Personnel	Implemented	Completed Achieved
Develop a culture of staff reflective practice for whole school well-being. The focus is on prevention and support.	Staff Wellbeing To respond to staff and teacher needs, MVAC provides a professional counselling team and chaplaincy team. MVAC staff are an integral part of the Wellbeing Framework and we see the need to support and mentor in this space.	During 2022 and continuing in 2023 specific strategies are explored and implemented to support staff well-being. Throughout 2022 and 2023 executive staff aware of individual staff wellbeing, listen to them and mentor where appropriate. 2022 SRC Insight Survey results indicate staff well-being (in relation to staff voice) is still a concern.	Lead: Wellbeing Coordinator  Behaviour Management Coordinator  Wellbeing Committee  Principal  Support: All Teachers  DOTL and all teachers and stakeholders	2022 and on going with guidance from BCC program	
	Teaching and Learning The Wellbeing Framework at MVAC acknowledges the connection between wellbeing and academic achievement. Development of Pedagogical framework	Throughout 2022 continue to embed some of the methodologies of Insight SRC Resources.	Wellbeing Action team		

Component	1.3 Wellbeing/Pastoral Care			Date Review Completed	
Recommendations/ Reflections from Component Review	Strategies to address Improvement	SMART Goals Success Indicators	Personnel	Implemented	Completed Achieved
	Connect Time Home Room Time, Worship and Chapel are specific, timetabled events during the school day/week where students can reflect and connect with their teachers and classmates. This time builds relationships and allow students to engage in practices that support wellbeing. The theme of 'Level Up' along with school values is deliberately developed.	Teachers connect to students in their class and deliberately use 'wellbeing' language and engagement activities with students. Student and teacher feedback by the end of 2022/23 demonstrate a stronger sense of wellbeing eg observations, surveys, focus groups.	Lead: Wellbeing Coordinator  HOSs  Wellbeing Committee  Principal  Support: All Teachers		
	<ol style="list-style-type: none"> <li>Positive Behaviour for Learning PB4L-to embedded. <ul style="list-style-type: none"> <li>The MVAC Way is aligned to the PB4L framework.</li> <li>Specific behaviours are identified and taught according to the 4 values across the school including: Classroom, Always and Everywhere, Canteen, Busses, Bathrooms</li> <li>The behaviour management system focuses on teaching and reinforcing positive behaviour</li> <li>Merits and demerits are given and recorded using the language of the 4 values</li> <li>The student Personal Profile in School Reports utilises the language of the school values</li> </ul> </li> </ol>	<p>Students with individual plans make progress according to identified 2022 goals.</p> <p>MVAC Way posters are collaboratively developed and displayed in all classrooms at the beginning of 2022.</p> <p>Values are taught and reinforced in Homeroom, classrooms and chapels throughout 2022.</p> <p>The language of the values is heard regularly in classrooms and playgrounds.</p> <p>Merits given increase (ratio of 4 merits to 1 demerit).</p> <p>Demerits given decrease.</p> <p>Parents are informed by email of both merits and demerits being awarded.</p> <p>Student extra-curricular involvement is acknowledged in certificates and reports in 2023.</p>			

**Achievement of Priority Areas listed for improvement in the 2022 report** (Schools in National Partnerships should include achievements of items from their school plan **and come from the improvements listed in your last Annual Report**).

# 12 INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

Mountain View Adventist College is a very multicultural learning community with 52 nationalities represented in the student population. Consequently, diversity is embraced, and the strong sense of community promotes respect. The College has a variety of initiatives for promoting respect and responsibility in the student body including:

## CULTURAL ACTIVITIES

**NAIDOC** is celebrated in a special Chapel program and in class activities that create an awareness about being respectful of our First Nation Peoples.

**MULTICULTURAL EVENTS** Respect for culture is promoted in several key school wide events including Multi-Cultural Day and International Night.

**RECONCILIATION ACTION PLAN A** Reconciliation Action Plan is being developed under the leadership of the school Indigenous Liaison Officer. Links are being made with local elders and development will continue in 2021.

## WELLBEING INCLUDING CHAPLAINCY

### HOME ROOM

Each morning in Home Room students worship together and participate in activities associated with the values of the College including respect and responsibility.

### INVICTUS

Year 7-10 students participate in a weekly wellbeing program, Invictus, that is designed specifically to support the developmental journey of Australian young people. Students are involved in a wide range of collaborative and challenge activities designed to support the self-esteem and responsibility of students.

### WEEKLY CHAPEL PROGRAM

Students participate in a weekly Chapel program that affirms resilience and core values through a range of speakers presenting on topics as diverse as making healthy choices, spiritual development, interpersonal relationships, and respect. Students are responsible for running the preliminaries and singing, which encourages responsibility. This was mostly done online due to Covid-19 restrictions.

## WEEKLY WORSHIP ACTIVITIES

All students participate in Week of Worship programs where for one period per day over the course of a week, students engage in a chapel program designed to build self-esteem, confidence, and respect in the context of a relationship with Christ. In Term 1 students lead in the music and in Term 3 students run the whole week, thus encouraging involvement and responsibility. This was mostly done online due to Covid-19 restrictions.

## 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. Junior School, Middle School and Senior School each have their own Day of Worship. This was mostly done online due to Covid-19 restrictions in 2020 and 2021 but face to face in 2022.

## AWARDS

Awards are given each week in standing assembly acknowledging not just achievement, but also respect, effort, responsibility and compassion.

## CHARACTER FIRST AND BOUNCE BACK

All Kindy to Year 4 students are involved in a program called Character First that facilitates a growth in understanding of values and Year 5 & 6 students participate in a similar program called Bounce Back. This includes a focus on respectful relationships and responsibilities to themselves and others.

## STUDENT LED WELLBEING PROGRAMS

Within the school, student leaders run support programs for their peers such as Brotherhood. These programs provide an opportunity for the leaders to be responsible and for students to develop respect for themselves and others.

## COMMUNITY SERVICE AND ENGAGEMENT

All students have opportunities to be involved in service to the community that are age appropriate. For example, Prep to Year 12 students collect food for the local Blacktown ADRA Centre, Year 11 students are given the opportunity to go on an Overseas Service trip in October. These service activities provide opportunities to be responsible in giving back to community. Students in both Primary and High school help to run church services in the local Sydney community, fostering a sense of responsibility and respect for others.



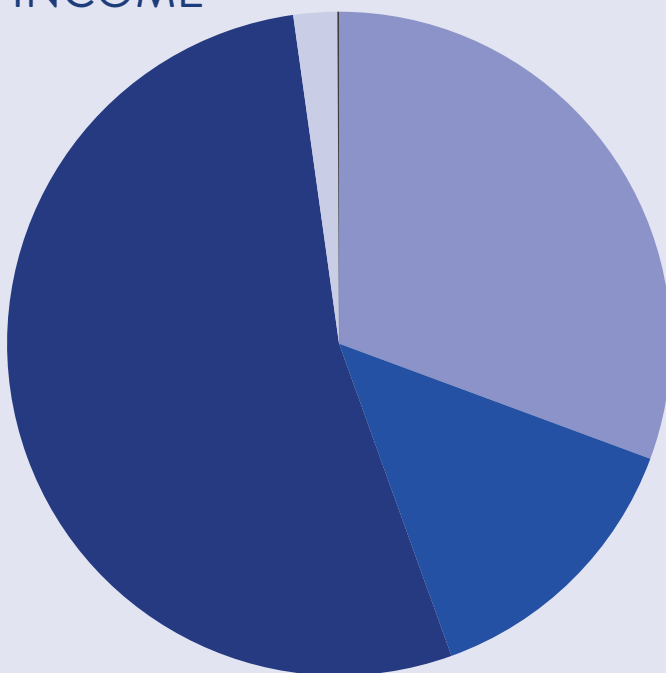


## 13 PARENT, STUDENT AND TEACHER SATISFACTION

Feedback on parent, student and teacher satisfaction is sought through surveys and focus groups. Internal 2022 student surveys indicated that while students have a strong sense of 'school family' their pride in the school is lower. Students in primary school have a higher level of satisfaction with learning opportunities than students in high school, which is partly reflective of their developmental journey and academic demands. In 2022 a voluntary perception survey was conducted by Insight SRC which included sections on organisational climate, teaching climate, student wellbeing and community engagement. The survey compared to the school to 2,500 schools nationally to give insights into areas of strength and growth. The schools aggregate scores showed strong growth in organisational climate. Staff identified that people were important in the school and curriculum processes were reasonably strong. A perceived area of strength for the College was Community Engagement. Staff feedback about school climate indicated that role clarity and professional growth are areas of opportunity. There is a strong sense of cooperation and a high value on people. Students surveys demonstrated that indicated that they had a strong desire to learn, but their confidence was low. Students perceived that there is a strong focus on literacy and numeracy in the school and that teachers are encouraging of learning. Areas for growth from the student voice was that the school needed to do more to support emotional wellbeing and student behaviour. While a small percentage of parents responded to the survey, they reported that peer relations, student behaviour, staff and student engagement, along with peer relations were perceived strengths, placing Mountain View Adventist College in the top 25% of Australian schools in these areas. Both parents and students saw Adventist Identity as a strength of the school.

# 14 SUMMARY FINANCIAL INFORMATION

## INCOME



### INCOME SOURCES | % OF TOTAL INCOME

Fees and private income | **30.64%**

State recurrent grants | **13.86%**

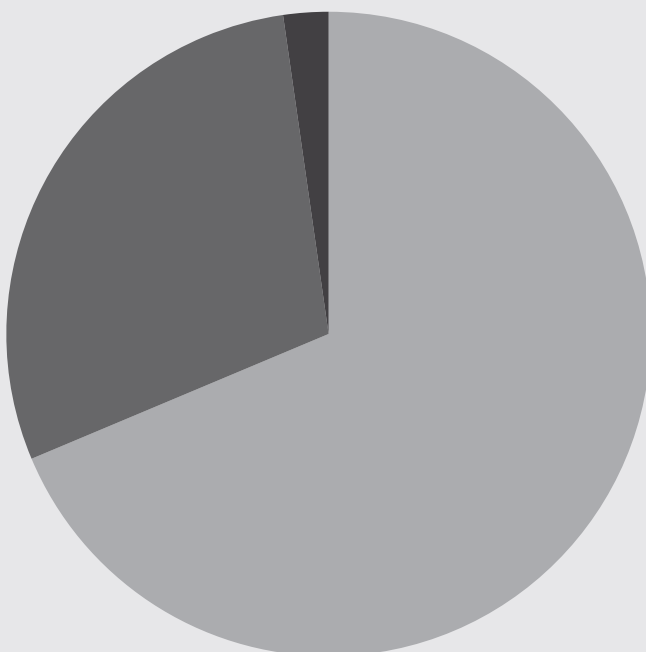
Commonwealth recurrent grants | **53.29%**

Other Government grants | **2.13%**

Government capital grants | **0.0%**

Other capital income | **0.08%**

## EXPENDITURE



### EXPENDITURE COSTS | % OF TOTAL EXPENDITURE

Salaries, allowance & related expenses | **68.67%**

Non-salary expenses | **29.07%**

Classroom expenditure | **2.26%**

Capital expenditure | **0.0%**

# 15 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