

**NSW Education Standards Authority**

**Annual Report  
2021**

**Reporting on the 2020 Calendar Year**

**Central Coast Adventist School**

Owned and Operated by

Seventh-day Adventist Schools  
(NNSW) Ltd

## **1 A message from key school bodies –**

Central Coast Adventist School is situated just north of the Hawkesbury River at Gosford and is the most southern school in the Seventh-day Adventist Schools (North New South Wales) Limited (hereafter the Company), with its head office in Newcastle. The Company is governed by the Board of Directors, the overarching administrative body that administers the ten schools from the Central Coast of NSW to the Queensland border, including Central Coast Adventist School. CCAS and NNSW Schools is part of a larger education system run by the Seventh-day Adventist Church in Australia. Its national office is located in Melbourne.

The school has its own representative School Advisory Council. Membership of the council is established via the Board of Directors. The school establishes and pursues its own local goals (School Improvement Plan) inside the broader context of the Schools Company's own Strategic Plans.

## **2 Contextual information about the school (including information about National Partnerships and /or Improving Teacher Quality if applicable)**

Central Coast Adventist School has grown from a one-teacher 18 pupil school in 1969, through to the 1990's as a small Kindergarten to Year 10 school of about 140 students into a Pre Kindergarten to Year 12 school of over 1000 students in 2020. This growth has required the school to adapt and adjust on a yearly basis as it seeks optimal size, roles, and impacts. Our current direction is primarily informed based on the ongoing implementation of the Quality Adventist Schools Framework, which guides and inform the School Improvement journey of CCAS for both the present and into the future.

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### 3 Student performance in State-wide tests and examinations

#### 3.1 *Record of School Achievement*

Item	Students
Number of Students studying in Year 10	<b>88</b>
Number of ROSAs issued by NESA in 2020	<b>88</b>

### 3.3 Results of the Higher School Certificate Examination 2020

#### Comparison of 2020 results compared to the state

Subject	No of students		Performance band achievement by number					
			Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
Ancient History	2	School	0	0	1	1	0	0
		State	635	1756	2114	1541	738	380
Biology	14	School	0	8	4	1	1	0
		State	1212	4515	5952	4522	1989	444
Business Studies	21	School	0	9	4	5	2	1
		State	1681	4634	4842	3682	1939	1100
Chemistry	6	School	0	1	3	0	2	0
		State	1355	3015	2680	21330	5861	144
Community & Family Studies	13	School	0	5	6	5	0	0
		State	8774	442	2540	3135	1878	55
Drama	5	School	0	0	5	0	0	0
		State	750	1100	1673	300	57	22
Economics	8	School	0	0	2	2	4	0
		State	674	1906	1307	688	308	127
English Advanced	17	School	0	12	3	1	1	0
		State	3520	12185	7768	1153	142	5
English Extension 1	4	School	E4 - 0	E3 - 4	E2 - 0	E1 - 0		
		State	1377	1914	236	24		
English Extension 2	2	School	E4 - 0	E3 - 1	E2 - 1	E1 - 0		
		State	357	781	232	10		

Subject	No of students		Performance band achievement by number					
			Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
English Standard	30	School	0	0	16	13	1	0
		State	167	3408	14246	9756	3176	162
English Studies	3	School	0	0	0	0	3	0
		State	0	0	27	371	585	292
Food Tech	9	School	0	6	2	1	0	0
		State	300	720	999	827	451	79
Geography	9	School	0	1	3	5	0	0
		State	550	1289	1278	717	372	190
Industrial Tech	12	School	2	2	3	2	2	1
		State	475	920	1681	1655	781	344
Legal Studies	9	School	0	1	3	3	2	0
		State	1620	2632	3011	2243	881	264
Mathematics Advanced	12	School	1	6	4	1	0	0
		State	3881	4941	4769	2478	455	248
Mathematics Ext 1	2	School	E4 - 1	E3 - 1	E2 0	E1 0		
		State	3341	3218	1761	484		
Mathematics Ext 2	1	School	E4 - 0	E3 - 1	E2 - 0	E1 0		
		State	1226	1607	444	95		
Mathematics Standard 2	24	School	0	11	5	5	3	0
		State	1607	5816	7697	7564	5203	2139

Subject	No of students		Performance band achievement by number					
			Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
Modern History	16	School	<b>0</b>	<b>2</b>	5	7	2	0
		State	<b>1112</b>	<b>2954</b>	<b>3121</b>	<b>1986</b>	<b>977</b>	<b>710</b>
Music	4	School	<b>3</b>	<b>1</b>	0	0	0	0
		State	<b>984</b>	<b>1917</b>	<b>1183</b>	<b>337</b>	<b>60</b>	<b>20</b>
PDHPE	9	School	<b>0</b>	<b>1</b>	4	3	2	0
		State	<b>1490</b>	<b>4088</b>	<b>4366</b>	<b>3909</b>	<b>1661</b>	<b>669</b>
Physics	4	School	<b>1</b>	<b>0</b>	1	2	0	0
		State	<b>1010</b>	<b>2238</b>	<b>2121</b>	<b>1509</b>	<b>786</b>	<b>328</b>
Studies of Religion 1	1	School	<b>0</b>	<b>0</b>	1	0	0	0
		State	<b>628</b>	<b>2937</b>	<b>2699</b>	<b>1387</b>	<b>376</b>	<b>102</b>
Studies of Religion 2	6	School	<b>0</b>	<b>2</b>	2	2	0	0
		State	<b>402</b>	<b>2287</b>	<b>1867</b>	<b>1097</b>	<b>352</b>	<b>128</b>
Visual Art	7	School	<b>1</b>	<b>6</b>	0	0	0	0
		State	<b>1451</b>	<b>4128</b>	<b>2153</b>	<b>694</b>	<b>129</b>	<b>25</b>

### Interpretative comments for Higher School Certificate results

Comparison of 2020 HSC results as a trend over time

Subject	No of students		Performance band achievement by %					
			Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
Ancient History	<b>2</b>	2020			50	50		
	<b>9</b>	2019		22	33	33	11	
	<b>8</b>	2018		25	25	50		
Biology	<b>14</b>	2020		<b>57</b>	<b>29</b>	<b>7</b>	<b>743</b>	<b>19</b>
	<b>16</b>	2019		36	43	21		
	<b>14</b>	2018		36	43	21		
Business Studies	<b>21</b>	2020		<b>42</b>	<b>19</b>	<b>24</b>	<b>10</b>	<b>5</b>
	<b>21</b>	2019		14	57	19		
	<b>15</b>	2018		20	47	27		
Chemistry	<b>6</b>	2020		<b>17</b>	<b>50</b>		<b>33</b>	
	<b>13</b>	2019		69	15	15		
	<b>7</b>	2018			43	57		
Community and Family Studies	<b>16</b>	2020		<b>31</b>	<b>38</b>	<b>31</b>		
	<b>21</b>	2019	5	32	33	19	9	2
	<b>15</b>	2018			40	47	13	
Drama	<b>5</b>	2020			<b>100</b>			
	<b>10</b>	2019			<b>40</b>	<b>60</b>		
	<b>10</b>	2018			<b>50</b>	<b>50</b>		
Economics	<b>8</b>	2020			<b>25</b>	<b>25</b>	<b>50</b>	
	<b>4</b>	2019		50		50		
	<b>7</b>	2018		14	29	29		29
English Advanced	<b>17</b>	2020		<b>71</b>	<b>18</b>	<b>6</b>	<b>6</b>	

Subject	No of students		Performance band achievement by %					
			Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
	<b>34</b>	2019		35	56	9		
	<b>16</b>	2018		69	31			
	<b>30</b>	2020			<b>53</b>	<b>43</b>	<b>3</b>	
English Standard	<b>33</b>	2019		6	61	24	9	
	<b>36</b>	2018		6	56	33	5	
Food Technology	<b>9</b>	2020		<b>67</b>	<b>22</b>	<b>11</b>		
	<b>7</b>	2019	14	43	29	14		
	<b>6</b>	2018	33	17	17	33		
Geography	<b>9</b>	2020		<b>11</b>	33	56		
	<b>15</b>	2019		33	40	20		7
	<b>8</b>	2018		25	38	25		12
Industrial Technology	<b>12</b>	2020	<b>17</b>	<b>17</b>	25	17	17	8
	<b>8</b>	2019			50	13	12	25
	<b>10</b>	2018			30	50	20	
Legal Studies	<b>9</b>	2020		<b>11</b>	33	33	22	
	<b>16</b>	2019	12	31	19	31	6	
	<b>6</b>	2018		33	67			
Mathematics Adv	<b>12</b>	2020	<b>8</b>	<b>50</b>	33	8		
	<b>20</b>	2019		45	40	15		
	<b>8</b>	2018		63	25	12		
Mathematics Standard	<b>24</b>	2020		<b>46</b>	21	21	13	
	<b>33</b>	2019	12	33	42	12		
	<b>33</b>	2018	9	39	27	24		



Subject	No of students		Performance band achievement by %					
			Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
Modern History	<b>16</b>	2020		<b>13</b>	31	44	13	
	<b>19</b>	2019		16	32	26	16	<b>11</b>
	<b>18</b>	2018		36	29	21	14	
Music 1	<b>4</b>	2020	<b>75</b>	<b>25</b>				
	<b>15</b>	2019	27	60	7	7		
	<b>7</b>	2018	14	86				
PDHPE		2020		<b>10</b>	40	30	20	
	<b>15</b>	2019		20	53	13	7	<b>7</b>
	<b>15</b>	2018		40	27	13	20	
Studies of Religion 1	<b>1</b>	2020			100			
	<b>4</b>	2019		75	25			
	<b>5</b>	2018			80	20		
Studies of Religion 2	<b>6</b>	2020		<b>33</b>	33	33		
	<b>7</b>	2019	14	29		43		
	<b>11</b>	2018		18	18	18	45	
Visual Arts	<b>7</b>	2020	<b>14</b>	<b>86</b>				
	<b>14</b>	2019	7	29	50	14		
	<b>19</b>	2018		26	68	5		

Interpretative comments for Higher School Certificate result trends over time

#### **4 Senior secondary outcomes**

Percentage of students in Year 12 undertaking vocational or trade training:  
0%

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

## 5 Professional learning and teacher standards

### 5.1 Professional Learning

Areas of professional learning	Teachers (number or group)
Child protection Training	86
First Aid Training	110
Curriculum and Pedagogy - General	75
Curriculum and Pedagogy – Syllabus specific	40
Digital Technology	75
Student Welfare	75

Total Staff PD experiences:

461

Average cost per teacher for professional  
learning:

\$758

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## 5.2 Teacher Accreditation Status

Accreditation Level of Teachers	Numbers of teachers
(i) Conditional	0
(ii) Provisional	7
(iii) Proficient or higher	71
	78

## 6 Workforce composition (comment on Indigenous staff)

Central Coast Adventist School has approximately a 2/3 vs 1/3 female to male split when viewing all staff. Over 85% staff are Seventh-day Adventist (SDA). The school currently has one indigenous teacher on staff. While a preferential employer the school does not only employ SDA staff. If a suitable SDA employee is unavailable then the school seeks to employ qualified Christian staff who support the Philosophy and ethos of the school.

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## 7 Student attendance rate and non-attendance

### 7.1 Average Year Level Attendance – Post Covid shutdown

Year Level	Average Attendance (%)
Kindergarten	91
Year 1	91
Year 2	90
Year 3	91
Year 4	90
Year 5	92
Year 6	91
Year 7	92
Year 8	90
Year 9	91
Year 10	90
Year 11	90
Year 12	91
Total school attendance average	91

### 7.2 Management of non-attendance

Students who miss school are required to bring a signed note from a parent/guardian to explain their absence. If this is not complied with the following system comes into play;

- a) The roll marking teacher makes contact with student and parents to obtain a note of absence, either physically or by email
- b) If this does not resolve the issue then the secondary and primary administrative assistants follow up to obtain the required documentation.

Failing this, and rarely, the Head of Primary or Head of Secondary will intervene and resolve. Due to the relatively small size of the school and the focus on parent partnerships the school has not and does not have an issue with excessive school absenteeism with its students.

If required then the school utilises the DET School Liaison Officer.

### 7.3 *Retention from Year 10 to Year 12 (where relevant)*

Percentage retention rate:

85%

## 8 **Post School Destinations (secondary schools only)**

We do not have a mechanism to accurately report Post school destinations for students attending CCAS. However, we can supply anecdotal indicators of the pathway's students follow on completion of their secondary schooling as follows:

Universities: More than 50% of CCAS students gained entry to a University course in 2019

TAFE: A small percentage of students undertook a TAFE course – this would be less than 10%

Employment: A percentage of students have gone directly into the workforce in either part time or full-time work.

Apprenticeships: A small percentage of students have gained an apprenticeship – less than 10%

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## 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 Kindergarten at the school for the first time will be at least 5 years of age on or before 30 April of the enrolling year. Students enrolling in Pre Kindergarten classes will be at least 4 years of age on or before 30 April of the enrolling year.

Please Note: Individual SDA schools may vary in the starting age of students. At CCAS students must be turning 5 by April 30 to be eligible to commence Kindergarten.

### *Immunisation Requirements*

All schools are required to request an [immunisation certificate](#) at enrolment.

The school will then:

- record each child's immunisation status in a register and retain copies of approved immunisation certificates for a period of three years after the child has ceased to attend the school;
- provide a copy of a child's immunisation certificate to a school that the child has transferred to (on request);
- notify the public health unit if an enrolled child has a vaccine preventable disease, or if they reasonably believe that an unimmunised enrolled child has come into contact with someone who has a vaccine preventable disease;
- exclude unimmunised children at risk of contracting a disease from attending school on the direction of a public health officer.

### *Processing Applications*

1. The school will base any decision about offering a place to a student on:
    - Family Relationship with the school:
      - the applicant coming from a Seventh-day Adventist family;
      - sibling of a current or ex-student;
      - whether they hold attitudes, values and priorities that are compatible with the school ethos.
    - The Student:
      - the contribution that the student may make to the school, including the co-curricular activities;
      - any special needs or abilities of the student;
      - the student's reports from previous schools.
    - Other Considerations:
      - 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.
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3. The school has an absolute discretion in determining the weight of each of the factors it takes into account in determining whether to offer a place for the student.
  4. Continued enrolment at the school is dependent upon the student making satisfactory academic progress, attending consistently, and the student and the parent/carer(s) observing all behavioural codes of conduct, payment of fees and other requirements of the school which are applicable from time to time.

### **Composition/characteristics of the student population**

The student population is representative of the broader community on the central coast of NSW. The majority of students live within a 30 minute radius of the school. There is a slight overall gender imbalance within the student population favouring girls, but this is not significant or noticeable.

## **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.*



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*There have been only minor changes to this policy during 2020.*

## **Discipline Policy**

### **1. Rationale**

All students have a right to a discipline system (including but not limited to the suspension, expulsion and exclusion of students) that is based on procedural fairness and expressly prohibits the use or corporal punishment or the implicit sanctioning of such. As school staff, we have a legal and moral responsibility to ensure that a fair and redemptive discipline system is in place and well understood by students and staff.

### **2. Aim**

To ensure that a procedurally fair discipline system is in place.

### **3. Implementation**

This school will abide by the legislation pertinent to the provision of a discipline system (including but not limited to the suspension, expulsion and exclusion of students) that is based on the principles of procedural fairness. This includes the right of the student to:

- know the allegation and any other information related to it;
- know the process by which the matter will be considered;
- make a response to the allegation;
- know how to have any process or decision reconsidered;
- expect impartiality in the investigation and the decision making; and
- an unbiased decision-maker.

This school expressly prohibits corporal punishment in any form or the implicit sanctioning of such.

The schools discipline policy is outlined in the student handbook.

## **Anti-Bullying Policy**

Students are encouraged to report instances of bullying or related grievances to any teacher or support staff member within the school. This will then be passed on to the Assistant Deputy who oversees student discipline and welfare for their attention and follow up

The Anti-bullying Policy is accessible via the student handbook or a copy can be obtained from the main office.

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## 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.

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## **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

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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.*

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*There have been no changes made to this policy during 2020.*

## **11 School determined improvement targets**

### **Priority Areas for Improvement for 2021**

- Continue to develop 21<sup>st</sup> Century Pedagogical practices including Problem Based Learning (PBL) opportunities for both the Primary and Secondary students as an intentional component of the educational experience at CCAS
- Develop Flexible Learning spaces that better cater to the different learning styles of students and the teaching of 21<sup>st</sup> Century Skills, utilizing an action-based research model to inform decision making, particularly in secondary classrooms.
- Utilize Data including NAPLAN and standardized testing across K-12 to evaluate the ongoing effectiveness of the teaching and learning program.

### **Achievement of Priority Areas listed for improvement in the 2020 report**

- The development of a Professional Learning Community at CCAS continues to strengthen throughout 2020 and is becoming embedded as part of the culture of the school.
- The Positive Behaviour for Learning Program (the CCAS Way) has now been rolled out across the school and is becoming embedded within the culture of the school, with the rearticulated School values forming the foundation of this program.

## **12 Initiatives promoting respect and responsibility**

Central Coast Adventist School, as a part of the broader SDA school system, has long held and promoted respect and responsibility inside its ethos, systems and processes. Whilst not having a mortgage on, or any greater right to these concepts, the Christian lifestyle and worldview has these ideals at its core.

Therefore the school has not just great opportunity, but also great responsibility, to keep these themes central to its operations and future plans.

Below are listed some of the ways the school promotes, encourages and educates students in this area:

- Daily worships for staff and students
  - Weekly Chapels for staff, students and parents
  - Weekend services at local supporting churches
  - Overt Bible curriculum delivery
  - Intentional student leadership training (I-Link), and a system of student leadership
  - Counselling services; both on and off site for staff and students
  - Subtle inclusion of Christian principles throughout school activities
  - Positive Behaviour System – “The CCAS Way”
  - Community service involvement
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- Newsletters
- Principal Updates
- Provision of external courses such as Drug Proofing Your Kids, GEN Next, Young Leaders day
- Student wellbeing and resilience programs delivered across primary grades.

### 13 Parent, student and teacher satisfaction

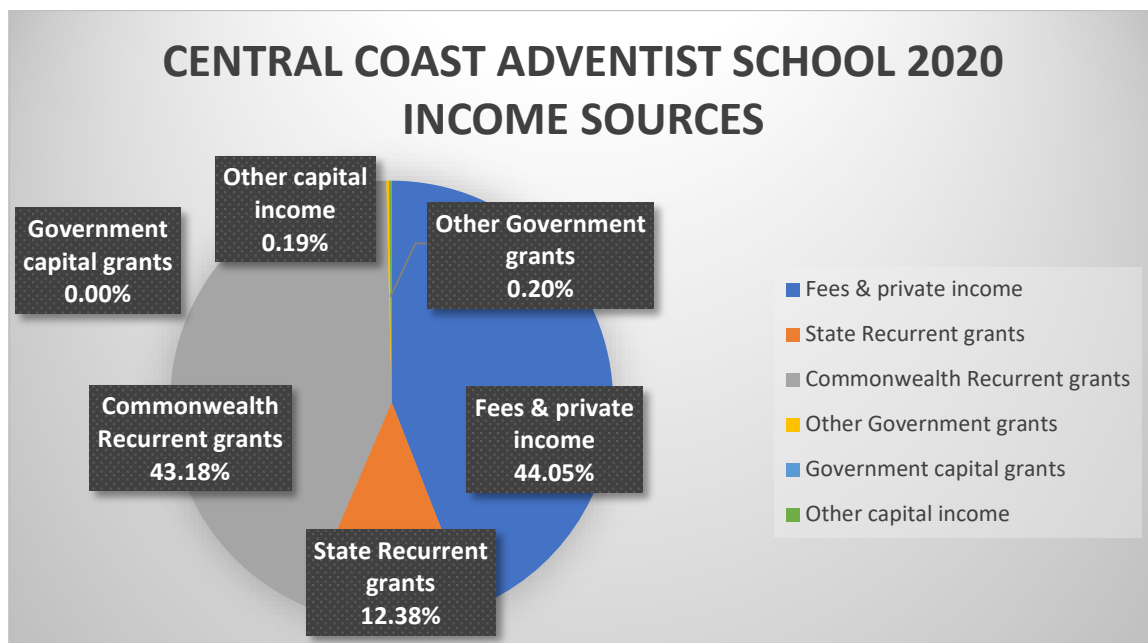
In 2019 the school undertook staff parent and student perception surveys through insight SRC to inform school improvement priorities in for 2020. This complemented the parent survey data collected the year previously. This survey is again being administered in 2021.

This data and feedback cover all aspects of the school's operation. The feedback obtained provides an important insight into the expectations of parents and students, and the perspective of staff within the school. As the school conducts Reviews of specific areas of the school, this data is used to provide an important reference point.

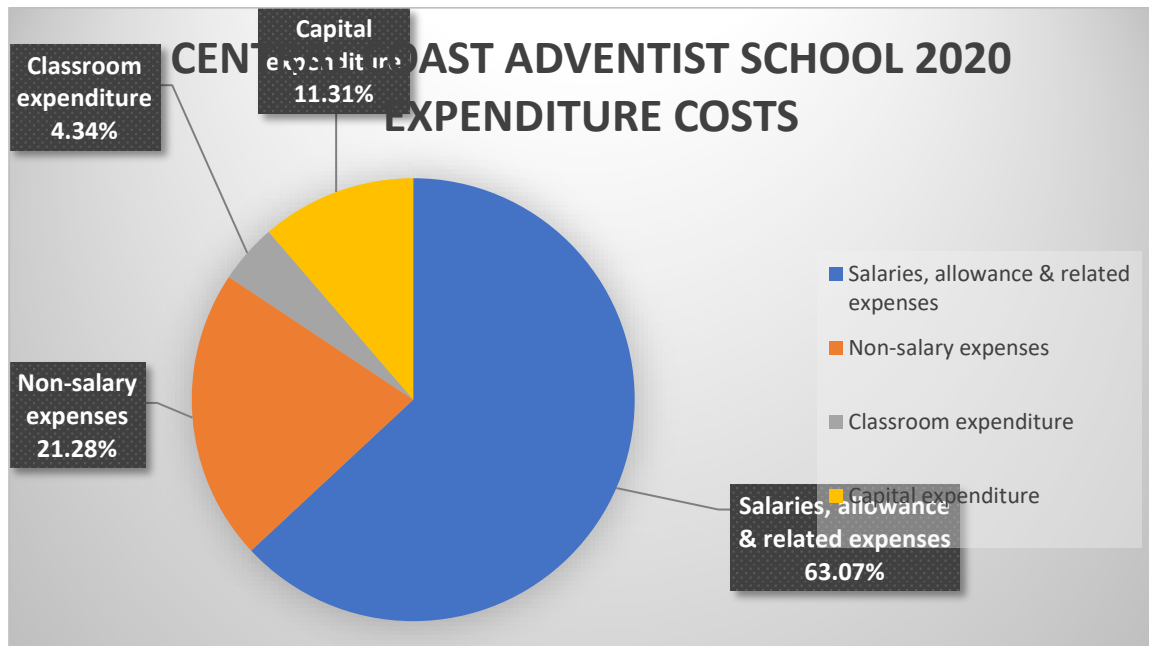
### 14 Summary financial information

The schools company will complete this section for all SDA schools.

#### Income



## Expenditure



## 15 Public disclosure of educational and financial performance

The 2020 Annual report will be published on the College's website and available on request from the College office.

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## SECTION 2

### CHECKLIST

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

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



Provides national reports on the outcomes of schooling



Provides individual school information on performance



Annually reports on school performance information and makes the report publicly available



Implements the National Curriculum as it becomes available



Has an annual certificate of financial accountability from a qualified accountant



Annually reports on each program of financial assistance provided under this Act



Participates in program evaluations