



# **NSW Education Standards Authority**

## **Annual Report 2017**

### **Reporting on the 2016 Calendar Year**

#### **Blue Hills College**



Owned and Operated by

Seventh-day Adventist Schools (NNSW) Ltd

*Where Christian Values Matter!*

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

It is great privilege to be able to reflect on all the amazing things, which happened at Blue Hills College the past year. God has blessed us abundantly and the year finished off on a high note as the Year 12 students awaited their HSC results. On behalf of the School Advisory Council, I would like to thank all the staff, parents/guardians and students for another successful year.

Firstly, congratulations to the graduating Year 12 class who are making their way now in the wider world. Your success has reflected positively on the school staff and culture. This was the highest number of Band 6 results the students achieved in the last five years and nine of the eleven HSC students received early entries into a university course. One of our students received top honours at the Shape 2016: Showcase of HSC Technology Projects at the Power House Museum in Sydney. His project, an electric guitar, was one of only five woodwork projects, which was selected from almost 10,500 students, to be displayed at the Power House Museum.

Blue Hills College has an ongoing commitment towards school improvement and continued along this line during the past year as part of a five-year cyclic self-evaluation process. Staff evaluated a number of aspects on an evaluation tool and then use the results to make changes to current practices and processes. The focus this year was on Assessment & Reporting, Human Resources, Compliance & Accountability, and Students and their families.

The Home & School committee did a fantastic job this year and I would like to commend Mrs Cappe and her team on their hard work and commitment. Several successful activities and fundraising functions has helped making the community feel included. We had a great Trivia & Auction Night, which raised enough funds to purchase an excellent sound system for our Multi-purpose Centre.

Two BGA projects were completed during the year and we saw the installation of a 50kW solar power system to offset the carbon footprint of the school. New covered walkways were installed and the emergency pump station was completed and commissioned. The Art room was refurbished and the College received a very generous bequest, which will be used towards the replacement of current demountable primary classrooms. The redevelopment of the primary school is high on our priority list.

Like all schools, Blue Hills College is a dynamic place with lots of highs and lows, successes and failures. However, despite all the positives and negatives God is still in control and with His help, everything is possible. He has never let us down and we will continue to share the good news of His love and soon return with our students. May we all unite as one big College community as we grow and work together to achieve an even better outcome for our College.

Kind regards

Dr John Watts  
Chairman – School Advisory Council

## 2 Contextual information about the school

Blue Hills College is a K to 12 co-educational day school operated by SDA Schools (NNSW) Ltd. It is located on a peaceful 10-hectare rural campus on the outskirts of Goonellabah, NSW. It has a current enrolment of approximately 210. The College does not have an academic selective process as some private schools do and therefore students with a wide range of capabilities fill our classes. There tends to be a slightly higher percentage of boys than girls and the primary school has a smaller percentage of students with disabilities (8.5%) in comparison with the high school (17%). The College also seems to attract more students with disabilities in the high school. There is a perception that parents/guardians tend to look for small private secondary schools if they have children with disabilities and learning difficulties in the hope that their children will not be bullied and receive more individual attention.

The College was this year in its third year of a five year improvement plan. Every year the school self-evaluates at least four new components and then look at the recommendations that come out of these self-evaluations results to choose some areas of improvement. A number of ongoing building projects were also completed during the year. The projects included the installation of solar power panels to reduce the carbon footprint of the College. New covered walkways were installed to link the lower primary and Multi-Purpose Centre (MPC) with the main administrative buildings. Previously installed fire tanks with a diesel generator and emergency electric pump were finally commissioned after some modifications were implemented. The Art room and Science Preparation rooms were totally refurbished and upgraded.

The College did not receive any major funded programs, but a small grant from the AISNSW was used to fund two projects over the last two years. The one project was the introduction of a school-wide "Health and Wellbeing" program. Special physical fitness classes were introduced into both primary and secondary timetables. Students' fitness levels were tested against a number of criteria and then monitored to determine the levels of progress. A few students were also invited to participate in a weight loss program in conjunction with a healthy diet program where the College provided them with a special breakfast and lunch and access to a personal trainer to reduce their weight and improve their overall health.



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

#### 3.1 Student outcomes in standardised national literacy and numeracy testing

##### Literacy

Language Conventions includes Reading, Writing, Spelling, Grammar and Punctuation.

##### Reading

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	8%	4%	88%
Year 5	5%	6%	89%
Year 7	14%	30%	56%
Year 9	6%	28%	66%

##### Writing

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	4%	4%	92%
Year 5	11%	22%	67%
Year 7	22%	38%	40%
Year 9	17%	39%	44%

##### Spelling

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	8%	4%	88%
Year 5	5%	6%	89%
Year 7	26%	24%	50%
Year 9	6%	28%	66%

### Grammar and Punctuation

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	8%	17%	75%
Year 5	11%	11%	78%
Year 7	22%	24%	54%
Year 9	0%	22%	78%

### Interpretative Comments

As part of the School Improvement Plan, staff focussed on five different areas over the last few years. Three of these goals included improvement in literacy, numeracy and support for students with disabilities. In literacy, the emphasis was placed on improving writing and grammar/punctuation.

In a small school it is important to take notice of the fact that 2 or 3 students who are struggling due to a learning difficulty, etc. quite often has a large effect on the overall percentages because of small class sizes. The results are not always indicative of the actual performance and progress of students, especially if they do these tests for the first time. There is also a clear difference between secondary and primary results. The percentage of students (diagnosed) with a disability in the primary school is 8.5% opposed to 17% in the secondary school, with most of these students concentrated in Years 7 and 9. In the Year 9 class, 56% of the students have a disability with 27% of these students now on Lifeskills programs.

The Year 3/5 results are improving every year, for which we are very pleased, but there is room for improvement, especially in grammar and punctuation for the Year 3 class and writing for the Year 5 class. A new reading recovery program was introduced in the primary school and there has been an overall improvement in the reading results. Year 7 and 9 are the two struggling classes with the highest number of students with disabilities and learning difficulties. There are also a few with suspected undiagnosed disabilities. The Year 7 class performed the worst across the board, differentiated and/or modified programs have been developed for students in this class, especially all those students who have joined Blue Hills College this year for the first time. A whole school intervention program has been introduced to ensure that students below benchmark will be identified and supported to get them on benchmark, or above. The program has been embedded in the general school program.

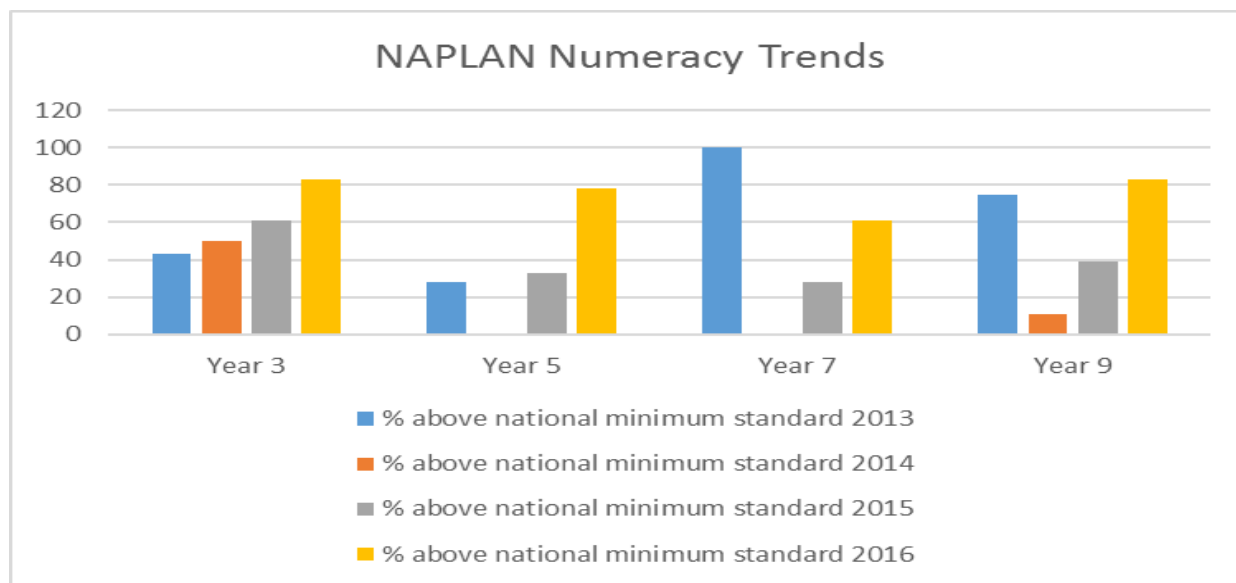
### Numeracy

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

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	4%	13%	83%
Year 5	5%	17%	78%
Year 7	14%	25%	61%
Year 9	0%	17%	83%

### Interpretative Comments

In 2016 there was a big emphasis on numeracy improvement and funding has been used to upskill teachers, especially in the primary and junior secondary area. A consultant from the AISNSW was used in this capacity and proved to be very beneficial. Further improvement strategies have been scheduled and an extension program has been introduced. The graph below shows the change and progress in numeracy across the last three years. It is very clear that there was a steady improvement in lower primary, but improvements can also be seen in the other Year levels, especially in the last three years.



### 3.2 Record of School Achievement

Item	Students
Number of Students studying in Year 10	18
Number of ROSAs issued by the Board of Studies in 2016	18

### 3.3 Results of the Higher School Certificate Examination 2016

#### Comparison of 2016 results compared to the state

		Performance band achievement by number and/or %							
Subjects	No. Students	Band 6	Band 5	Band 4	Band 3	Band 2	Band 1	E.M. Mean	State E.M. Mean
Ancient History	4		2		1	1		70.55	71.16
Biology	5	2	1	1		1		78.48	73.71
Chemistry	6			2	3		1	65.83	75.59
English (Advanced)	6		3	3				76.10	80.72
English (Standard)	5			1	2	2		62.52	68.70
Food Technology	1		1					81.60	71.49
Geography	3			2	1			71.00	74.73
Industrial Tech	2	1	1					89.60	69.02
Maths General	5			2	2	1		66.44	68.51
Mathematics	4			2	2			67.40	77.84
Modern History	2			2				78.60	74.45
PDPHE	3		1		2			71.13	72.13
Studies of Religion I	3	1	1		1			40.13	38.34
Studies of Religion II	5		1	1	2	1		66.48	75.58
Textiles & Design	3		1	2				72.13	77.24

#### Interpretative comments for Higher School Certificate results

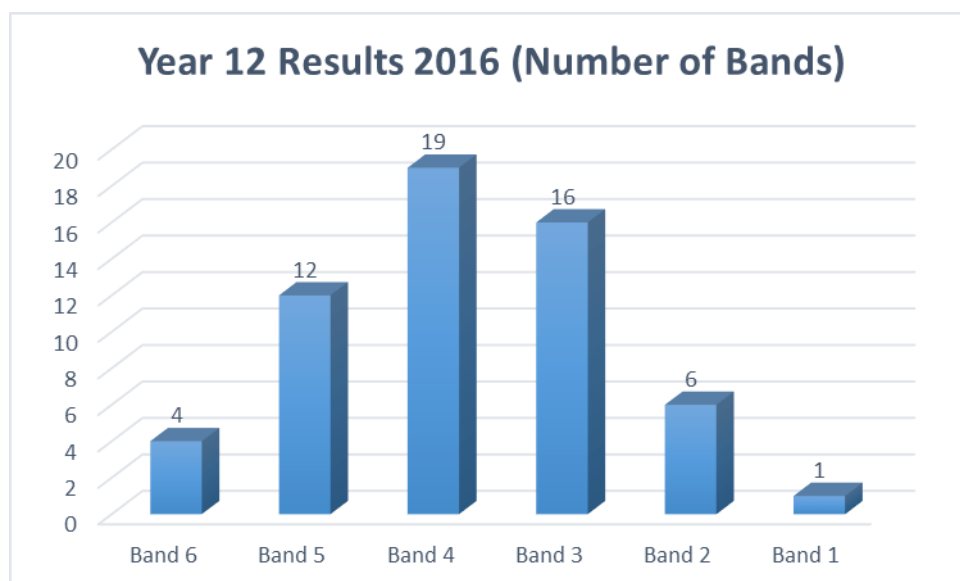
There was only eleven HSC students and four students achieved at least one Band 6 each. The student numbers in each subject is just too small to make valid comparisons with state results, but except for Industrial Technology, there are a reasonably close correlation in most subjects. There are no distribution curves, or correlations, which can be seen or drawn from the results. There are obviously room for improvement and we will continue working towards improving our overall results. The academic ability and commitment of students change also from year to year and we do not select students based on their academic performance or ability, which means that we will always have a mixed



ability class. We had only two students\* in Industrial Technology and both students did very well. The top students' project was selected from more than 10,500 students to be displayed at the Powerhouse Museum in Sydney. Only 36 projects were selected and of these, only five were woodwork projects. Both students' work were also selected to be displayed at the Sydney Wood and Timber Show.



\* Industrial Technology students' projects (L) electric guitar (R) canoe





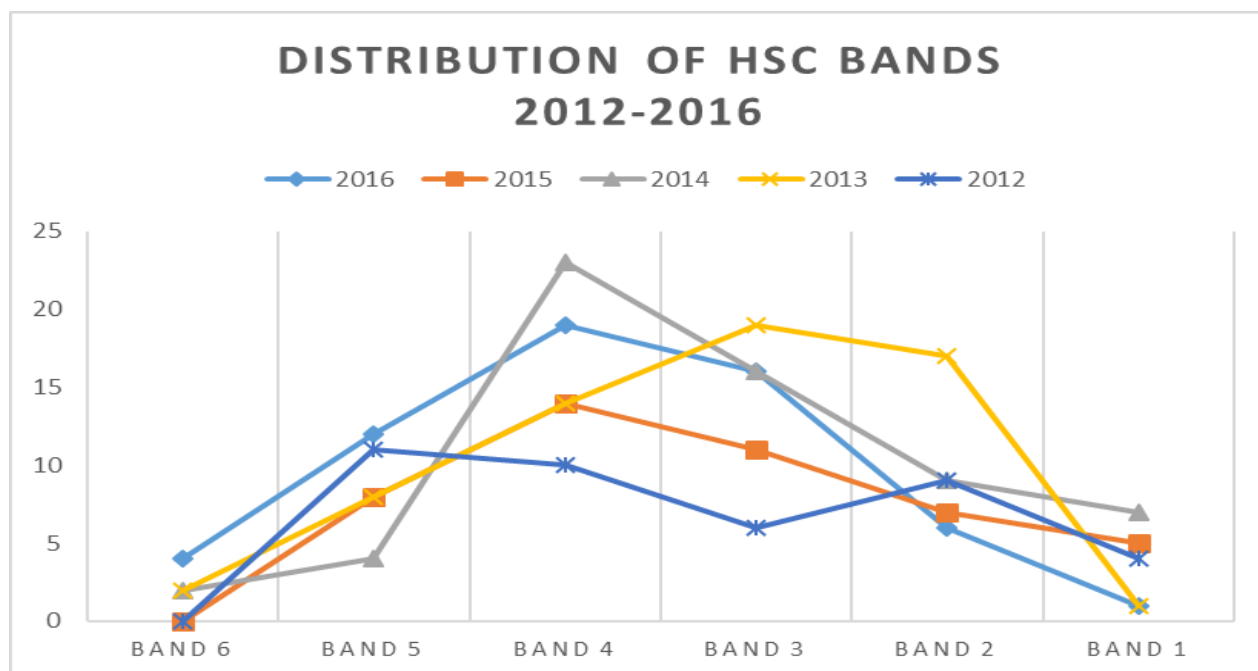
Comparison of 2016 HSC results as a trend over time

Subject	No of students	Year	Performance band achievement by number and/or %					
			Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
Ancient History	4	2016		2		1	1	
	-	2015						
	2	2014				1	1	
Biology	5	2016	2	1	1		1	
	7	2015		1	2		2	2
	5	2014		1	2	1	1	
Chemistry	6	2016			2	3		1
	2	2015			2			
	3	2014		1		1		1
English (Advanced)	6	2016		3	3			
	4	2015			4			
	7	2014			3	2	1	
English (Standard)	5	2016			1	2	2	
	5	2015				3	1	1
	6	2014				4	2	
Food Technology	1	2016		1				
	5	2015		1	1	2	1	
	2	2014		2				
Geography	3	2016			2	1		
	1	2015		1				
	-	2014						

Industrial Technology	2	2016	1	1				
	1	2015		1				
	2	2014	1			1		
Mathematics General	5	2016			2	2	1	
	4	2015		1	1	1		1
	7	2014			4	1		1
Mathematics	4	2016			2	2		
	1	2015		1				
	2	2014	1		1			
Modern History	2	2016			2			
	1	2015				1		
	3	2014			1		1	
PDHPE	3	2016		1		2		
	6	2015			1	3	2	
	2	2014				1		1
Studies in Religion I	3	2016	1	1		1		
	3	2015		2	1			
	5	2014			2	2		
Studies in Religion II	5	2016		1	1	2	1	
	3	2015				1	1	1
	8	2014			3		1	4
Textiles and Design	3	2016		1	2			
	2	2015			2			
	5	2014			2	1	1	

### Interpretative comments for Higher School Certificate result trends over time

From the graph below it can clearly be seen that 2016 had the highest number of Band 5 and 6 achievers. There has also been a shift over the last two years in the distribution of Bands in general. In 2013-2014 a higher percentage of bands fell within the Band 1-3 range, while in 2015-2016 there was a higher percentage of bands within the Band 4-6 range. The Academic Committee introduced a new academic motivational program in the high school and from the results, it seems that there is a positive shift towards improved academic performance.



## 4 Senior secondary outcomes

Percentage of students in Year 12 undertaking vocational or trade training: **9%**

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

A total of 82% of the Year 12 students received an early entry offer to a university. This means that 9 of the 11 students got into a university course even before the Year 12 results were published.

## 5 Professional learning and teacher standards

### 5.1 Professional Learning

Areas of professional learning	Teachers (number or group)
Fire Safety/Chief Warden's Course	1
First Aid Course	27
MultiLit	1
PDHPE Workshop	1
Using Data Workshop	1
Sounds Write Workshop	1
Prep Reading & Writing Workshop	1
Math Workshop	4
Yarc Workshop	2
History Workshop	2
Special Education Workshop	2
Lawsense	1
Digital Technologies 1 - AISNSW	22
Digital Technologies 2 - AISNSW	23
English Workshop (The Great Gatsby)	2
Math Workshop (Math Association)	3
MAZE Training & Budget Workshop	6
Open Learning	2
WHS Workshop	2
Child Protection Workshop	2
Bursar Training Workshop	2

Total Staff PD experiences: \$16,789

Average cost per teacher for professional learning: \$155

## 5.2 Teacher standards

Categories of Teacher Standards	Qualifications	Numbers of teachers
(i) teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	Education qualification Doctorate Masters degree Graduate Diploma Bachelors degree Diploma	5 Masters degrees, 18 Bachelor degrees and 2 Teaching diplomas
(ii) teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or	Doctorate Masters degree Graduate Diploma Bachelors degree Diploma	0
(iii) teachers who do not have qualifications as described in (i) and (ii) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed <ul style="list-style-type: none"> <li>- to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis) and</li> <li>- as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity</li> </ul>	These teachers work under the direction of another teacher and are registered as transition scheme teachers with the NSW Institute of Teachers unless he/she is a LOTE teacher	0
Total number of teachers in school		25

## 6 Workforce composition (comment on Indigenous staff)

Total Teaching Staff	25
Full-time Teaching Staff	14
Part-time Teaching Staff	11
High School Staff only	13
Male Staff	7
Female Staff	6
Primary School Staff only	8
Male Staff	0
Female Staff	8
High School & Primary staff	4
Male Staff	1
Female Staff	3
Ancillary Staff	15
Male Staff	2
Female Staff	13

We currently have no indigenous staff at our school.

## **7 Student attendance rate and non-attendance**

### **7.1 Average Year Level Attendance**

Year Level	Average Attendance (%)
Kindergarten	92
Year 1	91
Year 2	91
Year 3	94
Year 4	94
Year 5	93
Year 6	92
Year 7	96
Year 8	95
Year 9	94
Year 10	93
Year 11	98
Year 12	98
Total school attendance average	94

### **7.2 Management of non-attendance**

Primary teachers mark rolls electronically in the mornings and in the afternoons. Secondary teachers mark rolls for every class during the day. We have two buses arriving late and these students have to sign in at the Student Services Office. Students arriving late or leaving early are registered on the roll via Student Services and provided with a late or early leave slip. The electronic attendance register on the database is managed by the Student Services Office. Students are required to bring a note the next day (or day of next attendance) explaining their absence from school. A medical certificate is required if the absence coincides with an assessment task in Years 10-12. Medical certificates are required in the case of extended periods of absence due to illness. The roll marking teachers contact parent/guardian(s) after 3 days of non-attendance or lateness. Attendance plans and strategies are also put in place through interviews with parents, the student, and Head of School. Students who are planning to be absent for an extended period of time are required to apply for exemption via an official form from the school, which is then forwarded to the system Head Office for processing. A pattern of chronic lateness and absences are followed up and reported to the School Liaison Officer.

### 7.3 Retention from Year 10 to Year 12

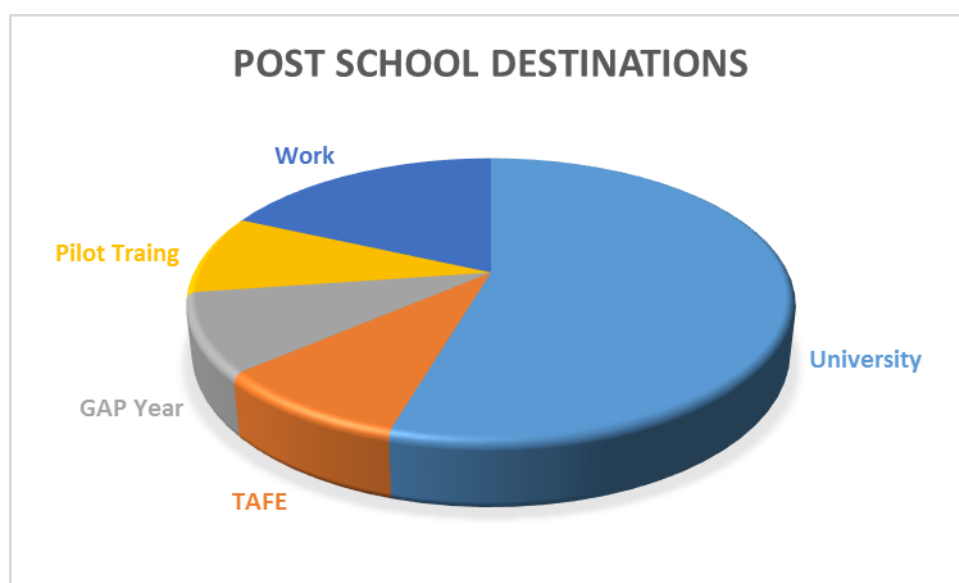
Percentage retention rate:

Blue Hills College tends to lose a few students who would like to include TVET courses as part of their curriculum. Students from independent schools are charged more for these courses than students in public schools and it is thus cheaper for students to move to the public schools, or larger private schools to access these courses at a cheaper rate because they have to pay the additional fees on top of their school fees at Blue Hills College. Independent schools receive a small subsidy from the Association of Independent Schools NSW, but this usually covers less than half of the actual cost, which could range between \$500-\$2,500. As a small independent school, Blue Hills College is also limited in the number of subject choices it can offer and even though alternative options and measures are implemented to accommodate students as much as possible, students still opt to go to larger schools with a larger variety of practical subjects and cheaper access to TVET courses.

## 8 Post School Destinations (secondary schools only)

(report on the destination of all students 17 and over who left school during 2016)

Every year the cohort and post school destinations of senior students change. A total of eleven students left school at the end of 2016. Of these students, 82% received an early entry offer into an university and 55% of the cohort commenced with their undergraduate studies in areas such as Paramedical, Nursing, Bachelor of Science, and Bachelor of Mass Communications. One student is receiving full-time training as a pilot and two students have taken up full-time work. Two students (18%) decided to take a GAP year. One of these students is currently a nanny in Italy and another student is completing a Medical receptionist/Business Administration Diploma during her GAP year.





## 9 Enrolment Policies and characteristics of the student body

### Enrolment Policy and Procedures of Enrolment

#### Introduction

Admission to non-government schools is generally unlikely to be contentious, with parents/guardians, children and the school reaching a well-developed understanding of what is expected from all parties in being admitted. Enrolment is then basically a contract between the school and the parents/guardians. For this reason, school policies, expectations, fee-paying procedures, suspension and exclusion policies and responsibilities of all parties should be clearly set out at the enrolment interview. The enrolment form itself does not need to include all of these matters. A clause which covers the requirement for a student to abide by the school rules (and publishing these rules in the school handbook and via the school newsletter) covers the legal requirements.

Enrolment at Blue Hills College involves the process of:

- a. an initial Registration of Interest Form
- b. the actual Enrolment Form and required documentation

For various reasons there may be waiting lists for entry and applicants are encouraged to become familiar with the Enrolment Policy, especially the paragraph on criteria.

#### Purpose

It is intended that this policy will enable those with administrative authority within the College to implement a consistent process across the College while exercising appropriate discretion in response to local circumstances.

- The policy provides a step-by step process and a transparent and consistent reference point to both those seeking enrolment and those responsible for enrolment at the College.
- It also facilitates consistency of approach and process; and
- Provides legal protection where enrolment policy and procedures are challenged.

This policy provides guidelines for the process of attracting and selecting students to enrol as full time students at Blue Hills College. The policy establishes the guidelines within which the College can continue to provide excellence in educational programs to both the newly enrolled student and those presently enrolled in the College.

#### Scope

The primary concern of Blue Hills College must always be for the welfare of its students and admission applicants. The following principles of good practice are intended to provide common ground for positive interaction between students and the school, parents/guardians and school, and also Blue Hills College with other schools. Understanding and appreciation of the interests and obligations of each will help ensure orderly and professional admission procedures.

## The Law

- Anti – Discrimination Act 1999.
- Disability Discrimination Act 1992
- Sex – Discrimination Act 1984
- Racial Discrimination Act 1975

## Policy

Blue Hills College seeks to enrol students from families who have an express desire to access the educational programs promoted by the College in its marketing material. Blue Hills College will not be held accountable for providing programs that are not promoted as a part of its educational portfolio.

The enrolment process is a contract between the parents/guardians and the College for the provision of services on the proviso that the parents/guardians uphold their side of the contract in the provision of finance and family support for the school.

For this aforementioned reason, school policies expectations, fee paying procedures, suspension and exclusion policies and responsibilities of all parties will be clearly outlined in either the prospectus, at the interview or in the student and parent handbooks.

A clause which covers the requirement for a student to abide by the school rules (which are published in the student handbook) will cover the legal requirements of the College.

## Enrolment Process

### a. Registration of Interest

- parents/guardians are encouraged to contact the School sometime prior to their student's intended commencement- this may be in the case of siblings, years ahead.
- A Registration form is completed, but extensive details not required at that time.
- An administrative fee is required and is non-refundable.
- The student is then placed on a waiting list.
- Registration of the student's name does not guarantee an offer of place.

### b. Application for Enrolment

- Prior to intended year of commencement, a complete Enrolment Package containing the Prospectus, other relevant details and Enrolment Form is mailed out to parents/guardians.
- Enrolment Interview appointment will be arranged.
- The Enrolment Interview is structured around the enrolment Form and documentation.
- At the Enrolment Interview, the enrolment form is checked to ensure all relevant information required has been given.
- The enrolment Form requires FULL and FRANK disclosure, including all relevant reports and assessments

- Parents/guardians should be made aware of the requirement of FULL and FRANK disclosure when completing the enrolment form, Failure to provide could result in cancellation of Enrolment.
- The enrolment form must be filled in and returned to the College by a specific date to be available for the interview.
- All requested documentation must be supplied.

### Offers of Places

- At the conclusion of the round of interviews, offers of placement are made. These will be in writing accompanied by the acceptance form to be signed and returned to the College – (if the offer is accepted).
- Prior to the year of commencement and after offers are made the College may have an “Open Day”/Orientation/Function. This facilitates an orientation to the physical layout of the College and opportunity to conduct a Readiness Test in areas of Literacy and Numeracy.
- The Readiness Test identifies strengths and weaknesses and it facilitates appropriate teaching.

### Documentation

There are two main documents:

- Registration of Interest.* (Completed at the time of first enquiry)
- Enrolment Form.* (Completed before the Enrolment Interview)

- Part A Privacy notice
- Part B Student Details
- Part C Home Information
- Part D Payment of Fees
- Part E Sub Contracts (Drugs, Respectful use of Technology)
- Part F Medical Authority Form (if applicable)
- Part G Parent/guardian Contract (Last step before acceptance)

### Criteria for Enrolment:

#### Include

- Acceptance & Support that the college is founded on Christian Biblical beliefs and activity seeks to develop the faith in the students.
- Commitment to the faith and religious practice of the College
- Siblings at the college;
- Reasons for seeking enrolment;
- Family connections with the college;

- Year for which enrolment is sought;
- The capacity of the College to provide an adequate education experience for the student;

#### Other Factors

- Special circumstances
- The completion of the Enrolment form and documents as required;
- **FULL** and **FRANK** disclosure of all requested information;
- An **interview** with the principal (or his delegate) and the applicant and parent (s)/guardian;
- **Acceptance** of the College faith statement and College policies by the applicant and parent(s)/guardian; and
- Contract of agreement signed by applicant and parent(s)/guardian

#### General Information

- All applications for enrolment are informed that: completion of registration of the Interest and Enrolment Form does not ensure an offer being made.
- Applications for enrolment will be accepted at any time and must be made on the appropriate form, which can be obtained from the office at the College or via the website.
- Each year the Operations Manager will write to parents/guardians whose student(s) are on Registration lists to ascertain their continuing interest in maintaining a current position on the waiting list
- Parents/guardians are to notify the College of any changes of address. Failure to do so could lead to the cancellation of a registration.

#### Review

This application and enrolment policy and procedure will be reviewed from time to time but at least every 3 years. The College recognizes Anti-discrimination legislation and seeks to support these principles in practice. Blue Hills College will not discriminate on the basis of race, colour, national or ethnic origin in the administration of its admission policies.

The College Principal, or his delegated authority will assume the right to decline enrolment of a student based on the "Relevant Exemptions" as identified in the *Anti-discrimination Act 1991*.

*i.e.*

- *"In relation to a general or specific impairment if a school operates wholly for students who have a general or specific impairment; where selection criteria for an educational program are based on a minimum qualifying age.*
- *In relation to impairment – an exemption exists where special services or facilities are required by people with disabilities that would impose unjustifiable hardship on the school."*
- Behavioural concerns which, in the view of the Principal, may jeopardize the well-being or safety of other students could be reason to decline enrolment.

## Admission Ethics

Blue Hills College recognizes the right of its students or families to visit and consider other schools without notifying the present school. It also recognizes and respects the right of another school to hold preliminary discussions about the possibility of admission without notifying Blue Hills College. Upon request and as promptly as possible, Blue Hills College will send a transcript (or its equivalent) and other pertinent information to another school to which a student has applied. Blue Hills College will take all reasonable and lawful measures to maintain the confidentiality of reports and information exchanged among schools concerning students and parents/guardians. Blue Hills College will not offer a place to a student without first receiving an official transcript (or its equivalent) from the student's present school.

A school will allow each candidate reasonable time to accept the offer of a place.

A school will make clear all dates concerning the admission procedure and ensure adherence to those dates.

A school will require adequate documentation of family financial resources before awarding financial aid based on need. Such an award will not exceed the demonstrated need of the family.

The Principal of Blue Hills College bears the ultimate responsibility for communicating these principles of good practice to all those professional staff and volunteers (including parents/guardians, alumni, coaches, and faculty members) who represent the institution in admission, promotion, and recruitment activities and for ensuring that these principles are upheld.

School representatives should speak accurately and comprehensively about the strengths of their own institution and not allege weaknesses in other schools.

## In regard to the requirements of the National Privacy Policy Act 2000

The National Privacy Principles stipulate the following guidelines

- a. An organization must not collect personal information unless necessary for one or more of its functions or activities.
- b. An organization must collect personal information :
  - only by lawful means, and
  - not in an unreasonably intrusive way.
- c. An organization must take reasonable steps to make the individual aware of :
  - the organizations identity and contact details
  - the individuals right's to access the information
  - Why the information is being collected
  - To whom the information is being disclosed
  - Any law that requires the collection of information, and
  - The main consequences, if any, of the individual not providing the information

**The following standard collection notice will be included into the enrolment process for signed approval of the parent seeking enrolment.  
(A copy on the back of the enrolment form with areas to sign in agreement)**

1. Blue Hills College collects personal information, including sensitive information about pupils and parents or guardians before and during the course of a pupil's enrolment at the College. The primary purpose of collecting this information is to enable the College to provide schooling for your pupil.
2. Some of the information we collect is to satisfy the College's legal obligations, particularly to enable the College to discharge its duty of care.
3. Certain laws governing or relating to the operation of schools require that certain information is collected. These include Public Health (Child protection) laws.
4. Health information about pupils is sensitive information within the terms of the National Privacy Principles under the Privacy Act. We ask you to provide medical reports about pupils from time to time.
5. The College from time to time discloses personal and sensitive information to others for administrative and educational purposes. This includes to other schools, government departments, medical practitioners, and people providing services to the school, including specialist visiting teachers, coaches and volunteers.
6. If we do not obtain the information referred to above, we may not be able to enrol or continue the enrolment of your son / daughter.
7. Personal information collected from students is regularly disclosed to their parents or guardians. From time to time information such as academic and sporting achievements, pupil activities and other news is published in the College newsletters, magazines and on the website.
8. Parents/guardians may seek access to personal information collected about them and their child by contacting the school. Pupils may also seek access to personal information about them. However, there will be occasions when access is denied. Such occasions would include where access would have an unreasonable impact on the privacy of others, where access may result in a breach of the College's duty of care to the pupil, or where pupils have provided information in confidence.
9. As you know, the College from time to time engages in fundraising activities. Information received from you may be used to make an appeal to you. (It may be disclosed to organizations that assist in the College's fundraising activities solely for that purpose.) We will not disclose your personal information to the third parties for their own marketing purposes without your consent.
10. We may include your contact details in the class list and College directory. If you do not agree to this, you must advise us now.
11. If you provide the College with personal information of others, such as doctors or emergency contacts, we encourage you to inform them that you are disclosing that information to the College and why, and that they can access that information if they wish and that the school does not usually disclose the information to third parties.

## Enrolment Information Issues

The following issues form a matrix of information, which should be covered either explicitly in the interview or implicitly in the information package provided to the parent/guardian(s).

- Attendance requirements
- School action if attendance is unsatisfactory
- Camps and excursions
- Implications of Court Orders
- Discipline Policy (Use of IT, Drugs)
- Emergency contacts
- Enrolment form (both parents/guardians to sign)
- Fees payable and action by the school should this not occur
- Fees payable for cancellation of enrolment
- Immunization of students
- Insurance of students
- The need to interview the student.
- Medical and learning disabilities or difficulties
- Outside hours school care
- Expectations of parents/guardians support etc.
- Identification of guardian
- School hours
- Student information
- Expectation of student over 18 years
- Student's behavioural expectations at school and on public transport.
- Suspension- the conditions for its implementation
- Uniforms and general requirements for attire presentation

In the context of the above processes, no person will be discriminated against in enrolment on the grounds of their sex, age, race, religion, ethnicity, disability, sexual preference or marital status. (Disability Discrimination Act 1992).

### Prerequisites for Continued enrolment:

- Satisfactory completion of the school's initial probationary enrolment period (one term).
- Ongoing demonstration of capacity to meet the school's academic performance, attendance, behaviour and financial agreement expectations.

### *Location of the full text of the policy*

- On the College intranet (Common Drive) in a folder called: Policies.
- A hard copy of the policy is in the administration offices around the College.
- The policy (abbreviated) is included in the student diary and student handbook.

A copy of the Enrolment Policy can be obtained from the Administrative Office.

### *Changes made to the policy during 2016*

No policy changes were made in 2016.



## Composition/characteristics of the student population

Total enrolments – 223

Primary School Students - 129

High School Students - 81

Girls - 91

Boys - 119

Full-time equivalent enrolments - 210

Indigenous students – 3.8%

Students with disabilities – 11.1%

## 10 School Policies

### Student Welfare Policy (Manual 5.6.2)

#### *Summary of policies for Student Welfare*

This school endeavours to promote a healthy, supportive and secure environment for all children and to raise awareness of what makes students resilient, to develop strategies to reduce vulnerabilities, to build student/school connectedness, and to increase coping skills.

Apart from the specific Student Welfare Policy there are also other relevant policies and procedures that support and/or complement the Student Welfare Policy e.g.

- Staff Code of Conduct
- Pastoral Care
- Mandatory Reporting
- Child Protection
- WHS & Emergency procedures
- Conflict Resolution
- Monitoring of, and responding to, protracted student absences
- Access to outside services (counselling, psychological assessment, etc.)
- Transition programs for Pre-kindy and Year 7 students.
- Youth Transition Program

#### *Location of the full text of the policy*

- On the College intranet (Common Drive) in a folder called: Policies.
- A hard copy of the policy is also located in administration offices around the College.
- The policy is included in the student diary and student handbook.

A copy can be obtained from the Administrative Office.

#### *Changes made to the policy during 2016*

Only minor grammatical changes were made in the policy and the fact that a Health and Welfare coordinator should be appointed in both the primary and the secondary campuses. No further changes were included.

## **Discipline Policy (Manual 5.7.1; 5.7.2)**

### *Summary of policies for Student Discipline*

The policy aims to build a school environment based on positive behaviour, mutual respect and cooperation. Positive and responsible student behaviour is essential to the smooth running of the College, to the achievement of optimal learning opportunities, and to the development of a supportive and cooperative school environment. The policy helps with the management of poor behaviour in a positive and professional manner, and to establish well understood and logical consequences for student behaviour. All behaviour management actions are based on procedural fairness.

The Blue Hills College does not condone nor pursue corporal punishment as part of school operations. The College further does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parent, to enforce discipline at the school.

### *Location of the full text of the policy*

- On the College intranet (Common Drive) in a folder called: Policies.
- A hard copy of the policy is also located in administration offices around the College.
- The policy is included in the student diary and student handbook.

A copy can be obtained from the Administrative Office.

### *Changes made to the policy during 2016*

A behaviour management chart and colour coding for secondary was synchronised with that of the primary school to avoid confusion, but no further changes were made to the policy.

## **Anti-Bullying Policy**

### *Summary of policies for reporting complaints and resolving grievances*

The College aims 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. The policy reinforces within the school community what bullying is, and the fact that it is unacceptable. It emphasises the fact that everyone within the school community has to be alert to signs and evidence of bullying and to have a responsibility to report it to staff whether as observer or victim. It further ensures that all reported incidents of bullying are followed up appropriately and that support is given to both victims and perpetrators.

### *Location of the full text of the policy*

- On the College intranet (Common Drive) in a folder called: Policies.
- A hard copy of the policy is also located in administration offices around the College.
- The policy is included in the student diary and student handbook.

A copy can be obtained from the Administrative Office.

### *Changes made to the policy during 2016*

No changes were made to this policy in 2016.

## **Complaints and Grievances Policy**

### *Summary of policies for reporting complaints and resolving grievances*

The College expects all staff members to treat each other and other people with whom they come into contact as representatives of the School with respect and courtesy. The policy defines what 'unlawful workplace discrimination', 'harassment' and 'bullying' mean and what procedures the School has in place to deal with workplace complaints relating to discrimination, harassment and bullying. The policy uses appropriate, procedural fairness in dealing with complaints and grievances and includes processes for raising and responding to matters of concern identified by parents, students, contractors and volunteers. These processes incorporate how parents raise complaints and grievances and how the school will respond.

### *Location of the full text of the policy*

- On the College intranet (Common Drive) in a folder called: Policies.
- A hard copy of the policy is also located in administration offices around the College.
- The policy is included in the student diary and student handbook.

A copy can be obtained from the Administrative Office.

### *Changes made to the policy during 2016*

There were no changes made to this policy in 2016.

## **11 School determined improvement targets**

### **Priority Areas for Improvement for 2017**

The following components will be evaluated and reviewed as part of the Quality Adventist Schools' Improvement Framework implemented at the beginning of 2014 as part of a five year cyclic review process:

- 2.2 Student Learning & engagement
- 2.7 Professional Learning
- 3.4 Finances, Facilities and Resources
- 4.2 Church

### **Achievement of Priority Areas listed for improvement in the 2016 report**

The components below were targeted for self-evaluation in 2016

- 2.5 Assessment & Reporting

The assessment and reporting processes were reviewed, especially because the College implemented a new student management software package. As a result a new draft curriculum and assessment policy was written and some modifications were done on the reports cards. Staff were allocated some time to work collaboratively on programs and assessment for students on Life Skills in the secondary school.

- 3.3 Human Resources

Several improvement recommendations were made in this area. These include the improvement of the current mentoring system for graduate and new staff. The Academic Coordinator and Primary Coordinator were trained to support graduate/new staff to ensure that they fulfil all the NESA requirements. Staff requested a forum to discuss staff loadings and extra responsibilities. Staff loads were reviewed and all staff release time as outlined in the enterprise agreement were checked. The only additional check was to try and distribute all additional staff responsibilities equally amongst staff. A spreadsheet was developed for this purpose to make this process more transparent. There was a request to allocate more staff meeting time to work collaboratively on programming and have time for sharing and discussions on KLA areas. Additional time was allocated when possible, but it is an area which needs to be addressed in a more structured way.

- 3.5 Compliance & Accountability

This component was not completed in 2016, but transferred for completion in 2017.

- 4.1 Students and their families

A number of strengths were identified under this component. These include providing soup for the homeless in Lismore by each primary class catering and having a turn throughout the year. This was successfully achieved every class had the opportunity to cook some soup for the shelter. A further recommendation was to offer parenting seminars and Divorce Care program for parents and children. A successful Divorce Care Program was introduced with about 23 adults and 28 students attending. There was also a recommendation to increase College communication through the newsletter, website and Facebook page. Two administrators were appointed to look after the Facebook page and the Secondary coordinator is looking after the website to ensure that all communication (letters & notes) to parents are saved on the website and similar notes published on the Facebook page. Newsletters are also emailed to all staff and parents.

## 12 Initiatives promoting respect and responsibility

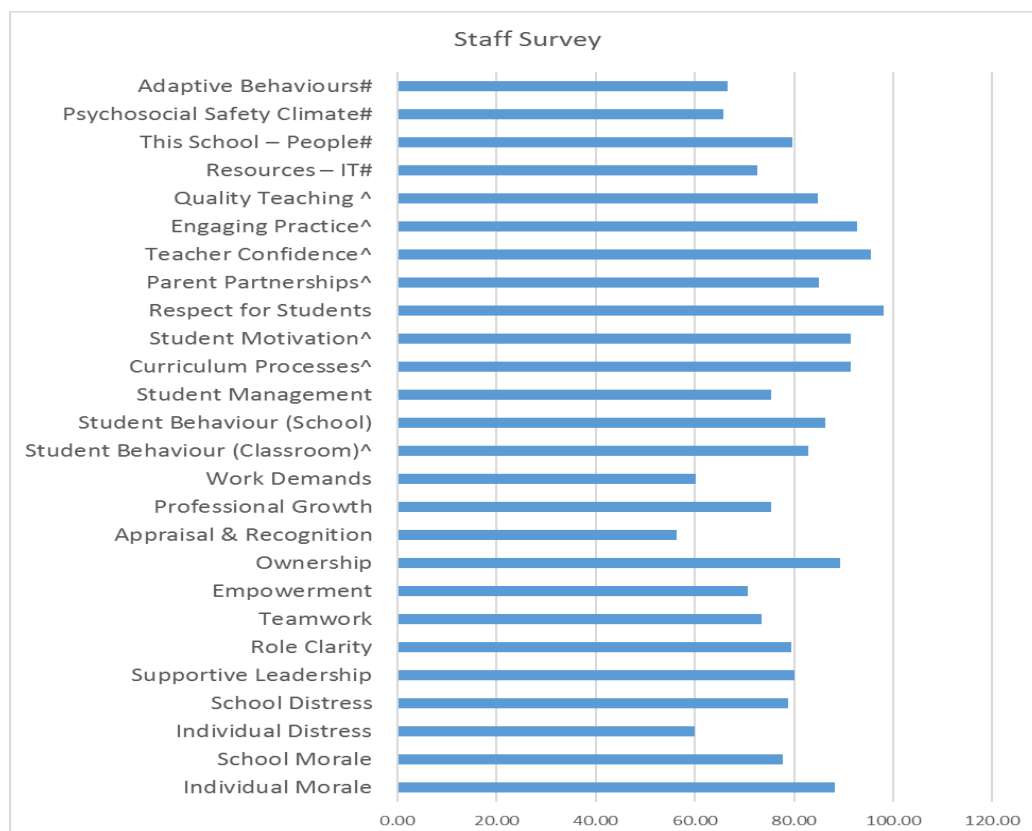
- Daily worship for staff & students
- Weekly CHAPELS - staff, parents/guardians & students
- Weekend services/programs at local churches
- Positions of student leadership (Sport/House captains/ reps & SRC)
- Leadership training/mentoring for staff & students
- Counselling services
- Inclusion of Christian ethos and principles throughout/embedded in ALL activities
- Redemptive and restorative justice discipline approach
- Community service/service trip involvement – MAD (Make a Difference) Trip and STORM Co (Service to Others Really Matters).
- Newsletters

- Provision of external providers for resilience/bullying and other educational programs
- Values imbedded in a student reward system for primary students
- Week of spiritual emphasis organised by students
- Motivational program for Year 7-10 to take responsibility for their own studies and achievement
- A more structured Values Education Program (You can Do It), which include the values of respect and responsibility
- Student participation in the ANZAC march and ANZAC service
- Classroom expectations
- Student involvement with Information Evenings and Open Days
- Students' involvement in the SRC for both primary and secondary school

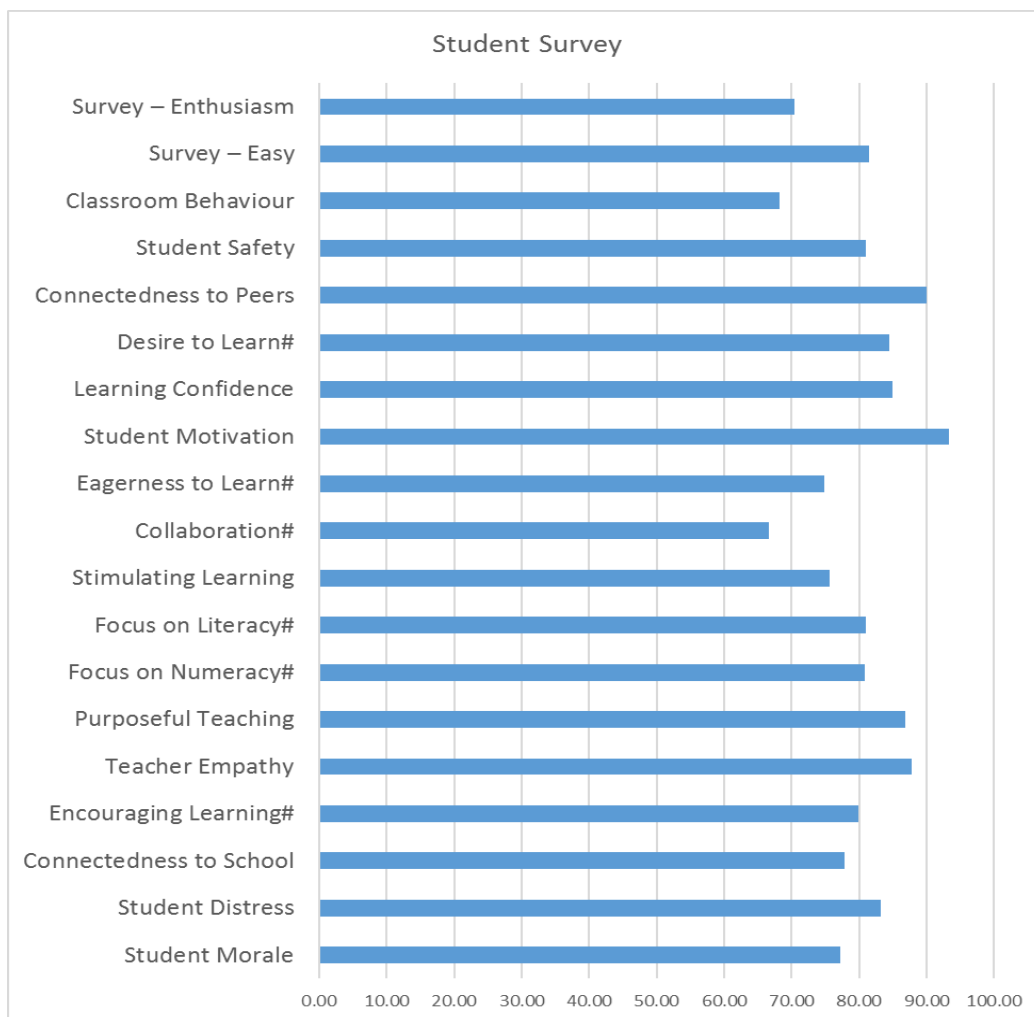
### 13 Parent, student and teacher satisfaction

A problem was experienced with the collection and processing of the satisfaction data for parents and due to this problem we are not in a position to give proper feedback in this regard. However, the student and staff satisfaction data were collected at the same time and we are able to report on these as can be seen in the graphs below. Please feel free to contact the school, should you have any questions in this regard.

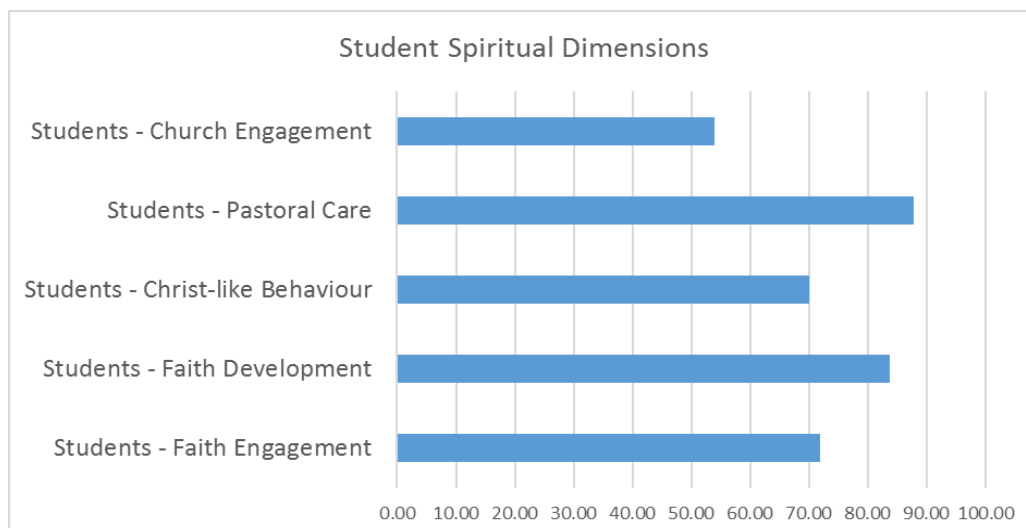
The graph below shows the results of a teacher survey. The results are fairly positive, but there are some areas that will need some attention e.g. staff perceptions about work demands, appraisal & recognition, and individual distress.



The results of the student survey below is quite encouraging, showing that students that there is good connectedness to peers, strong student motivation, purposeful teaching and good teacher empathy. Areas that will need some attention are classroom behaviour and collaboration between students.



The results of the student spiritual dimensions survey below shows that even though students are not always engaged with the church, which is understandable since not all students come from Christian homes, they are very positive about the Pastoral Care, their faith development and faith engagement.



## 14 Summary financial information

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

### Income

Income Sources	Percentage of Total Income
Fees and private income	23.75%
State recurrent grants	12.87%
Commonwealth recurrent grants	46.68%
Other Government grants	0.35%
Government capital grants	4.50%
Other capital income	11.85%

### Expenditure

Expenditure Costs	Percentage of Total Expenditure
Salaries, allowance and related expenses	66.45%
Non-salary expenses	23.51%
Classroom expenditure	4.60%
Capital expenditure	5.44%

## 15 Public disclosure of educational and financial performance

The 2016 Annual report will be published on the Blue Hills College website and available on request from the College office.



## SECTION 2

### CHECKLIST

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

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



Participates in National Student Assessments – NAPLAN



Provides national reports on the outcomes of schooling



Provides individual school information on performance



Passes on the NAPLAN reporting to parents showing student results against key national information



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