



NSW Education Standards Authority

Annual Report 2021

Reporting on the 2020 Calendar Year

Blue Hills College



Owned and Operated by

Seventh-day Adventist Schools
(NNSW) Ltd

1 A message from the Principal

The whole world experienced a somewhat different and very challenging year in 2020, and we were no exception to that experience. There is no doubt that it was a very stressful year for all staff. However, everybody experienced it very differently and managed to cope with the changes in their ways. We were very fortunate in the Northern Rivers to have minimal active COVID-19 cases and little exposure to the disease itself. However, the effect on the health and wellbeing of staff, students and parents were tremendous.

I was very impressed with my teachers as we moved towards a lockdown and transitioning to an online platform. This was a massive task within a brief timeframe. The staff rallied together, researched different platforms and curriculum delivery methods, and pursued a common goal. Some staff found it very confronting to interact with students via zoom meetings, while others took it in their stride. Fortunately, many software companies offered their online learning products on a free trial basis, which helped us manage our budget within its tight budgetary constraints.

We also had a challenging year with the continuity of our School Advisory Council (SAC). The SAC chairperson resigned at the beginning of the year. The COVID lockdown made it difficult for any of our member churches to appoint a new representative for the Ballina and Alstonville churches.

After some significant delays, we managed to have our first meeting with the newly appointed SAC members, and a new chairperson was elected. Some questions were raised in regards to indemnity insurance for SAC members and the Home & School Committee. The dispute resulted in a lengthy negotiation process with our Head Office, which delayed further meetings for several months. Consequently, the SAC chair and another member resigned, and the Home & School Committee terminated while waiting for an outcome on the insurance inquiry. Sadly, the Home & School Committee never reconvened again for the rest of the year.

On a more positive note, we were very fortunate to return to school within a relatively short time in comparison to other parts of the country. Members of our school community expressed their appreciation to staff by delivering pizzas and other delicious foods for staff and students at lunch. The staff and school community worked together to meet the challenges head-on and emerge successfully at the other end with the knowledge that we serve a great God who cares and carries us through this crisis. All the honour and glory should go to our Creator and Saviour.

Jeremiah 33:11

“Give thanks to the Lord Almighty,
for the Lord is good;
his love endures forever.”

For I will restore the fortunes of the land as they were before,’ says the Lord.

Yours faithfully,
Mr Carel Neuhoff

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

The pandemic had a severe effect on some of the students. Like the teachers, some took it quite well, while others stayed away until the very last minute before they returned to school. In some cases, there were extenuating circumstances, such as vulnerable family members. We found that quite a few of our senior students got jobs at local supermarkets and did not engage with their curriculum as required. Unfortunately, some never recovered afterwards and did not seem to have the tenacity or perseverance to get on top of their academics again. We have also observed a decline in students' overall mental health.

Towards the middle of the year, we worked with a consultant from the AISNSW to analyse our responses to the COVID-19 crises and utilise this information to develop an action plan for similar events in the future. This was a very worthwhile exercise, and we feel better prepared for what may lay ahead of us.

We were very fortunate that we did not lose significant student numbers during this pandemic. We gained extra students who felt that they did not receive proper support from their previous schools or new students from families who moved out of the cities into our area. Parents were happy with our support and strategies for supporting their children. Financial support was offered to struggling parents.

Access to the internet and computers/devices were a big challenge for the school and families.

We managed to supply some families with old computers, but there was not much we could do for them with their internet access. Families with this dilemma had the opportunity to collect the necessary worksheets, etc., from school and then deliver them back to school at designated times.

Even though teachers were under severe pressure and time constraints, it forced them to review their practices and develop new ways to teach. They were forced to be more flexible, be creative, and introduce a new way of teaching and communicating with students and parents. Parents became more involved with their student's educational needs, which opened up opportunities for further dialogue and collaboration, which was very positive.

Unfortunately, our professional development program with Dr David Townsend from Canada came to a halt due to the pandemic. He struggled with some medical challenges at the same time, and we had to postpone our leadership program until further notice. Our engagement with AISNSW was cut short towards the end of August when the consultant who worked with us was seconded to another position and could not continue working with the College. This was a regrettable outcome.

However, despite all the challenges of 2020, we emerged successfully in the end.

3 Student performance in State-wide tests and examinations

3.1 Record of School Achievement

Item	Students
Number of Students studying in Year 10	13
Number of ROSAs issued by NESA in 2020	13

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 and/or %					
			Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
Ancient History	2	School				100		
		State				21.51		
Biology	6	School		33.33	33.33	33.33		
		State		24.22	31.94	24.26		
Chemistry	3	School			66.66	33.33		
		State			26.43	21.04		
English Advanced	2	School			100			
		State			31.35			
English Standard	7	School			28.37	42.85	28.57	
		State			46.06	31.55	10.27	
Food Technology	1	School			100			
		State			29.59			
Mathematics Advanced	3	School		33.33		33.33	33.33	
		State		29.45		14.77	2.71	
Mathematics Standard	6	School		16.66		16.66	50	16.66
		State		19.36		25.19	17.32	7.12
Modern History	3	School				66.66	33.33	
		State				18.28	8.79	
PDHPE	4	School			25	50	25	
		State			26.97	24.50	10.26	
		School						

Subject	No of students		Performance band achievement by number and/or %					
			Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
		State						
Studies of Religion II	2	School				100		
		State				17.88		
Textiles and Design	1	School		100				
		State		39.38				
		State						
		School						
		State						
		State						

Interpretative comments for Higher School Certificate results

We have small HSC classes, and consequently, we cannot compare our results with that of other schools or the state schools. Blue Hills College is also not a selective academic school but working towards helping students to develop a well-balanced education that will set them up for life. We are very proud of our results, but there is always room for improvement. Four of our current Year 12 students completed a university course while doing their normal HSC subjects. Headstart is an initiative offered via Southern Cross University to complete one of five university courses while still at school. The students also received early university entrance offers because of their success.

Comparison of 2020 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
Ancient History	2	2020				100		
	1	2019			100			
	2	2018		100				
Biology	6	2020		33	33	33		
	0	2019						
	5	2018		20	40	20	20	
Chemistry	3	2020			66.66	33.33		
		2019						
	4	2018			25	75		
English Advanced	2	2020			100			
	0	2019						
	5	2018			100			
English Standard	7	2020			28.57	42.85	28.57	
	1	2019			100			
	7	2018				57.14	42.85	
Food Technology	1	2020			100			
	0	2019						
	3	2018				66.66	33.33	
Advanced Mathematics		2020		33.33		33.33	33.33	
		2019						
		2018						

Subject	No of students		Performance band achievement by number and/or %					
			Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
Mathematics Standard 2	6	2020		16.66		16.66	50	16.66
	0	2019						
	0	2018						
Modern History	3	2020				66.66	33.33	
	1	2019			100			
	0	2018						
Studies of Religion II	2	2020				100		
	1	2019			100			
	2	2018			50	50		
Textiles & Design	1	2020		100				
	0	2019						
	0	2018						
		2020						
		2019						
		2018						

Interpretative comments for Higher School Certificate result trends over time

It is difficult to interpret trends with small classes and some subjects are not offered every year, which complicates the process. We would like to see a few more Band 5 and 6 results, and we are working on strategies to improve our HSC results.

4 Senior secondary outcomes

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

None

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

None

5 Professional learning and teacher standards

5.1 Professional Learning

Areas of professional learning	Teachers (number or group)
First Aid (CPR, asthma & anaphylaxis refresher course)	22
Governance course	1
AISNSW training for SWD	2
Growth workshop	5
PDHPE webinar	2
Counselling PD	1
Preparing for HSC Chemistry	1
PDHPE online training	1
Learning support – online training	3
Autism training	3
Sue Larkey – autism training	1
Google classroom training	22
Zoom training	23
Education Perfect	3
AISNSW – Developing a PLC (one face-to-face and five online sessions)	22
AISNSW – Analysing the COVID response	4

Total Staff PD experiences: \$6764.32

The above expense did not include staff training in Google Classroom, Zoom, etc. We also did not use Educator Impact because of the limitations for classroom observations. The whole-school PDs with the AISNSW consultant is also not included.

Average cost per teacher for professional learning: \$338.22

5.2 Teacher Accreditation Status

Accreditation Level of Teachers	Numbers of teachers
(i) Conditional	0
(ii) Provisional	4
(iii) Proficient or higher	17
	21

6 Workforce composition (comment on Indigenous staff)

Total Teaching Staff	21
Full-time Teaching Staff	13
Part-time Teaching Staff	8
High School Staff only	9
Male Staff	4
Female Staff	5
Primary School Staff only	9
Male Staff	0
Female Staff	8
High School & Primary staff	4
Male Staff	2
Female Staff	2
Ancillary Staff	8
Male Staff	3
Female Staff	5
Indigenous Staff	0

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	97
Year 1	94
Year 2	96
Year 3	93
Year 4	95
Year 5	95
Year 6	91
Year 7	88
Year 8	87
Year 9	86
Year 10	84
Year 11	88
Year 12	93
Total school attendance average	92

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, or alternatively, parents can send an electronic note to a dedicated email or leave a message on a designated answering service. 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 parents after 3 days of non-attendance or lateness. Attendance plans/contracts 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 with parents/caregivers. If there is no improvement, the student is deregistered from the school and reported to the School Liaison Officer.

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

Percentage retention rate: 57 %

8 Post School Destinations (secondary schools only)

(report on the destination of all students 17 and over who left school during 2020)

Two are studying nursing

Two students are studying teaching

One student is studying pharmacy

One student is studying biomedical science

One is studying in Queensland, but we don't know what

Two are working full-time

A total of 78% of our Year 12 class are engaged in tertiary studies this 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 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. At Blue Hills College we require students to be at least 3 years and 10 months before we enrol them into Pre 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.
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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.

Composition/characteristics of the student population

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 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.

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.

The following sentence has been added to this policy during 2018

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

Anti-Bullying Policy

Summary of the Anti-bullying Policy for your school goes here

The school will 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 aim of the policy is to ensure that the school community has an understanding of what bullying is and that it is unacceptable. Everybody has a responsibility to report it and staff and school administration have a responsibility to investigate the matter and follow up appropriately, including giving support to both the victims and the perpetrators.

Location of the full text of the Anti-Bullying Policy (including how to get a copy)

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 2020.

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.
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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.
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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;
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- 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 2020.

11 School determined improvement targets

Priority Areas for Improvement for 2021 (Schools in National Partnerships should include items from their school plan and come from the QAS Rolling School Improvement Plan)

As part of the QAS Rolling School Improvement Plan, the College decided to review the following four components:

- **1.2 Sharing Faith**
A decision was made to establish new ways to connect with the community and create workable service opportunities to share our faith in the following ways"
 - Re-establish our caring community
 - Collaboration of staff to brainstorm ways to connect our staff and students with people in aged care via zoom meetings.
 - Connection with the church to run lifestyle programs at schools.
 - Host a holiday kids' club.
- **2.1 Professional Growth**
Staff will continue to strengthen our professional growth at school:
 - When responding to data, teachers will routinely implement research-based teaching strategies to enhance student achievement, which will be supported by our PLC meetings.
 - Strengthen the PLC at school and work collaboratively in our designated groups to improve literacy and numeracy outcomes for students.
 - Target professional growth to meet our individual and collective goals.
- **3.1 Learning and the Improvement culture**
Our main aim is to establish and strengthen our PLC and run effective collaborative groups on a weekly basis. We would also like to support staff by:
 - Creating opportunities for PLC groups to meet with other faculty groups
 - Target staff professional development to enhance student learning
 - Connect with the wider community e.g. other schools like Kadina, improve out student participation in the Headstart program and improve student engagement with the Elevate Education program.
 - Improve our student health and welfare program in conjunction with our chaplains and counsellor.
- **4.3 Professional partnerships**
The pandemic caused a number of our existing partnerships to terminate and we would like to re-establish these partnerships and potentially form a few new ones:

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- Get our senior students involved in the Headstart program at Southern Cross university
 - Commence with our sport program via the NCIS partnership of schools.
 - Re-establish a school improvement program via the NCISI and Dr David Townsend from Canada
 - Negotiate a partnership with the Exercise Physiology Department of SCU to run a health and wellbeing program at school based on data.
 - Negotiate a partnership with the Science and Engineering Department of SCU for a combined STEM program for primary and secondary students.

Achievement of Priority Areas listed for improvement in the 2020 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**)

1. Blue Hills College staff worked with an AISNSW consultant over the past 18 months to establish a PLC. This partnership had a variety of successes and defeats along the way. However, despite some initial challenges, a PLC was established and is being embedded into the culture at the College.
2. Staff had to opportunity to choose to focus on either numeracy, or a component of literacy for their improvement project.
 - Staff received training in SCOUT and PAT data analysis
 - Staff received training to develop a baseline data using one of the above two benchmarking tests, or even other personalised tests used in class.
 - Unfortunately, the process stopped there due to COVID-19 and staff had to be trained in other software packages and strategies to transition to online curriculum delivery.
3. The staff worked through an extensive program to develop new and improved processes of support for students on NCCD. This includes the recording of modifications in unit programs, making data/information available to all staff in a secure way and collecting evidences for students on the NCCD register.

12 Initiatives promoting respect and responsibility

- Daily worship for staff & students
- Weekly CHAPELS - staff, parents & students
- Bible studies offered via the chaplain and/or pastors and Bible workers
- Friday night (Legacy program)
- Weekend services/programs at local churches (Staff and students do four per year)
- Positions of student leadership (Sport/House captains/ reps & SRC)
- Leadership training/mentoring for staff & students (e.g. attending leadership conferences)
- Counselling services (internally and externally)
- Inclusion of Christian ethos and principles throughout the curriculum and embedded in ALL activities

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- Redemptive and restorative justice discipline approach
 - Community service/service trip involvement – MAD Trip, Clean-up Australia and StormCo
 - Articles in the newsletters and on the Facebook page
 - Provision of external providers for resilience/bullying and other educational programs
 - Values imbedded in a student reward system for primary students. Modified version in secondary school
 - Week of spiritual emphasis organised by chaplain and students for both primary and secondary school
 - Merit system in both primary and secondary school
 - A more structured Values Education Program (You Can Do It), which include the values of respect and responsibility
 - Student participation in the Remembrance Day, 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

Younger students (Year 3/4) showed marginal improvement in emotional wellbeing, teacher relationships, engagement in their learning, however, the results indicated more significant improvement in their connected to peers, their safety at school and receiving stimulating learning. The largest improvement is reflected in classroom behaviour. The top experience of the younger students is their morale, followed by classroom behaviour and teacher empathy.

The results for the Year 5/6 students were almost a mirror of the previous year with minor declines and improvements. The best improvement was with classroom behaviour, and some minor improvement in student safety, teacher empathy and connectiveness to peers. There was a decline in students' desire to learn.

In comparison to other similar SDA schools, the Year 3/4 cohort compared to the top percentile of results while the Year 5/6 cohort with the bottom percentile of students.

The parent participation in the survey was low and it is difficult to determine what the perception of the larger body of parents are. The results show a decline in community involvement, as well as staff and student engagement, which is understandable due to the pandemic. The biggest satisfaction was reflected in students' social skills and peer connectedness.

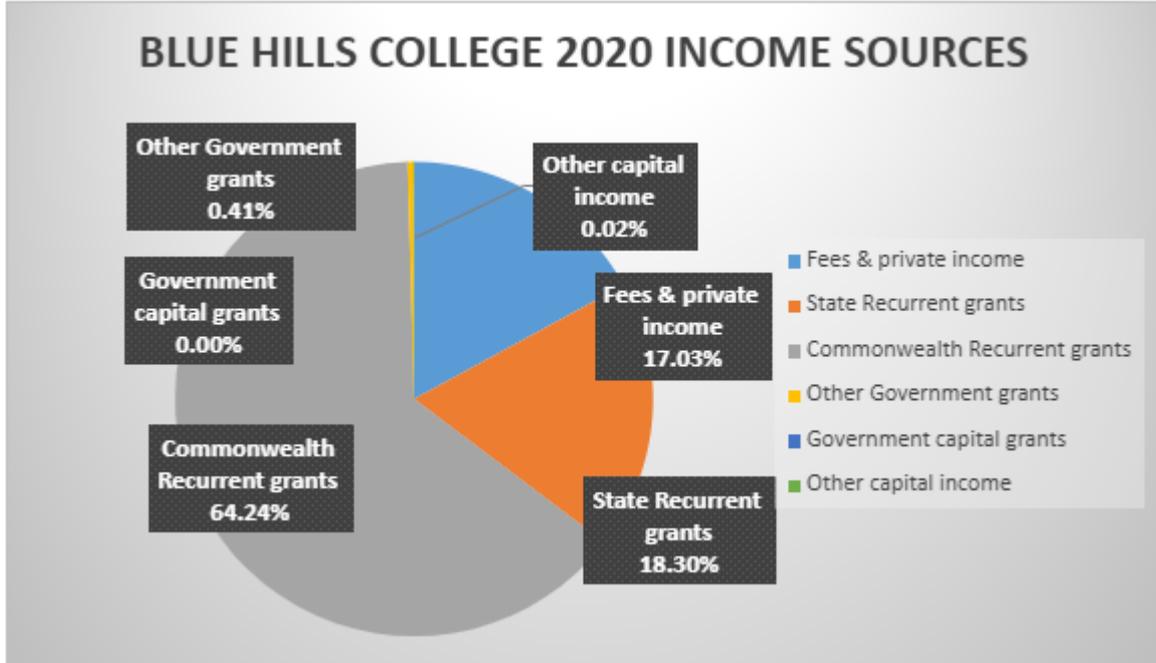
Teacher's strengths were identified as their engagement with the local churches, their understanding of service and service to others. Staff morale was low and they felt that the work demands are too high. However, the results for our response to the COVID-19 crisis came out very positive.

The pandemic had a significant impact on staff, students and parents. Our school was the only school who continued with the survey despite the challenges we faced during the year.

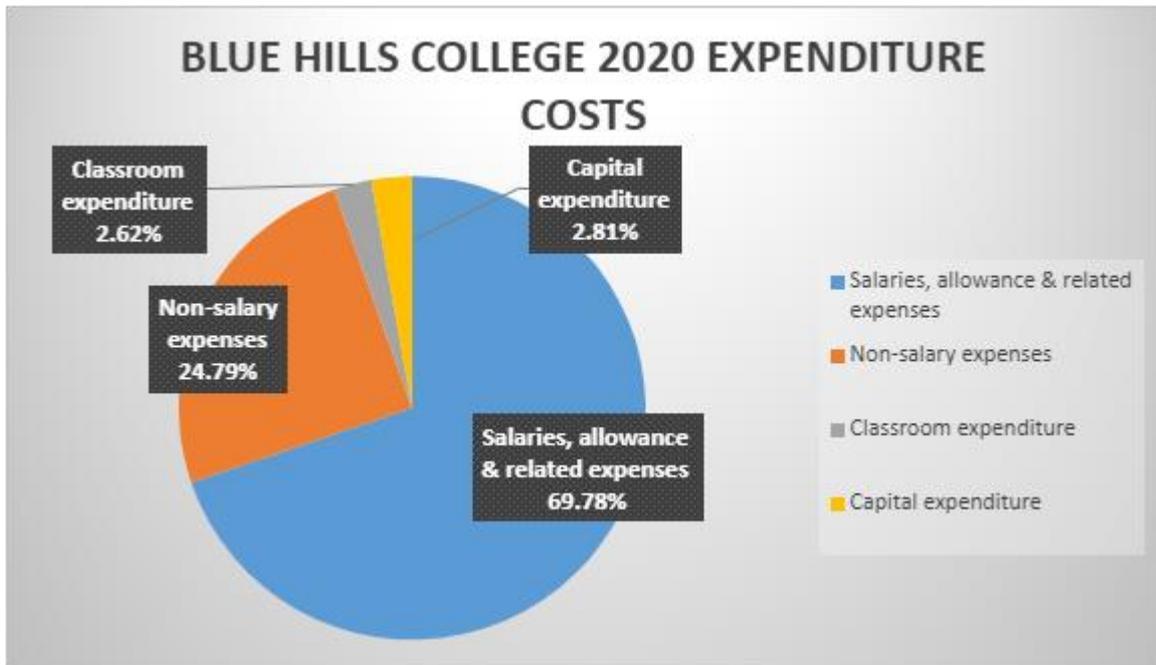
14 Summary financial information

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.

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