



NSW Education Standards Authority

Annual Report 2022

Reporting on the 2021 Calendar Year

Blue Hills College



Owned and Operated by

Seventh-day Adventist Schools
(NNSW) Ltd

1 A message from the Principal on behalf of the School Advisory Council Chairman

The Year 2021 will be remembered as a very disruptive and challenging year on so many levels. When I reflect on the past year, I feel particularly sad for our Year 12 students. They were in Year 11 when COVID-19 surfaced and consequently, they did not have a 'normal' Year 11 or 12. They were introduced to online learning, and they could not participate in many of the usual activities we organise at school e.g. excursions, camps, weekend programs, and prize-giving nights with their parents. We were very fortunate to squeeze in a Year 12 Formal right at the end of the year when some restrictions were lifted. The disruptions during the year took their toll on students and many students found the constant change and disruptions very challenging. It also had a tremendous effect on the workload of our teaching staff, especially when we had blended learning with online lessons and students in class. Despite the challenges, our staff made it work, staff and students had to learn to be flexible and be able to adapt to constant changes. We all had to work as one team to be successful.

We saw a change in governance at the College this year. A new chairman, Mr. Cameron Mowbray, was appointed as the chairman of our School Advisory Committee (SAC). Our SAC works well together and the willingness and commitment of our members to make our school a great school.

The introduction of mandatory vaccinations for all educational staff towards the end of the year caused a lot of staffing issues. We lost 34% of our overall staff due to mandated vaccinations. This included 59% of our secondary staff as well as our Finance Officer, Business Manager, and both chaplains. This huge staff change had a significant effect on our College and it was very difficult to replace all the staff.

However, I would like to finish on a positive note. Over the last two years, we focussed on marketing the College online and on social media using a marketing agency. This seems to have had an impact and we have seen a gradual increase in our enrolments, which is very exciting to see. The cultural diversity of our student population has also increased. God has been very good to us despite all the challenges, and all the glory and honour goes to Him who is our Master Teacher, Counsellor, Creator and Saviour.

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

We have been working with a consultant 18 months ago to establish a professional learning community (PLC) at the College. Unfortunately, the staff did not gel very well with the consultant, and we never quite finalised the process. In 2021 we commenced with a PLC based on research and guidance from Sloper and Grift (2020). Staff accepted the process and two primary PLC groups, and 2 secondary groups were established. The administration created additional time for staff collaboration.

The College received a grant from the AISNSW to support students who have been adversely affected by COVID-19. We appointed Mrs. Odendaal to support all the identified students. She worked closely with the Learning Support Team and we were very happy with the outcomes and progress of the selected students. This was a worthwhile funding initiative and will hopefully continue in 2022.

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	No tests in 2021		
Year 5	No tests in 2021		
Year 7	No tests in 2021		
Year 9	No tests in 2021		

Writing

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	No tests in 2021		
Year 5	No tests in 2021		
Year 7	No tests in 2021		
Year 9	No tests in 2021		

Spelling

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	No tests in 2021		
Year 5	No tests in 2021		
Year 7	No tests in 2021		
Year 9	No tests in 2021		

Grammar and Punctuation

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	No tests in 2021		
Year 5	No tests in 2021		
Year 7	No tests in 2021		
Year 9	No tests in 2021		

Interpretative Comments

No comment because students did not participate in the NAPLAN tests due to COVID lockdown.

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	No tests in 2021		
Year 5	No tests in 2021		
Year 7	No tests in 2021		
Year 9	No tests in 2021		

Interpretative Comments

No comment because students did not participate in the NAPLAN tests due to COVID lockdown.

3.2 Record of School Achievement

Item	Students
Number of Students studying in Year 10	9
Number of ROSAs issued by NESAs in 2021	9

3.3 Results of the Higher School Certificate Examination 2021

Comparison of 2021 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	4	School				50	50	
		State				16.78	12.55	
English Standard	3	School				100		
		State				32.71		
Food Technology	3	School				66.67	33.33	
		State				23.97	10.46	
Industrial Technology	1	School			100			
		State			27.58			
Mathematics Standard 2	3	School				33.33	66.67	
		State				27.32	15.17	
Modern History	4	School				50	25	25
		State				19.11	10.26	5.53
		School						
		State						
		School						
		State						
		School						
		State						
		School						

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. Two of our four 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 two students also received early university entrance offers because of their success with Headstart.



Comparison of 2021 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	4	2021				50	50	
	2	2020				100		
	1	2019			100			
English Standard	3	2021				100		
	7	2020			28.57	42.85	28.57	
	1	2019			100			
Food Technology	3	2021				66.67	33.53	
	1	2020			100			
	0	2019						
Industrial Technology	1	2021			100			
	0	2020						
	0	2019						
Mathematics Standard 2	3	2021				33.33	66.67	
	6	2020		16.66		16.66	50	16.66
	0	2019						
Modern History	4	2021				50	25	25
	3	2020				66.66	33.34	
	1	2019			100			
		2021						
		2020						
		2019						

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: **100%**



5 Professional learning and teacher standards

5.1 Professional Learning

Areas of professional learning	Teachers (number or group)
First Aid/CPR	27
Timetable Training 1, 2 & 3	2
Differentiation (2-day symposium)	1
Steve Scott – Leadership (3 days across the year)	1
Insight SRC	5
SEQTA training (all staff)	22
SPELD PD - Dyscalculia	2
Autism PD – Sue Larky	3
Business Manager PD	1
InitialLit (Evidence-based whole-class literacy program)	2
Financial webinar	1
Information Technology PD	1
ICMS PD – Kelvin Wood	1
PLC	21

Total Staff PD experiences: \$10,223

Average cost per teacher for professional learning: \$486.81

5.2 Teacher Accreditation Status

Accreditation Level of Teachers	Numbers of teachers
(i) Conditional	1
(ii) Provisional	1
(iii) Proficient or higher	19
	21

6 Workforce composition (comment on Indigenous staff)

Total Teaching Staff	21
Full-time Teaching Staff	14
Part-time Teaching Staff	7
High School Staff only	10
Male Staff	3
Female Staff	7
Primary School Staff only	8
Male Staff	0
Female Staff	8
High School & Primary staff	3
Male Staff	2
Female Staff	1
Ancillary Staff	10
Male Staff	3
Female Staff	7
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	93
Year 1	94
Year 2	95
Year 3	94
Year 4	92
Year 5	95
Year 6	91
Year 7	88
Year 8	89
Year 9	81
Year 10	85
Year 11	96
Year 12	95
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 must 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 Primary and Secondary Coordinators and the receptionist. 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 and filed in their personal file. 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: 36% (36% went to TAFE, 28% went into the workforce)

8 Post School Destinations (secondary schools only)

(report on the destination of all students 17 and over who left school during 2021)

All the students who completed their HSC last year decided to take a gap year in 2022 before they continue with university studies. They are all currently employed at various companies and one is planning a trip around Australia later in the year.

9 Enrolment Policies and characteristics of the student body

Applications

Applications for enrolment may be made at any time by the parent/carer(s) of students to commence at a nominated SDA school.

Students enrolling in K-12 at the school for the first time will be at least 5 years of age on or before 31 July of the enrolling year. Students enrolling in Pre-Kindergarten classes will be at least 4 years of age on or before 31 March of the enrolling year.

Please Note: Individual SDA schools may vary in the starting age of students. Blue Hills College commenced on 28 January 2021.

Immunisation Requirements

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

The school will then:

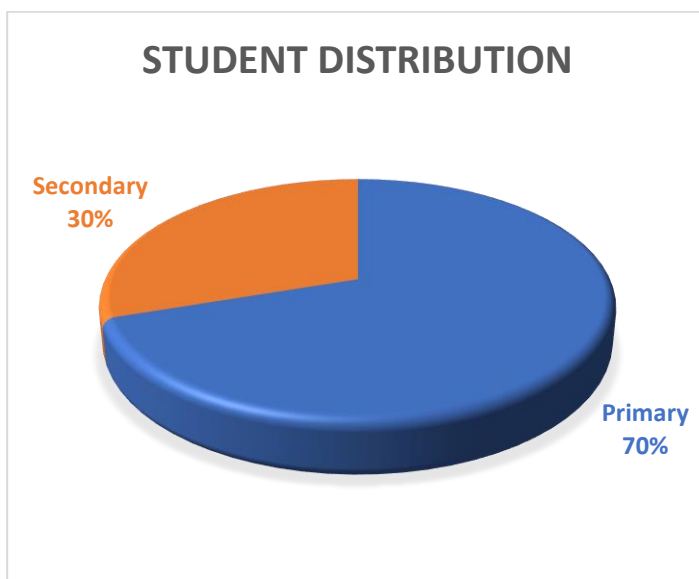
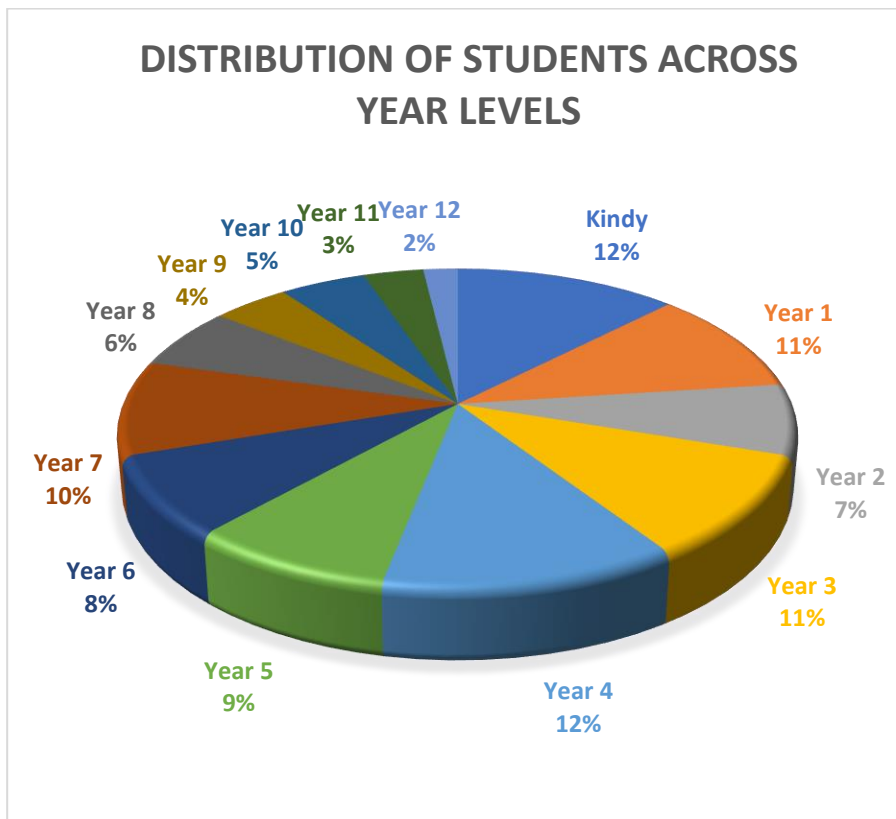
- record each child's immunisation status in a register and retain copies of approved immunisation certificates for a period of three years after the child has ceased to attend the school;
- provide a copy of a child's immunisation certificate to a school that the child has transferred to (on request);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

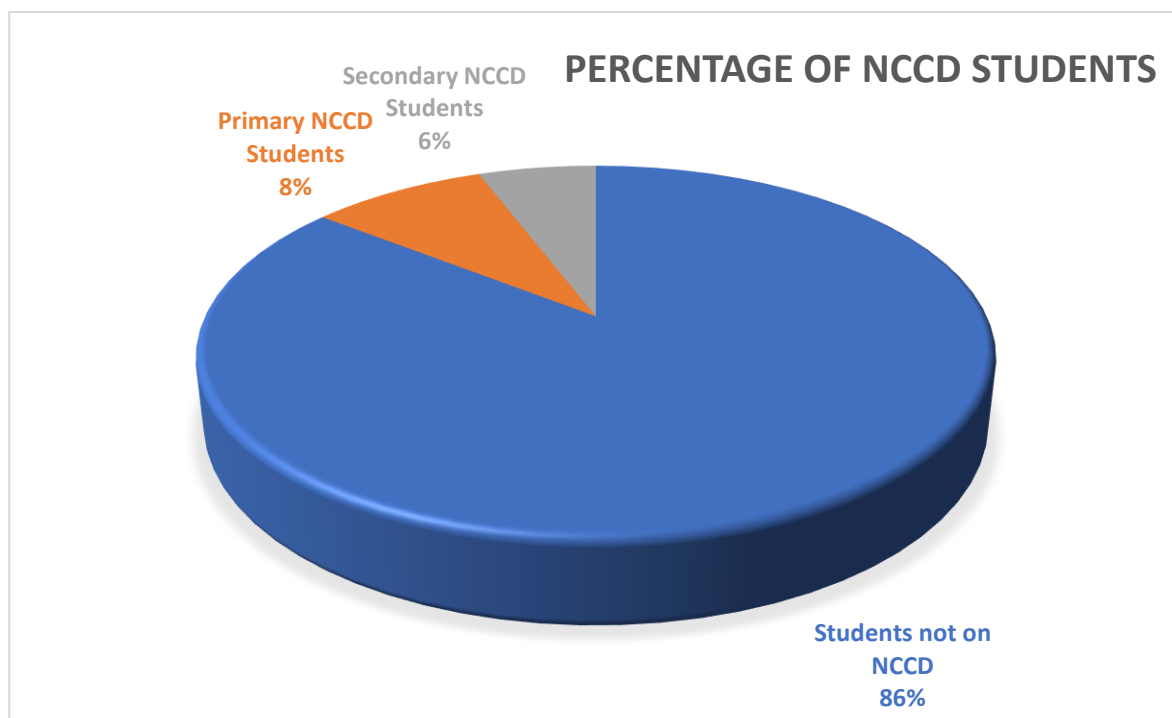
Processing Applications

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

Composition/characteristics of the student population





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 2021.

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.

There have been no changes made to this policy during 2021.

Anti-Bullying Policy

1. Definition:

A person is bullied when one or more other people expose them regularly and over time to negative or harmful actions. Bullies are people who deliberately set out to intimidate, exclude, threaten and/or hurt others repeatedly. Bullying is a clear form of harassment.

2. Rationale:

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.

3. Aims:

- To reinforce within the school community what bullying is, and the fact that it is unacceptable.
- Everyone within the school community to be alert to signs and evidence of bullying and to have a responsibility to report it to staff whether as observer or victim.
- To ensure that all reported incidents of bullying are followed up appropriately and that support is given to both victims and perpetrators.
- To seek parental and peer-group support and co-operation at all times.

4. Implementation:

- Parents, teachers, students and the community will be aware of the school's position on bullying.
- The school will adopt a four-phase approach to bullying.

A. Primary Prevention:

- Professional development for staff relating to bullying, harassment and proven counter measures.
 - Community awareness and input relating to bullying, its characteristics and the school's programs and response.
 - To provide programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving.
 - A bullying survey and yard survey will be administered and acted upon twice annually.
 - 'You Can Do It Education' program implemented across the school.
 - Each classroom teacher to clarify at the start of each year the school policy on bullying.
 - The curriculum to include anti-bullying messages and strategies eg: 'The Friendly Schools' and 'No Blame Approach to Bullying' programs.
 - Student Representative Council, peer support delegates, staff and students to promote the philosophy of 'No Put Downs'.
 - Electives and structured activities available to students at recess and lunch breaks.
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B. Early Intervention:

- Promote children and staff reporting bullying incidents involving themselves or others.
- Classroom teachers and principal on a regular basis reminding students and staff to report incidents of bullying.
- Parents encouraged to contact school if they become aware of a problem.
- Safe Room – a designated safe and quiet place for children to access at recess and lunch times.
- Public recognition and reward for positive behaviour and resolution of problems.
- School Council will be informed of all bullying incidents.

C. Intervention:

- Once identified each bully, victim and witnesses will be spoken with, and all incidents or allegations of bullying will be fully investigated and documented.
- Students and staff identified by others as bullies will be informed of allegations.
- Both bullies and victims will be offered counselling and support.
- If student bullying persists parents will be contacted and consequences implemented consistent with the school's Student Code of Conduct.
- If staff bullying persists the principal will commence formal disciplinary action.

D. Post Violation:

- Consequences for students will be individually based and may involve:-
 - exclusion from class.
 - exclusion from yard.
 - school suspension.
 - withdrawal of privileges.
 - ongoing counselling from appropriate agency for both victim and bully.
- Reinforcement of positive behaviours.
- Classroom Meetings.
- Support Structures.
- Ongoing monitoring of identified bullies.
- Rewards for positive behaviour.
- Consequences for staff will be individually based and may involve:-
 - counselling
 - a period of monitoring
 - a formal support group
 - disciplinary actions

Location of the full text of the Anti-Bullying Policy is found on the school's intranet. To obtain a copy please ask at the front office.

There have been no changes made to this policy during 2021.

Complaints and Grievances Policy

1. Purpose

This Guideline is intended to ensure that complaints are handled fairly, efficiently and effectively. The complaints management system is intended to:

- enable schools and the Company to respond to issues raised by people making complaints in a timely way; and
- provide information that can be used to deliver quality improvements in schools, systems, practices, procedures and complaint handling.

This document provides the key principles and concepts of the complaints management system for both staff and parents and others who wish to make a complaint.

2. Company Commitment

The company expects staff at all levels to be committed to fair, effective and efficient complaint handling.

a. Director

The Director is committed to promoting a culture that values complaints and their effective resolution by:

- providing adequate support and direction to key staff responsible for handling complaints;
- regularly reviewing reports about complaint trends and issues arising from complaints;
- encouraging staff to make recommendations for system improvements;
- supporting recommendations for system improvements arising from analysis of complaint data.

b. Principal

The Principal is responsible for complaint handling in each school and is committed to establishing and managing the complaints management system by:

- providing regular reports to the Director on issues arising from complaint handling work;
- ensuring recommendations arising out of complaint data analysis are canvassed with the Director and implemented where appropriate;
- training and empowering staff to resolve complaints promptly and in accordance with company policies and guidelines.
- encouraging staff to provide suggestions on ways to improve the company's complaints management system.

c. Staff

Staff whose duties include complaint handling are expected to be committed to demonstrating exemplary complaint handling practices by:

- treating all people with respect, including people who make complaints;
- complying with the Company Complaints Handling Guideline;
- keeping informed about best practice in complaint handling;
- assisting people who wish to make complaints to access the complaints handling guideline;
- assisting those handling complaints to resolve matters promptly;
- providing feedback to their principal/director on issues arising from complaints; and

- implementing changes arising from individual complaints and from the analysis and evaluation of complaint data.

3. Guiding Principles

Facilitating Complaints

People focus

The company is committed to seeking and receiving feedback and complaints about practices, procedures and complaint handling at schools and/or the company level.

Any concerns raised in feedback or complaints will be dealt with within a reasonable timeframe.

People making complaints will be:

- provided with information about the complaints handling process;
- listened to, treated with respect by staff and actively involved in the complaint process where practicable and appropriate; and
- provided with reasons for decision/s and any options for redress or review.

No detriment to people making complaints

All reasonable steps will be taken to ensure that people making complaints are not adversely affected because a complaint has been made by them or on their behalf.

Anonymous complaints

Anonymous complaints will be accepted and there will be an investigation of the issues raised where there is enough relevant information provided, including the identity of the school or office to which the complaint relates.

Visibility and transparency

Information about how and where complaints may be made will be readily available and publicised on school websites.

Accessibility

The company is committed to ensuring that its complaints management process is easily understood and accessible to everyone, particularly people who may require assistance, for example, people for whom English is not their first language.

If a person prefers or needs another person to assist them in the making and/or resolution of their complaint, the school or company will communicate with them through their representative if this is their wish. Anyone may represent a person wishing to make a complaint, with their consent.

Respond to Complaints

Early resolution

Where possible, complaints will be resolved at first contact with the particular school or, in the case of complaints about the company, first contact with the director.

Responsiveness

Complaints will be assessed and prioritised in accordance with the urgency and/or seriousness of the issues raised. If a matter concerns an immediate risk to safety or security the response will be immediate and will be escalated appropriately.

The company is committed to managing people's expectations and will inform them as soon as possible, of the following:

- the complaints process;
- the expected timeframes for actions;
- the progress of the complaint and reasons for any delay; and
- their likely involvement in the process.

The school or company will advise people as soon as practicable when it is unable to deal with any part of their complaint.

Objectivity and fairness

Each complaint will be addressed with integrity and in an equitable, objective and unbiased manner. Each complaint will be assessed on its merits.

Conflicts of interests, whether actual or perceived, will be managed responsibly. In particular, internal reviews of how a complaint was managed will be conducted by a person other than the original decision maker.

Confidentiality

The identity of people making complaints will be protected where this is practical and appropriate.

Personal information that identifies individuals will only be disclosed or used by the company as permitted under privacy legislation.

Manage the Parties to a Complaint

Empowerment of staff

All staff managing complaints are empowered to implement the complaints guideline as relevant to their role and responsibilities. Staff are empowered to resolve complaints promptly and with as little formality as possible. Staff are encouraged to provide feedback on the effectiveness of this complaints management process.

Managing unreasonable conduct by people making complaints

Schools and the company are committed to being accessible and responsive to all people who approach them with feedback or complaints.

When people behave unreasonably in their dealings with either a school or the company, conduct can significantly affect the progress and efficiency of the school or company's work. As a result,

any conduct that negatively and unreasonably affects a school or the company will be proactively and decisively managed by staff.

4. Complaint Management System

Stages of Managing a Complaint

When responding to complaints, staff should act in accordance with this guideline. There are five key stages in the complaint management system:

- Receipt of complaints;
- Acknowledgement of complaints;
- Initial assessment and addressing of complaints;
- Providing reasons for decisions; and
- Closing the complaint, records keeping, redress and review.

Receipt of Complaints

Unless the complaint has been resolved at first point of contact, it will be recorded as a complaint together with its supporting information. Initially verbal complaints will be accepted but with serious complaints the person making the complaint may subsequently be asked to set out their complaint in writing.

The record of the complaint will identify:

- the contact information of the person making the complaint;
- issues raised by the person making the complaint;
- the school or company to which the complaint relates;
- the outcome/s sought;
- any other information required to properly respond to the matter; and
- any additional support the person making the complaint requires.

Acknowledgement of Complaints

The receipt of each complaint will be acknowledged promptly and usually within 10 working days.

Consideration will be given to the most appropriate medium for communicating with the person making a complaint, taking into account the needs of the school or the company and the expressed views of the person making the complaint.

Initial Assessment and Addressing of Complaints

After acknowledging receipt of the complaint, the staff member handling the complaint will confirm whether the issue/s raised in the complaint is/are within the school's or company's control. The outcome/s sought by the person making a complaint will be considered and, where there is more than one issue raised, there will be a determination whether each issue needs to be separately addressed.

When determining how a complaint will be managed, the issues raised will be assessed against the following criteria:

- severity;
- complexity;

- health and safety implications;
- impact on the individual or wider school community; and
- potential to escalate.

Addressing complaints

The methodology for addressing the complaint may include:

- working with the person making the complaint to see how the issues can be appropriately addressed;
- making inquiries with the person or area that is the subject of the complaint; and/or
- conducting an investigation into the issues raised in the complaint.

The nature and scope of any action taken will depend on a number of factors including:

- the circumstances of each case;
- any statutory requirements;
- the issue/s complained about;
- the parties involved; and
- the likely outcome.

5. Providing Reasons for Decisions

Following consideration of the complaint and any investigation into the issues raised, the person making the complaint will be contacted in a timely manner and advised of:

- the outcome of the complaint and any action that was taken arising out of the complaint so far as permitted under privacy legislation;
- the reasons for any decisions that have been made; and
- any remedy or resolution that has been offered.

6. Closing the Complaint, Record Keeping, Redress and Review

At the time of closing the complaint a record will be made of the following:

- steps taken to address the complaint;
- the outcome of the complaint; and
- any undertakings or follow up action required.

7. Three Levels of Complaint Handling

Where possible, complaints will be resolved by staff at the appropriate school level. Staff will be adequately equipped to respond to complaints, including being given appropriate authority, training and supervision.

Where early resolution of a complaint is not possible, however, due to the complexity of the issues raised, dissatisfaction with the complaint outcome or how the complaint was dealt with, the complaint may be escalated to the director level. This second level of complaint handling will provide for the following internal mechanisms:

- assessment and possible investigation of the complaint and decision/s already made, and/or

- facilitated resolution (where a person not connected with the complaint reviews the matter and attempts to find an outcome acceptable to the relevant parties).

Where a person making a complaint is dissatisfied with the outcome of the director's review of their complaint they may seek a further review from the Chair of the Board of Directors. In some instances the Chair of the Board of Directors may engage a third party to review a matter and provide a report.

8. Accountability and Learning

Analysis and Evaluation of Complaints

Complaints are recorded in a systematic way so that information can be easily retrieved for reporting and analysis.

Regular reports will be run on:

- the number of complaints received;
- the outcome of complaints;
- issues arising from complaints;
- systemic issues identified; and
- the number of requests received for internal and/or external review of complaint handling.

Regular analysis of these reports will be undertaken to monitor trends, measure the quality of service and make improvements.

Both reports and their analysis will be provided to the Director of Education for review.

Monitoring of the Complaint Management System

The complaints management system will be monitored to:

- ensure its suitability for responding to and resolving complaints; and
- identify and correct deficiencies in the operation of the system.

Continuous Improvement

The Company is committed to improving the effectiveness and efficiency of its complaints management system. To this end, the company will:

- support the making and appropriate resolution of complaints;
- implement best practices in complaint handling;
- regularly review the complaints management system and complaint data; and
- implement appropriate system changes arising out of analysis of complaints data and
- continual monitoring of the system.

This is the full text of the Complaints and Grievances policy (Complaints Handling Guideline) and is found on the school's intranet. To obtain a copy please ask at the front office.

There have been no changes made to this policy during 2021.

11 School determined improvement targets

Priority Areas for Improvement for 2022 (Schools in National Partnerships should include items from their school plan and come from the QAS Rolling School Improvement Plan)

Main Focus:

1. To continue establishing and embedding a Professional Learning Community (PLC) and to use it to improve the literacy and numeracy outcomes of students.
2. To improve the culture of the school.

Secondary Focus (Part of the QAS Review cycle):

1.3 Pastoral Care

- To increase the chaplaincy hours to a full-time position
- To improve communication between external support agencies and school/ staff
- Improve worship resources for pastoral care
- Improve communication between school and parents
- Refresh staff knowledge of mandatory reporting
- Improve roll marking accuracy

2.3 Teaching Practices

- Setting goals, in a collaborative process, that are explicit, challenging, and achievable for all students will encourage students to take ownership over their learning. They will have a clear understanding of where they are moving towards in their learning journey. This can motivate students to improve while also acknowledging students who may not be high achievers. It can also provide teachers with a deeper insight into how their students are going and where they can move them towards next.

3.2 Staff Wellbeing & Development

- Improve the quality and level of technology in the school
- Allocated time for mentoring
- More teacher aid assistance and support in high school
- Review the recess and lunch break times
- Clarity on roles and support

4.2 Church

- Employ a chaplain
- Advertise programs coming up in local SDA churches in school newsletter and social media – e.g. CHIP, Pathfinders / Adventurers, social events etc.
- Organise Bible studies for students

Achievement of Priority Areas listed for improvement in the 2021 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**)

Main Focus:

The main focus of our school improvement was to establish a Professional Learning Community (PLC) and use it as a vehicle to improve the literacy and numeracy outcomes of students.

Report:

Two PLC groups were established in the primary school with one in upper primary and another one in lower primary. Time was created in our current program to allow the PLC groups to meet on a weekly basis. Two groups were also established in the secondary school. Literacy groups were also organised in the primary school to group students according to their ability for support.

1.2 Sharing Faith: Due to the new norm we need to establish new ways to connect with the community and create workable service opportunities to share our faith.

Report:

We continued to improve our caring community as one of our goals. We fixed some old computers at school and offered these to parents who did not have computers or did not have enough computers for their children to access online learning. We made regular contact with parents and students to determine how they were going and if they needed any support during the lockdown periods. We could not address any of the other goals identified because of the COVID lockdowns and not being able to have parents on campus or interacting with them face-to-face. We did acquire some SDA information booklets, which we handed out as part of our interview process for new prospective students, but this was not one of our goals.

2.1 Professional growth: We aim to have a more proactive approach to meeting with other teachers eg in our PLC and School staff meetings (both combined and separate) and wider communities (eg sharepoint, Headstart - Southern Cross University, Kadina High School)

Report:

Professional growth: After a previously failed attempt to establish a Professional Learning Community (PLC) using a consultant from the AISNSW, we made another attempt at it under the initial direction of C Neuhoff who invested time and professional development into the PLC. C Neuhoff initially presented his findings and training, and then gave the staff an opportunity to vote on how to proceed with the process. Staff requested that C Neuhoff continued with the training and implement the necessary requirements to establish a PLC. Additional time for PLC meetings was implemented, two groups were established in primary and secondary under the leadership of the primary and secondary administrative and academic coordinators. It started off very well, but during the lockdown period, all our energy and time went into training staff for online learning and developing online curriculum content. Our staff did connect with Sharepoint (for NSW SDA staff), but it did mean that we had to change from a Google environment to a Microsoft environment. Staff found this confronting and stressful but now that it has been completed, they accept it and engage with it.

3.1 Learning and improvement culture: The main goal was to establish a PLC and use the process of teacher collaboration as part of the PLC to focus on the improvement of student literacy and numeracy.

Report:

Learning and improvement culture: The PLC training was offered, and PLC groups established as reported above. All groups had to meet 1-2 times per week. They had to establish their norms, analyse the data, determine what they wanted to target based on the data. They then had to determine what research practices would potentially give the best outcomes, gather baseline data, implement their chosen improvement practices, continue with these practices for a set period, test the students again and compare the outcomes with the baseline data. Minutes had to be kept of all meetings and at the conclusion, shared with other staff at a staff meeting. Unfortunately, COVID affected our PLC meetings during the lockdown periods because we had to change our focus at the time. The PLC meetings were re-established at the conclusion of the lockdowns, but the staff changes and shortages due to mandatory vaccinations terminated all PLC meetings during Term 4.

4.3 Professional partnerships: We hoped that the easing of COVID19 restrictions will allow us to rekindle our previous partnerships and establish a few additional partnerships. We would love to negotiate a partnership with the Exercise Physiology Department at SCU to develop a physical exercise program for BHC and then collect data on students' progress. We would also like to develop a similar partnership with the Science and Engineering Departments at SCU for the delivery and support of a STEM program at BHC.

Report:

Professional partnerships: Unfortunately, due to COVID restrictions, our professional partnerships had to be put on hold and we could not establish the new ones we established as our goals. The most disappointing external partnership that was eventually terminated in 2021, was the Leadership program we had with the NCISI group hosted by Southern Cross University and Dr David Townsend from Canada. Dr Townsend could not visit Australia anymore due to COVID restrictions, and unfortunately, suffered a heart attack later in Term 1. Later in the year Prof. Chaseling (from Southern Cross Uni and leader of the NCISI) who supported our Leadership development program with Dr Townsend, could not continue due to COVID.

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
- 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 (WOSE) 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

The College participate in the Insight SRC surveys annually. There was an overall improvement in all areas of the survey, except for community engagement. Most schools did not continue with the surveys due to the impact of COVID-19, but we continued with our process. The outcomes of the parent survey highlighted strengths in the connectiveness of students with their peers, student safety, homework, student motivation, and classroom behaviour. The areas that need some improvement according to the parents, included learning opportunities for students, behaviour management, access to extra-curricular activities, staff engagement and community engagement. Community engagement was very low due to the ongoing COVID-19 lockdowns and restrictions. Parents were not even allowed on campus for most of the year. The Home & School Community almost terminated, and it took a while just to get it active again.

We were very happy to see that the overall satisfaction improved in 2021. However, we do have some areas as outlined above that we will focus on to ensure that we can improve on these identified areas.

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	16.68%
State recurrent grants	17.45%
Commonwealth recurrent grants	63.63%
Other Government grants	1.72%
Government capital grants	0.00%
Other capital income	0.51%

Expenditure

Expenditure Costs	Percentage of Total Expenditure
Salaries, allowance and related expenses	68.09%
Non-salary expenses	25.81%
Classroom expenditure	2.77%
Capital expenditure	3.33%

15 Public disclosure of educational and financial performance

The 2021 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