



# **NSW Education Standards Authority**

## **Annual Report 2023**

### **Reporting on the 2022 Calendar Year**

#### **Blue Hills College**



Owned and Operated by

**Seventh-day Adventist Schools  
(NNSW) Ltd**

## **1 A message from key school bodies – (School Advisory/Management Council and Student representative Council)**

The COVID-19 pandemic significantly impacted schools across Australia. At the end of 2021, Blue Hills College lost 59% of its secondary teachers due to the mandated vaccinations. Fortunately, we did not lose that many primary staff members. Unfortunately, we did not manage to fill all the vacant teaching positions at the beginning of the year. Consequently, we had to use our Learning Support staff to help in classrooms, and primary teachers often could not get their designated release time. We could only fill most of our vacant positions by the middle of the year. The staff changes decimated our School Improvement Team, and we had to appoint a new team and start from scratch again.

The Year 2022 was a very challenging year for Blue Hills College. The year commenced with schools still in lockdown, and we had to navigate the challenges of offering both online classes and face-to-face classes. As we emerged from the lockdown, the entire district was submerged due to the most significant flood Lismore has ever experienced. A month later, a second flood destroyed the town once again. The two devastating floods had a massive impact on the city and the community. Fortunately, the school did not suffer significant damage, but quite a few of the school's parents and staff members lost their homes and possessions. Because of the floods, we lost quite a few students because so many businesses in town closed down.

However, it allowed us to step out and support our school community and the wider community. Churches from Queensland, Kingscliff, Coffs Harbour, and our local churches donated food, clothes, and furniture to people in the community. We also secured a flood support grant from the AISNSW, which gave our affected parents the opportunity to replace school uniforms, educational equipment, etc. We also received a generous donation from the Book Warehouse to replace the books students lost in the flood.

The College was also scheduled for its five-year NESA accreditation in May and our five-year Adventist Schools' Australia (ASA) accreditation in September. We received a good report for both accreditations and only had to address minor issues to satisfy the accreditation authorities and receive the full five-year accreditation.

We felt very sympathetic towards our small group of Year 12 students because they were the group of students who were the most impacted by the COVID pandemic. They were the first group to be affected by the pandemic in 2020, and due to lockdowns and restrictions, they could not go on excursions, school camps, and our Make Difference (MAD) trip to India and Nepal. However, despite all the changes and challenges, they finished their Year 12 on a high, and we were very proud of their final achievements and NESA results.

On behalf of the School Advisory Council (SAC), I would like to thank our dedicated staff, who were willing to continue working under challenging circumstances and deliver a professional service to the students and parents. Without their dedication and loyalty, the school would not have survived. I would also like to thank our parent body for their support and understanding

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during the year. Finally, I would like to acknowledge our God and Saviour, who guided us during the year and helped us complete the year successfully. May God continue to bless our school abundantly into the future.

Kind regards

Mr Carel Neuhoff (Principal)

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

Our two administrative coordinators continued to work with their respective primary or secondary groups to strengthen the Professional Learning Communities (PLC) at school. We had various levels of success amongst the three PLC groups, with our lower primary group showing the most remarkable progress. The significant secondary staff changes necessitated training for new staff, which impacted their progress.

Fortunately, the College received another AISNSW grant to employ a staff member to support students who were severely impacted by the pandemic with their learning. We identified 48 students who received intensive support several times per week. The appointed staff member received training and support from the AISNSW, and she could access a vast support network. This program was very successful, and we were very fortunate to have received the grant.

### 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 | 0                                 | 18.8                           | 81.2                              |
| Year 5 | 7.4                               | 11.1                           | 81.5                              |
| Year 7 | 0                                 | 25                             | 75                                |
| Year 9 | 0                                 | 9.1                            | 90.9                              |

##### Writing

| Year   | % below national minimum standard | % at national minimum standard | % above national minimum standard |
|--------|-----------------------------------|--------------------------------|-----------------------------------|
| Year 3 | 0                                 | 0                              | 100                               |
| Year 5 | 7.1                               | 37                             | 51.9                              |
| Year 7 | 10                                | 15                             | 75                                |
| Year 9 | 16.7                              | 8.3                            | 75                                |

##### Spelling

| Year   | % below national minimum standard | % at national minimum standard | % above national minimum standard |
|--------|-----------------------------------|--------------------------------|-----------------------------------|
| Year 3 | 6.3                               | 18.8                           | 74.9                              |
| Year 5 | 7.4                               | 25.9                           | 66.7                              |
| Year 7 | 20                                | 10                             | 70                                |
| Year 9 | 0                                 | 27.3                           | 72.7                              |

### Grammar and Punctuation

| Year   | % below national minimum standard | % at national minimum standard | % above national minimum standard |
|--------|-----------------------------------|--------------------------------|-----------------------------------|
| Year 3 | 12.5                              | 12.5                           | 75                                |
| Year 5 | 3.7                               | 22.2                           | 74.1                              |
| Year 7 | 10                                | 30                             | 60                                |
| Year 9 | 9.1                               | 9.1                            | 81.8                              |

### Interpretative Comments

Like so many other students across the nation, our students have also been affected by the COVID pandemic. Our secondary students had to adapt to three different teachers in a short time due to vaccine mandates. However, despite the pandemic challenges, our staff have strived towards the best outcome for students, and they aim to get as many students as possible in the above national minimum standards. We have worked very hard to improve our reading results and it has paid off. Not all of our Year 6 students transition into our secondary school, and we find that our Year 7 results usually improve as they move to Year 9. We do need to spend more time on improving our students' writing, grammar and punctuation to see some progress in these areas.

### 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 | 0                                 | 20                             | 80                                |
| Year 5 | 0                                 | 36.4                           | 63.6                              |
| Year 7 | 10                                | 10                             | 80                                |
| Year 9 | 10                                | 20                             | 70                                |

### Interpretative Comments

We are happy with the overall achievements in numeracy, except for the Year 5 students' outcomes. We did identify some of the boys in Year 5 who were making fun of the NAPLAN tests and would just rush through their questions without any commitment to try and achieve their best. However, this was not only for the numeracy component. We will give more attention to improving our numeracy and monitor the Year 5 cohort very closely.

3.2 *Record of School Achievement*

| Item                                   | Students |
|----------------------------------------|----------|
| Number of Students studying in Year 10 | 9        |
| Number of ROSAs issued by NESA in 2022 | 9        |

### 3.3 Results of the Higher School Certificate Examination 2022

#### 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                                     | 2              | School | 0                                               | 0      | 100    | 0      | 0      | 0      |
|                                                     |                | State  | 8.5                                             | 25.39  | 29.82  | 19.77  | 10.84  | 5.66   |
| Biology                                             | 5              | School | 0                                               | 40     | 60     | 0      | 0      | 0      |
|                                                     |                | State  | 6.35                                            | 20.47  | 26.51  | 26.4   | 16     | 4.24   |
| Community and Family Studies                        | 2              | School | 50                                              | 0      | 50     | 0      | 0      | 0      |
|                                                     |                | State  | 5.81                                            | 27.04  | 41.64  | 20.15  | 4.66   | 0.68   |
| English Standard                                    | 5              | School | 0                                               | 0      | 60     | 40     | 0      | 0      |
|                                                     |                | State  | 0.56                                            | 14.89  | 40.25  | 32.28  | 10.69  | 1.30   |
| Mathematics Advanced                                | 1              | School | 0                                               | 100    | 0      | 0      | 0      | 0      |
|                                                     |                | State  | 22.58                                           | 26.41  | 27.42  | 18.05  | 4.60   | 0.91   |
| Mathematics Standard 2                              | 2              | School | 0                                               | 0      | 75     | 25     | 0      | 0      |
|                                                     |                | State  | 7.38                                            | 21.68  | 25.05  | 27.67  | 14.72  | 3.48   |
| Personal Development, Health and Physical Education | 3              | School | 0                                               | 0      | 66.66  | 33.33  | 0      | 0      |
|                                                     |                | State  | 3.15                                            | 16.92  | 29.65  | 24.12  | 20.92  | 5.21   |
| Society and Culture                                 | 2              | School | 0                                               | 50     | 50     | 0      | 0      | 0      |
|                                                     |                | State  | 11.03                                           | 32.42  | 31.83  | 17.81  | 5.37   | 1.51   |

#### Interpretative comments for Higher School Certificate results

We had only five students sitting their HSC in 2022. It is difficult to interpret trends with small classes and some subjects are not offered every year, which complicates the process even further. We try to accommodate our students' subject choices as much as possible every year. The academic ability of our students also changes every year, which has a significant influence on our results from year to year. We would like to see a few more Band 5 and 6 results, and we are working on strategies to improve our HSC results. This

cohort of students were the most impacted with the COVID-19 pandemic because they were in Year 10 when the pandemic commenced, and they were the final students at the end of the pandemic. However, despite the enormous challenges they faced, we were happy with their final results.

Comparison of 2022 HSC results as a trend over time

| Subject                                             | No of students |      | Performance band achievement by number and/or % |        |        |        |        |        |
|-----------------------------------------------------|----------------|------|-------------------------------------------------|--------|--------|--------|--------|--------|
|                                                     |                |      | Band 6                                          | Band 5 | Band 4 | Band 3 | Band 2 | Band 1 |
| Ancient History                                     | 2              | 2022 |                                                 |        | 100    |        |        |        |
|                                                     | 4              | 2021 |                                                 |        |        | 50     | 50     |        |
|                                                     | 2              | 2020 |                                                 |        |        | 100    |        |        |
| Biology                                             | 5              | 2022 |                                                 | 40     | 60     |        |        |        |
|                                                     | None           | 2021 |                                                 |        |        |        |        |        |
|                                                     | 6              | 2020 |                                                 | 33.33  | 33.33  | 33.33  |        |        |
| Community and Family Studies                        | 2              | 2022 | 50                                              |        | 50     |        |        |        |
|                                                     | None           | 2021 |                                                 |        |        |        |        |        |
|                                                     | None           | 2020 |                                                 |        |        |        |        |        |
| English Standard                                    | 5              | 2022 |                                                 |        | 60     | 40     |        |        |
|                                                     | 3              | 2021 |                                                 |        |        | 100    |        |        |
|                                                     | 7              | 2020 |                                                 |        | 28.57  | 42.85  | 28.57  |        |
| Mathematics Advanced                                | 1              | 2022 |                                                 | 100    |        |        |        |        |
|                                                     | None           | 2021 |                                                 |        |        |        |        |        |
|                                                     | 3              | 2020 |                                                 | 33.33  |        | 33.33  | 33.33  |        |
| Mathematics Standard 2                              | 4              | 2022 |                                                 |        | 75     | 25     |        |        |
|                                                     | 3              | 2021 |                                                 |        |        | 33.33  | 66.67  |        |
|                                                     | 6              | 2020 |                                                 | 16.66  |        | 16.66  | 50     | 16.66  |
| Personal Development, Health and Physical Education | 3              | 2022 |                                                 |        | 66.66  | 33.33  |        |        |
|                                                     | None           | 2021 |                                                 |        |        |        |        |        |
|                                                     | None           | 2020 |                                                 |        |        |        |        |        |

| Subject           | No of students |      | Performance band achievement by number and/or % |        |        |        |        |        |
|-------------------|----------------|------|-------------------------------------------------|--------|--------|--------|--------|--------|
|                   |                |      | Band 6                                          | Band 5 | Band 4 | Band 3 | Band 2 | Band 1 |
| Society & Culture | 2              | 2022 |                                                 | 50     | 50     |        |        |        |
|                   | None           | 2021 |                                                 |        |        |        |        |        |
|                   | None           | 2020 |                                                 |        |        |        |        |        |

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

It is difficult to make deductions and interpret trends with small class sizes, and some subjects are not offered every year, which complicates the process even further. We had one Band 6 (Community and Family Studies), and four Band 5 (2xBiology, Advanced Mathematics, Society & Culture) achievements. We would like to see a few more Band 5 and 6 results, and we are working on strategies to improve our HSC results. We are also focussing on our junior Mathematics and English to improve our senior results in these areas.

## 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<br>(number or group) |
|-----------------------------------------------|-------------------------------|
| Workforce Skills & Training (CPR & First Aid) | 29                            |
| TTA Online School PDs                         | 63                            |
| MultiLit Training                             | 2                             |
| Timetable Training                            | 3                             |
| InitialLit                                    | 1                             |
| Zones of Regulation                           | 2                             |
| Insight SRC Training                          | 12                            |
| HO Training/Governance                        | 1                             |
| Fire & Safety Training                        | 23                            |
| Teacher Training (Internal)                   | 23                            |
| AIS Training                                  | 3                             |
|                                               |                               |
|                                               |                               |
|                                               |                               |
|                                               |                               |

Total Staff PD experiences: \$25,710.57

Average cost per teacher for professional learning: \$952.24

## 5.2 Teacher Accreditation Status

| Accreditation Level of Teachers | Numbers of teachers |
|---------------------------------|---------------------|
| (i) Conditional                 | 1                   |
| (ii) Provisional                | 2                   |
| (iii) Proficient or higher      | 20                  |
|                                 | 23                  |

## 6 Workforce composition (comment on Indigenous staff)

|                                        |    |
|----------------------------------------|----|
| <b>Total Teaching Staff</b>            | 23 |
| Full-time Teaching Staff               | 12 |
| Part-time Teaching Staff               | 11 |
| <br>                                   |    |
| <b>High School Staff only</b>          | 7  |
| Male Staff                             | 4  |
| Female Staff                           | 3  |
| <b>Primary School Staff only</b>       | 8  |
| Male Staff                             | 0  |
| Female Staff                           | 8  |
| <b>High School &amp; Primary staff</b> | 4  |
| Male Staff                             | 1  |
| Female Staff                           | 3  |
| <b>Ancillary Staff</b>                 | 13 |
| Male Staff                             | 4  |
| Female Staff                           | 9  |
| Indigenous Staff                       | 0  |

We currently have no indigenous staff at our school.

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## 7 Student attendance rate and non-attendance

### 7.1 Average Year Level Attendance

| Year Level                      | Average Attendance (%) |
|---------------------------------|------------------------|
| Kindergarten                    | 87                     |
| Year 1                          | 88                     |
| Year 2                          | 90                     |
| Year 3                          | 92                     |
| Year 4                          | 90                     |
| Year 5                          | 86                     |
| Year 6                          | 88                     |
| Year 7                          | 90                     |
| Year 8                          | 81                     |
| Year 9                          | 83                     |
| Year 10                         | 83                     |
| Year 11                         | 88                     |
| Year 12                         | 92                     |
| Total school attendance average | 88                     |

### 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: We had a 46% retention rate. The students who left during this time either went into full-time employment or continued at TAFE. It also included two students with disabilities who we assisted with their transition to work.

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

(report on the destination of all students 17 and over who left school during 2022)

We had only five students who left our school during 2022. Of these students three have decided to take a gap year, and they are currently working to earn money for their studies in 2024. One got accepted into Psychology, one into Nursing, and the last one is still undecided, but she is also considering Psychology. One of the two remaining students is studying Media studies at TAFE, and the last student is studying Nursing.

## 9 Enrolment Policies and characteristics of the student body

### *Applications*

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

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

Please Note: Individual SDA schools may vary in the starting age of students. At Blue Hills College we use the same starting ages as mentioned above except for Pre-Kindergarten. We require students to turn 4 years of age by 31 March.

### *Immunisation Requirements*

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

The school will then:

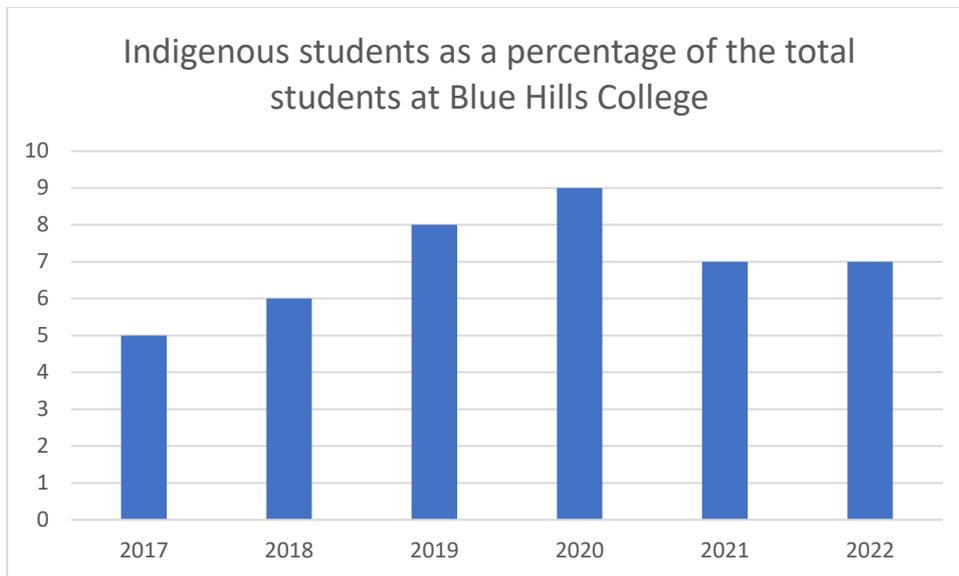
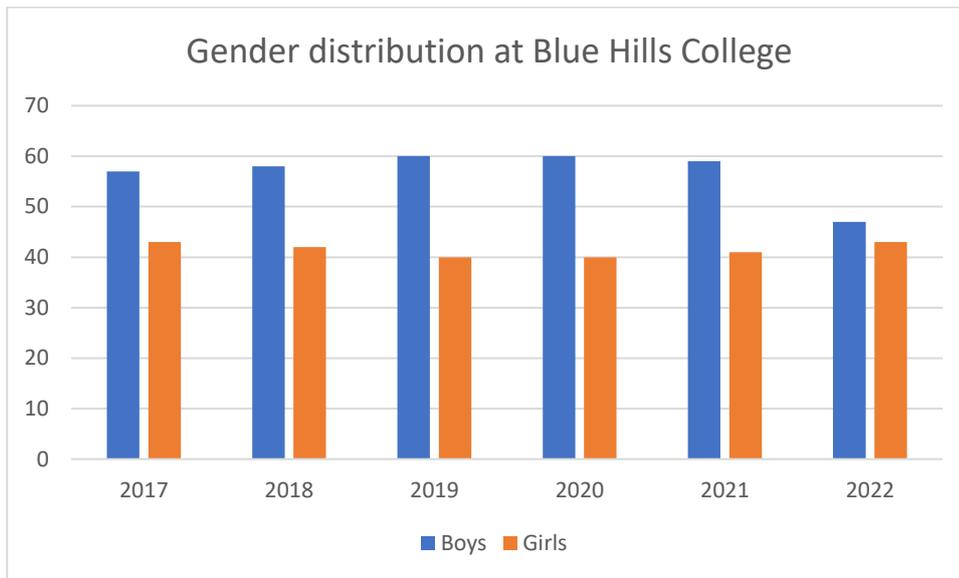
- record each child's immunisation status in a register and retain copies of approved immunisation certificates for a period of three years after the child has ceased to attend the school;
- provide a copy of a child's immunisation certificate to a school that the child has transferred to (on request);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

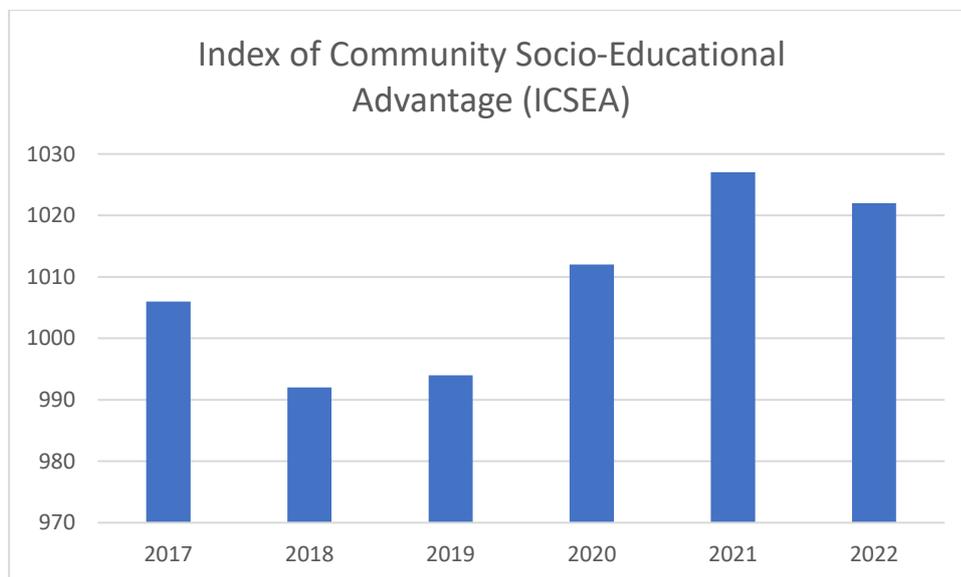
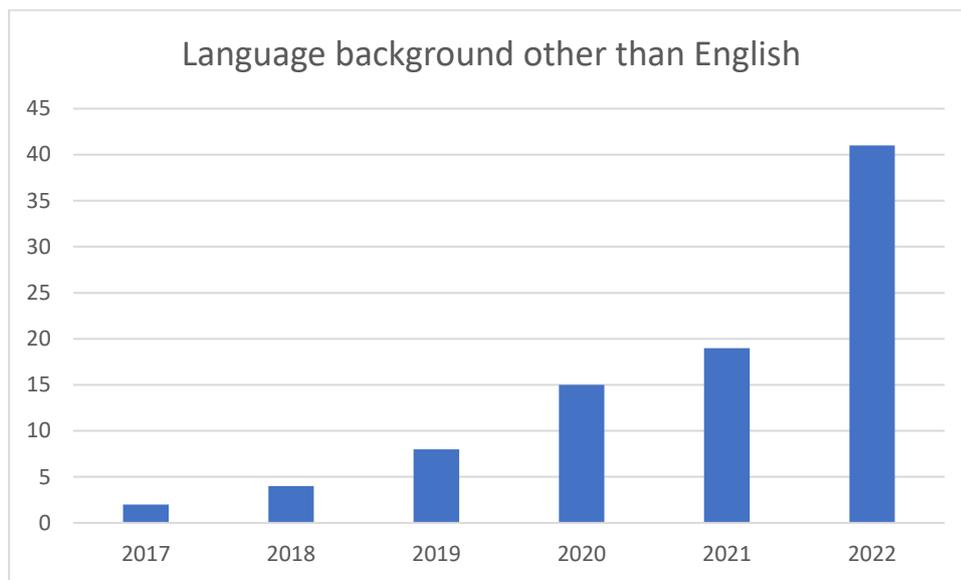
### *Processing Applications*

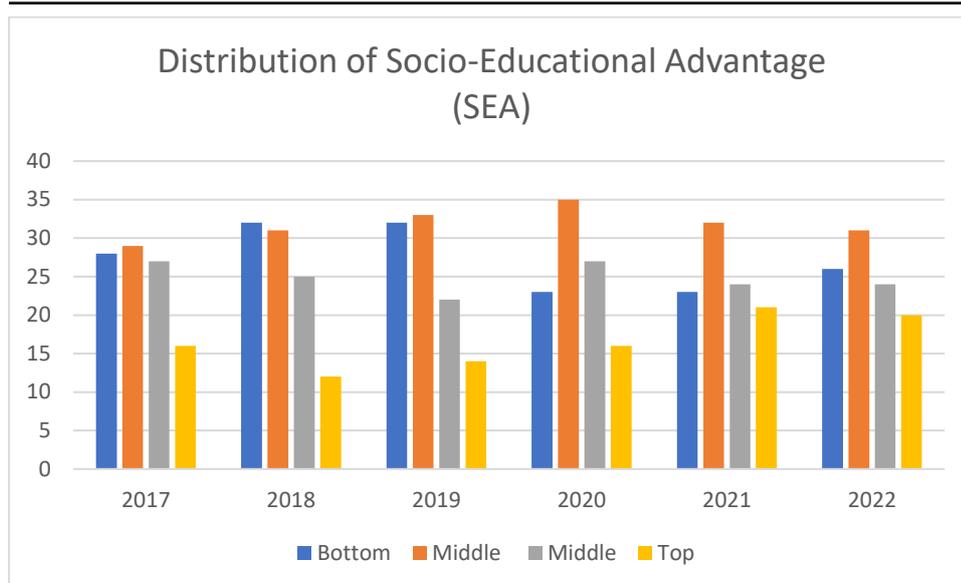
1. The school will base any decision about offering a place to a student on:
    - Family Relationship with the school:
      - the applicant coming from a Seventh-day Adventist family;
      - sibling of a current or ex-student;
      - whether they hold attitudes, values and priorities that are compatible 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.
  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.
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- 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 2022.*

## Discipline Policy

### 1. Rationale

All students have a right to a discipline system (including but not limited to the suspension, expulsion and exclusion of students) that is based on procedural fairness and expressly prohibits the use 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 2022.*

## 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.

### 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.

### 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.
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- To seek parental and peer-group support and co-operation at all times.

#### **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.

#### **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.

#### **2. 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.

#### **3. 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.

#### **4. 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 Anti-Bullying policy is found on the school's intranet. To obtain a copy please ask at the front office.*

*There have been no changes made to this policy during 2022.*

## **Complaints and Grievances Policy**

### **1. Purpose**

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

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

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

### **2. Company Commitment**

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

#### **a. Director**

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

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

#### **b. Principal**

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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

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instances the Chair of the Board of Directors may engage a third party to review a matter and provide a report.

## **8. Accountability and Learning**

### *Analysis and Evaluation of Complaints*

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

Regular reports will be run on:

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

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

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

### *Monitoring of the Complaint Management System*

The complaints management system will be monitored to:

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

### *Continuous Improvement*

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

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

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

*There have been no changes made to this policy during 2022.*

## **11 School determined improvement targets**

**Priority Areas for Improvement for 2023** (Schools in National Partnerships should include items from their school plan and come from the QAS Rolling School Improvement Plan)

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

**Main Goals:**

- 1. To continue to establish a Professional Learning Community (PLC) and to use it to improve the literacy and numeracy outcomes of students.** This is a long-term project. We established three PLC groups. There are a lower primary group, an upper primary group, and a secondary group. The lower primary group progressed the best, while the other two groups struggled to get momentum. The lower primary leader started helping out the upper primary group as well. Minutes are kept of all meetings. The Accreditation Team observed this as well and will visit the College during their mid-term visit to determine if there is the necessary progress with the upper primary and secondary groups.
- 2. To improve the culture of the school.** Our school had a significant staff changeover at the end of 2021 due to the mandated vaccinations. We preferred to take time at the beginning of the year to establish our relationships with all the new staff. Unfortunately, we did not get this opportunity and commenced with the Insight SRC Program under the leadership of Dr. Peter Hart. It started off well, but in May we called it off due to misaligned expectations and some communication gaps. We continued to build strong relationships with our new staff during the rest of the year.

**1.3 Pastoral Care Goals (response in red)**

- To increase the chaplaincy hours to a full-time position. Our chaplain, Tom Kent, was appointed to a full-time position in Term 4.
  - To improve communication between external support agencies and school/ staff. Student welfare issues are being discussed at staff meetings, they are entered into SEQTA, and they are also flagged and discussed on TEAMS.
  - Improve worship resources for pastoral care. A file was opened on TEAMS as requested, but not much has been shared by staff. Some resources have been purchased in the past and are available from the chaplain's office.
  - Improve communication between school and parents. We are now using emails, newsletters, the school calendar, the school website, and social media. However, we still get parents who complain that they did not know of events. We have started negotiating with SEQTA to use text messages and another medium to communicate with parents.
  - Refresh staff knowledge of mandatory reporting. Our Child Safety Officer organised this training, and in future we will endeavour to do a refresher course at the beginning of each year.
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- Improve roll marking accuracy. The receptionist prints a report on a weekly basis, which is forwarded to the Primary and Secondary Coordinators to ensure that roll marking remains accurate.

### **2.3 Teaching Practices Goals**

- 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. This is part of our Professional Learning Community (PLC). We have had various degrees of success amongst our three PLC groups. The staff changeover due to mandatory vaccinations did not make it easier because new teachers had to be brought on board and trained in the process. This is an ongoing process and will continue.

### **3.2 Staff Wellbeing & Development Goals**

- Improve the quality and level of technology in the school. The school moved from a Google based platform to a Microsoft platform. The secondary school computer lab was fully renovated and fitted out with new computers. The Learning Support Hub also received new computers, and two sets of laptops were purchased for Stage 3 and 4. A new two-step authentication system was introduced to make our system more secure against any hackers from outside. Teachers now also have access to Clickview as a resource for their classes. Old data projectors have been replaced by 65 inch smart TVs, and teachers have access to Apple TV. The whole campus network has now been upgraded to a fibre optic network with 17 WiFi units installed across the campus. The bandwidth of the NBN has also been upgraded significantly to cope with the increased demands for internet.
  - Allocated time for mentoring. Time was allocated to mentoring, but not enough due to the huge staff shortage we experienced.
  - More teacher aid assistance and support in high school. Mrs Susan Watson was appointed to increase our support in the secondary school, but she also supported students in primary school. A total of 48 students were targeted and supported during the year.
  - Review the recess and lunch break times. The primary and secondary coordinators had to synchronise the recess and lunch break times to make it easier for staff from both campuses to do their duties. However, primary school changed the length of their recess and lunch breaks, which complicated the process and we still don't have a smooth match.
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- Clarity on roles and support. All staff received new updated job descriptions. The induction process was also improved to include a detailed leadership hierarchy and the new updated Child Safety training. More time will be allocated towards SEQTA training the SDA philosophy of Education for new staff.

#### **4.2 Church Goals (interaction between church and school)**

- Employ a chaplain. This was a high priority at the beginning of the year because we lost our chaplain to the mandatory vaccinations, and a new chaplain was not appointed yet. Two part-time chaplains were appointed, and they commenced at the beginning of Term 2.
- Advertise programs coming up in local SDA churches in school newsletter and social media – e.g. CHIP, Pathfinders / Adventurers, social events etc. This process was reinstated post COVID to ensure that we advertise programs from our local churches also in our newsletter, and on our social media platform.
- Organise Bible studies for students. Bible studies was re-established with the appointment of the two chaplains.

### **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 (ABIDE program)
  - Weekend services/programs at local churches (Staff and students do four per year). Unfortunately, we did not have any due to COVID issues.
  - 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
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- 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. However, the lockdowns during the COVID pandemic placed restrictions on community events and engagement. The devastating floods also had a big impact on the community and events, especially during the first 9 months of the year. 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. However, we do have some areas as outlined above that we will focus on to ensure that we can improve on these identified areas.

In 2023 there will be no satisfaction surveys required, but in 2024 we will be using the AISNSW suite of surveys, which will replace the previous Insight SRC surveys.

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## 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        | 17.07%                     |
| Commonwealth recurrent grants | 63.31%                     |
| Other Government grants       | 2.94%                      |
| Government capital grants     | 0.00%                      |
| Other capital income          | 0.00%                      |

### Expenditure

| Expenditure Costs                        | Percentage of Total Expenditure |
|------------------------------------------|---------------------------------|
| Salaries, allowance and related expenses | 67.88%                          |
| Non-salary expenses                      | 25.47%                          |
| Classroom expenditure                    | 4.53%                           |
| Capital expenditure                      | 2.12%                           |

## 15 Public disclosure of educational and financial performance

The 2022 Annual report will be published on the College's website and available on request from the College office.

## 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