



MACQUARIE COLLEGE

Board of Studies Annual Report 2014

Reporting on the 2013 Calendar Year

Owned and Operated by

Seventh-day Adventist Schools (NNSW) Ltd

ANNUAL REPORT 2014

1 A message from key school bodies – (School Council and Student representative Council)

Council Chairperson Statement

The College Council seeks to ensure that the vision, mission and direction of the College remain consistent with Adventist Christian educational philosophy and values. Importantly, the Council seeks to ensure that the College governance is stable, strategic and that its appointees bring a range of skills and experiences to the Council.

2013 was a year in which considerable work was undertaken regards the forwarding planning for the College. Specifically, the following planning documents were updated:

- i. Strategic Management Plan
- ii. Business Plan
- iii. Campus Development Masterplan

There was a continuing smooth transition of operational initiatives including:

- i. National Curriculum Rollout;
- ii. Enhancement of Technology and Learning initiative;
- iii. Implementation of the Quality Adventist Schools review and planning process with focus on Teaching and Learning;
- (iv) Implementation of the E-Smart School Program;
- (v) Implementation of the new and systematic WHS Audit process across the College; and
- (vi) Funding initiatives for the construction and development of the new Sports and Recreation Centre.

The 2013 HSC students and their respective teachers are to be again congratulated for their outstanding results again. The College was again ranked in the top 7 schools across all school sectors within the Central Coast and Hunter Regions and overall in the top 135 schools in NSW. The results were superb and represent a high level of commitment and conscientious endeavour by students and teaching staff as well as patient encouragement by parents.

Likewise, the 2013 NAPLAN results for all years were outstanding and the College results overall rank well above state averages and were near to the top within the Hunter Region Independent School Sector.

Principal's Statement

The 28th of August 2013 marked the 50th anniversary of the Martin Luther King Speech – ‘I have a Dream’ which was delivered from the steps of the Lincoln Memorial, Washington DC. It was the day after my 10th birthday. I recall the news story. Although not fully appreciating the significance of the speech, I recall the magnitude of the occasion. It was a little like the event of the JFK Assassination that would also take place approximately 11 weeks later that year.

Some 50 years on, the significance could not be clearer. Dr Luther-King highlighted the fact that it was 100 years since ‘negro slaves’ were emancipated but that the reality remains that they were still not free. He stated:

"One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination. One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. One hundred years later, the Negro is still languishing in the corners of American society and finds himself an exile in his own land.

Let us not wallow in the valley of despair. I say to you today, my friends, that in spite of the difficulties and frustrations of the moment, I still have a dream. It is a dream deeply rooted in the American dream.

I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident: that all men are created equal.

I have a dream that my four children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character. I have a dream today."

So what dreams do each of us have for ourselves, our families, our College, our nation? None of us are too insignificant that we can't dream 'a dream of greatness'. Not greatness for greatness sake, rather a 'greatness' for what we might achieve beyond ourselves and for the good of others.

Dr Martin-Luther King had simple beginnings but as he observed the world around him, he recognised the need to articulate a dream of freedom for those who did not enjoy the rights, privileges bestowed on others in society. His was a dream of conscience, a dream of compassion, a dream that required personal commitment and action.

So what are the dreams you have as students?

What are the dreams you have as parents?

What are the dreams you have as teachers?

And we might ask ourselves, what are the collective dreams we have for this College community?

Understandably, student dreams might well centre on professional and vocational pursuits; for parents, successful and happy children; for teachers, personal development of their students; and for the College as a whole, it might be a dream of building a greater sense of community.

Whatever the dream, each dream lays the foundation for purposefulness, resolve and action.

I would like to suggest that the great dreams are those that are driven by conscience, motivated by love and compassion, and evidenced by humility, respect and trust and by a personal commitment towards the service of others.

Macquarie College provides such an environment. It enables young people to develop such values and such dreams. Importantly, Macquarie College provides a place where young people are given the tools to dream 'a dream of greatness'. But, such 'greatness' is measured in terms of personal character and in terms of the intentional consideration of the needs of others.

Through 2013 we witnessed the drive, motivation and evidence of 'greatness' among many of our students. We have seen them grow and mature as individuals. We have seen traits of 'greatness,' in each of them.

Interestingly through all this, Macquarie College also continues to demonstrate its academic credentials as a leading school within the region through its NAPLAN, SC and HSC results; its sporting achievements; cultural and performing arts endeavours. Importantly, the College demonstrates an element of uniqueness through the spiritual and personal growth of individuals and their commitment to others through various service projects. Again it is especially evident with the 5th consecutive Year 12 'Schoolies' StormCo trip to Vanuatu.

It is my hope that through the Annual Report of 2013, all readers will gain a glimpse of a community of staff and students engaged not just in learning in a highly interactive and personal environment but importantly, a community committed to Jesus Christ and His purposes. Specifically, a community of people that dare to have 'a dream of greatness' – dreams driven by conscience and principle, dreams of love and compassion, dreams of humility, respect, trust and the consideration of others.

Bruce R Youlden, Ph.D; MACE
Principal

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

Macquarie College is part of the Seventh-day Adventist Schools (North New South Wales) Limited (hereafter the Company), with its head office in Newcastle. The Company is governed by the Board of Directors, the overarching administrative body that oversees the operation of the ten schools from Gosford to the Queensland border.

Macquarie College provides a comprehensive and outstanding educational experience that is driven by a Christian worldview. It has a proud tradition of producing graduates that have not only enjoyed a well-rounded education, but have also developed skills and adopted values that have positioned them well for adult life.

The College was first established in 1901 at Kemp Street in Hamilton (Newcastle) and relocated to its present site at Wallsend in 1994. Ideally and centrally located, the state-of-the-art facility caters for students from Pre-School to Year 12.

Specialist facilities include: Library, Information Resource Centre; an Open Learning Centre; Performing Arts Centre; Science and Information Technology Laboratories; Design and Technology Centre; as well as sporting facilities.

Macquarie College is a place where students are encouraged and challenged, where their sense of self-worth and value is fostered and where they develop the skills to take them forward to a life of meaning and purpose. There is a commitment to the holistic development of the intellectual, social, physical and spiritual elements of each child's life; and assurance that all aspects of College life are integrated into a comprehensive and balanced approach to education.

Macquarie College provides extensive opportunities for students to take on leadership responsibilities, including participating in the Student Representative Council (SRC) and associated sub-committees, house system positions, cultural and sporting leadership roles, peer support positions as well as in community service roles.

Enrolment levels ensure personalised attention and our NAPLAN, SC and HSC results regularly place the College among the top independent schools in the Hunter Region.

There are many opportunities for student to express their creativity through activities such as drama and musical productions. Extracurricular activities encompass the Duke of Edinburgh Program, various outdoor activities, representative sports including swimming, athletics, tennis, basketball, rugby and cricket among others.

Improving Teacher Quality is a top priority at the College, with time and resources given to implementing strategies to ensure improvement. Teachers are encouraged to pursue external Professional Development, as well as a regular program conducted internally. State Accreditation (and the transition to National Accreditation) of Teachers is monitored and supported. Improvement goals are set annually as well as a review process for quality improvement, as part of a system wide multi-year review procedure.

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	1.8%	0%	98.2%
Year 5	0%	1.9%	98.1%
Year 7	0%	9.6%	90.4%
Year 9	0%	5.2%	94.8%

Writing

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	0%	3.6%	96.4%
Year 5	9.4%	7.5%	83.1%
Year 7	1.4%	13.5%	85.1%
Year 9	0%	13%	87%

Spelling

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	0%	3.6%	96.4%
Year 5	0%	1.9%	98.1%
Year 7	1.4%	1.4%	97.2%
Year 9	0%	6.5%	93.5%

Grammar and Punctuation

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	0%	1.8%	98.2%
Year 5	0%	0%	100%
Year 7	0%	6.8%	93.2%
Year 9	1.3%	7.8%	90.9%

Interpretative Comments

Macquarie College has a strong Literacy program. Our results in 2013 NAPLAN Literacy testing indicate that:

- * 98.2% of students at Macquarie College in Years 3, 5, 7 and 9 are at the national minimum standard or above in their Reading results.
- * 89.2% of students at Macquarie College in Years 3, 5, 7 and 9 are at the national minimum standard or above in their Writing results.
- * 98.6% of students at Macquarie College in Years 3, 5, 7 and 9 are at the national minimum standard or above in their Spelling results.
- * 98.7% of students at Macquarie College in Years 3, 5, 7 and 9 are at the national minimum standard or above in their Grammar and Punctuation results.

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%	0%	100%
Year 5	0%	9.6%	90.4%
Year 7	0%	6.8%	93.2%
Year 9	0%	6.6%	93.4%

Interpretative Comments

Macquarie College has a strong Numeracy program. Our results in the 2013 NAPLAN Numeracy testing indicate that 100% of students at Macquarie College in Years 3, 5, 7 and 9 are at the national minimum standard or above in Numeracy results.

3.2 Record of School Achievement

Item	Students
Number of Students studying in Year 10	66
Number of ROSAs issued by the Board of Studies in 2013	66

3.3 Results of the Higher School Certificate Examination

Subject	No of students	Performance band achievement by % Bands 6 - 3		Performance band achievement by % Bands 2 - 1	
		School	State	School	State
Ancient History	5	100	84	0	16
Biology	14	93	91	7	9
Business Studies	10	100	89	0	11
Chemistry	8	100	92	0	8
Design and Technology	11	100	97	0	3
English (Standard)	35	100	79	0	21
English (Advanced)	19	100	98	0	2
English Extension 1	3	100	100	0	0
English Extension 2	2	100	100	0	0
Geography	12	100	83	0	17

Subject	No of students	Performance band achievement by % Bands 6 - 3		Performance band achievement by % Bands 2 - 1	
		School	State	School	State
IPT	2	100	88	0	12
Legal Studies	11	90	75	10	25
General Mathematics	29	90	75	10	25
Mathematics	15	100	92	0	8
Mathematics Extension 1	6	100	100	0	0
Modern History	6	100	90	0	10
Music 1	11	100	97	0	3
PDHPE	18	94	82	6	18
Physics	7	100	89	0	11
Studies of Religion 1	16	100	94	0	6
Studies of Religion 2	35	91	90	9	10
Visual Arts	4	100	98	0	2
Hospitality Examination	4	100	83	0	17

Interpretative comments for Higher School Certificate results

Ancient History

80% of students gained a result in band 5 or 6 compared to the state distribution of 34%

Biology

50% of students gained a result in band 5 or 6 compared to the state distribution of 33%

93% of students gained a result in the top 3 bands compared to the state distribution of 68%

Business Studies

60% of students gained a result in band 5 or 6 compared to the state distribution of 33%

100% of students gained a result in the top 3 bands compared to the state distribution of 66%

Chemistry

100% of students gained a result in the top 3 bands compared to the state distribution of 73%

English (Standard)

71% of students gained a result in the top 3 bands compared to the state distribution of 34%

English (Advanced)

100% of students gained a result in the top 3 bands compared to the state distribution of 86%

English Extension 1

67% of students gained a result in the top band (E4) compared to the state distribution of 25%

100% of students gained a result in the top 2 bands (E3/E4) compared to the state distribution of 88%

English Extension 2

100% of students gained a result in the top 2 bands (E3/E4) compared to the state distribution of 78%

Geography

25% of students gained a result in band 6 compared to the state distribution of 9%

100% of students gained a result in the top 3 bands compared to the state distribution of 65%

Information Processes and Technology

100% of students gained a result in the top 3 bands compared to the state distribution of 67%

Legal Studies

55% of students gained a result in band 5 or 6 compared to the state distribution of 42%

82% of students gained a result in the top 3 bands compared to the state distribution of 70%

General Mathematics

14% of students gained a result in band 6 compared to the state distribution of 6%

34% of students gained a result in band 5 or 6 compared to the state distribution of 21%

62% of students gained a result in the top 3 bands compared to the state distribution of 42%

Mathematics

27% of students gained a result in band 6 compared to the state distribution of 18%

60% of students gained a result in band 5 or 6 compared to the state distribution of 49%

87% of students gained a result in the top 3 bands compared to the state distribution of 76%

Modern History

33% of students gained a result in band 6 compared to the state distribution of 11%

67% of students gained a result in band 5 or 6 compared to the state distribution of 47%

100% of students gained a result in the top 3 bands compared to the state distribution of 77%

Music 1

91% of students gained a result in band 5 or 6 compared to the state distribution of 59%

100% of students gained a result in the top 3 bands compared to the state distribution of 89%

Personal Development, Health and Physical Education

61% of students gained a result in band 5 or 6 compared to the state distribution of 28%

83% of students gained a result in the top 3 bands compared to the state distribution of 59%

Physics

43% of students gained a result in band 5 or 6 compared to the state distribution of 33%

86% of students gained a result in the top 3 bands compared to the state distribution of 66%

Studies of Religion 1

25% of students gained a result in band 6 compared to the state distribution of 12%

Visual Arts

75% of students gained a result in band 5 or 6 compared to the state distribution of 51%

100% of students gained a result in the top 3 bands compared to the state distribution of 88%
Hospitality Examination

75% of students gained a result in band 5 or 6 compared to the state distribution of 30%

100% of students gained a result in the top 3 bands compared to the state distribution of 66%

4 Senior secondary outcomes

Percentage of students in Year 12 undertaking vocational or trade training: 13%

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)
Introduction to Journalism	1
First Aid Course	14
First Aid Update	30
First Aid Resus update	32
Studies of Religion Conference	1
Mental Health First Aid	3
Support - T Attwood	2
Behaviour management for beginning teachers	2

Areas of professional learning	Teachers (number or group)
Board of Studies briefing	1
Differentiated learning	3
History curriculum	1
Maths Association - Sum times face to face	2
Legal Studies State Conference	2
AIS Classroom observations	1
Circulation and Cataloguing - Oliver	1
Educating boys for successful learning	1
AUC Leadership Conference	3
Guided reading	3
AIS - Prioritising Teaching and Learning	2
ICT Management and Leadership	1
Maths - General 1 & 2 Programming HSC	2
Teaching story writing	1
Australian Copyright Council	1
Happiness Conference	1
Scoutle and Program Writing	24
AIS Reading groups	1
Extra-curricular music ensembles	1
New English Syllabus - Australian Curriculum	24
Staff resilience conference	59
3P Love Learning conference	1
E Smart training	2
Digital School Conference	2
NSW Geography Teachers Conference	2
Teaching/Coaching	2
Technology for the disabled	1
Digital citizenship	2
ACIPHER PE Conference	1

Total Staff PD experiences: 233

Average cost per teacher for professional learning: \$184.06

5.2 Teacher standards

Categories of Teacher Standards	Qualifications	Numbers of teachers
(i) teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	Education qualification Doctorate Master degree Graduate Diploma Bachelor degree Diploma	65
(ii) teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or	Doctorate Master degree Graduate Diploma Bachelor degree Diploma	
(iii) teachers who do not have qualifications as described in (i) and (ii) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed <ul style="list-style-type: none"> - to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis) and - as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity 	These teachers work under the direction of another teacher and are registered as transition scheme teachers with the NSW Institute of Teachers unless he/she is a LOTE teacher	
	Total number of teachers in school	65

6 Workforce composition (comment on Indigenous staff)

Teaching Staff	65 (across both Junior and Senior School)
Full time Teaching Staff	60
Ancillary Staff	29
Full-time Ancillary Staff	20
Indigenous Staff	1

7 Student attendance rate and non-attendance – (Focus Area for 2013)

7.1 Average Year Level Attendance

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

7.2 Management of non-attendance (priority for 2013 report)

Teachers mark rolls electronically via the Denbigh database

An automated SMS is sent to parents if the child is marked absent on the morning roll.

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 coordinated by the College Office.

Students are required to bring a note the next day (or day of next attendance) explaining the absence from school.

A medical certificate may be required if the absence coincides with an assessment task in Years 10-12 or if the absence is protracted in nature.

Parents are contacted if there is a pattern of non-attendances or latenesses.

Chronic latenesses and absences are followed up and reported to relevant agencies and attendance plans put in place through interviews with parents, student, and Head of School.

All absence notes are filed in the Administration Office Strong Room and archived after the appropriate period.

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

Percentage retention rate: **73%**

8 Post School Destinations (secondary schools only)

Nil

9 Enrolment Policies and characteristics of the student body

Enrolment Policy (full text) (include text which complies with Disability Discrimination Act and requirement for continued enrolment – Focus Area for 2013)

Enrolment Rationale

Macquarie College is open to families of all faiths and religious persuasions who have regard for Adventist Christian faith and wish for their children to fully participate in all aspects of the College program. The fees are competitively structured and provide the average family greater access to private education. As limited places are available, parents are advised to submit an Enrolment Application without delay to avoid disappointment. Arrangements will then be made for testing and an appointment organized for parents to inspect the facilities and to discuss the education program offered at the College.

Enrolment Policy

Macquarie College is a coeducational K-12 school which provides an education underpinned by religious values and operating within the policies of the Board of Studies (NSW). All applications will be processed in accordance with our 'Enrolment Guidelines' outlined below.

Criteria of Entry

The following criteria shall generally apply to student admission:

1. Family commitment to the Christian faith
2. Family commitment to the Christian philosophy and mission of the College
3. Family willingness to become actively involved in the life of the College
4. Family commitment to learning and advancement
5. Motivation and commitment of the family/student applicant
6. Goal orientation of the family/student applicant

Priority of Placement

The following priority of placement shall generally apply to student admission:

1. Families who are practicing members of the Seventh-day Adventist Church
2. Families where a sibling is currently enrolled in the College
3. Families who are currently enrolled in the Pre-School
4. Families in special circumstances assessed at the discretion of the Admissions Panel

Enrolment Procedures

The following enrolment procedures shall generally apply to student admission:

1. Submission of Enrolment Application, past reports and accompanying fees
2. College consultation with current and/or previous schools, teachers and referees
3. College Information Meeting for parents and students
4. Questionnaire completed by new families prior to interview
5. Panel interview of parents and students
6. Student Entry Assessment
JS: School Transition Assessment
SS: Entrance Exam
7. Admissions Committee appraisal of all applications
8. Placement Offers mailed out – Round 1 or 2
9. Placement confirmed by payment of Enrolment Deposit

Conditions of Enrolment

Conditions of enrolment are outlined on the back of the Enrolment Application Form.

Enrolment for students with a Disability

(This complies with the Disability Discrimination Act Education Standards by outlining how we meet the following obligations...

- Obligation to consult
- Obligation to make reasonable adjustments.

NB Our obligation to eliminate harassment and victimisation is covered in our Welfare Policy)

General procedure:

Any application for enrolment of a student with a disability should be processed in accordance with the school's ordinary enrolment policy. When considering any application for enrolment (regardless of whether the student has a disability) the school should consider whether the school is able to cater for the student's individual needs.

When considering whether the school is able to accept a student for enrolment, it is important to think laterally about the school's ability to meet the student's needs. It is also important to demonstrate to the parents/family that the school is seriously considering relevant issues; is willing to be flexible; and is making genuine efforts to find ways to meet the student's needs.

Recommended actions:

1. Ensure staff are aware that:

- (a) All applications should be processed within the school's ordinary enrolment policy, and
- (b) The school will not refuse to enrol students simply because they have special needs.

Provide training for staff on these issues and other related issues such as using correct terminology and not making comments which could be construed as indicating a likelihood that the school will unlawfully discriminate.

2. Consider the current and future impact of enrolment on the particular student, other students, staff and the school community (including financial impact) before the enrolment decision is made. To do this, the school will need to gather information and consult with the parents/family and others in order to satisfy itself that it is able (or unable) to meet the student's needs.

The information required may include medical assessments, information about the student's current condition and future prognosis, an assessment of the school's physical environment, an assessment of the likely impact of any required changes to the school's physical or teaching environment (including, but not necessarily limited to, the financial impact of the changes).

The parents/family will have numerous reports which could be of assistance. Of these, the following current reports (if relevant to the student) would be particularly helpful:

- (a) Previous school reports and current school achievements;
 - (b) Psychologist's report documenting functional skills and IQ test results (although the functional information will be most useful in examining the implications for the student's program, the IQ results are required for Commonwealth funding applications);
 - (c) Speech pathologist report documenting receptive and expressive language skills and any recommendations for programs or technology in the classroom;
 - (d) Occupational and physiotherapy reports documenting self-help skills and mobility;
 - (e) Medical specialist reports; and
 - (f) Vision and hearing reports.
3. Request feedback and suggestions from relevant staff within the school about the possible impact of the student's enrolment on the school and possible strategies for accommodating the student's needs.
4. Consider seeking advice from an external special education consultant. This person should be able to recommend if/where further information should be sought, as in many cases the parents/family may not be able to assist the school to examine options for how the school could meet the student's needs and the parent's expectations.
5. Where appropriate, invite the parents/family members and their choice of relevant specialists (could include psychologists, therapists, educators, medical specialists etc...) to the school to consider specific needs or issues arising from the reports or other information. Ask the parents/family to articulate the student's special needs and what they expect from the school.

- Consider social, academic, sport and co-curricular areas. Discuss possible options with parents/family and keep parents/family informed of the progress of the application.
6. Seek information on possible levels of Commonwealth funding and access to other support services.
 7. If the school considers that it may have to decline the enrolment, seek advice from the AIS or another appropriate person before making the decision.
 8. Make a decision regarding the school's ability to meet the child's special needs and discuss the decision with the parents/family. This decision must be able to be justified – for example, where the school declines to enrol a student with a disability, it must be able to demonstrate that it is unable to meet that student's needs, having regard to the student's current condition and prognosis.

Composition/characteristics of the student population

The College has 779 students of whom 365 are in Junior School and 414 in the Senior School with a slightly higher ratio of males to females.

Our College Community is made up primarily of families with a Christian faith, although we have families of non-Christian faiths and also families of no religious affiliation.

Students come from a variety of backgrounds including, socio-economic status, and students with special needs who all have a range of academic abilities and extra-curriculum interests.

Public and private bus services provide transport for most Macquarie College students who come from diverse localities across the Newcastle/Hunter region including Newcastle suburbs, areas around Lake Macquarie, and Hunter Valley (Maitland area).

10 School Policies

Student Welfare Policy (Manual 5.6.2)

Summary of policies for Student Welfare

The College Student Welfare policies cover the following areas of operation:

- ensuring a safe and secure environment for students, including school excursions, security, management of critical incidents
- child protection
- administering medicines to students
- creating a culture promoting holistic development, including for example, codes of conduct, resilience, and anti-bullying
- pastoral care policies, which may include access to counselling services, health, homework

Student Welfare Policies are designed to provide a safe and supportive environment which achieve the following outcomes:

- Minimizes risk of harm and ensures students feel secure
- Supports the academic, social, physical, spiritual and emotional development of students
- Provides student welfare policies and programs that develop a sense of self-worth and foster personal development.

Location of the full text of the Student welfare policy (including how to get a copy)

The full text of policies are kept on the College Moodle site. For parents this is through the College Website, and for teachers directly through their intranet. Requests can also be made directly to the College Office.

Changes made to the policy during 2013 – (Focus Area for 2013)

Students are now able to report bullying on line through the E Smart function on Moodle and the College Website.

Child Protection Policies have been updated across the College.

Junior School's Student Welfare Policy has been updated (2013).

A "Reporting and Managing Bullying" flowchart has been developed out of the revised Anti Bullying Policy. This allows for easier staff information and student handling.

A new Anaphylaxis Policy has been approved and uploaded to Moodle.

Discipline Policy (Manual 5.7.1; 5.7.2)

Summary of policies for Student Discipline

Summary of policies for Student Discipline

The College Discipline policies cover the following topics:

- (i) behaviour management strategies
- (ii) rules governing identified issues within the school, for example use of mobile phones, management of student property
- (iii) school and parent cooperation to support students with identified needs

All students are required to abide by the College's rules and to follow the directions of teachers and other people with authority delegated by the College. Where disciplinary action is required penalties imposed vary according to the nature of the breach of discipline and a student's prior behaviour. The College Policy includes a list of 'Consequences' that may result from serious infringements. This list of consequences plainly excludes corporal punishment as a disciplinary action. We also state in the policy that "The College expressly prohibits corporal punishment". All disciplinary actions that may result in any sanction against a student including suspension, exclusion or expulsion follow processes of procedural fairness. At no time do we (either explicitly or implicitly) sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline.

Location of the full text of the Discipline policy (including how to get a copy)

The full text of policies are kept on the College Moodle site. For parents this is through the College Website, and for teachers directly through their intranet. Requests for a copy can also be made directly to the College Office.

Changes made to the policy during 2013 – (Focus Area for 2013)

Students are now able to report bullying on line through the E Smart function on Moodle and the College Website.

The Junior School Discipline Policy has been up-dated.

Flow charts for easy referral for staff on reporting and managing behaviour have been designed from the new Policy and all Junior School staff have them laminated in their classrooms.

Complaints and Grievances Policy

Summary of policies for reporting complaints and resolving grievances

These policies and processes have been developed for the school system and include management of complaints and grievances by students, by teachers, and by parents or other concerned persons. The basic procedures should be applied in all cases, and for more serious cases, a more rigorous application of the stated procedures needs to be implemented to ensure that ethical and just processes occur.

How to access or obtain the full text of policies

A full text of policies is provided on the College Moodle site, and in four hard copy folders belonging to the Principal, Head of Senior School, Head of Junior School, and Registrar.

Location of the full text of the Complaints and Grievances welfare policy (including how to get a copy)

A full text of policies is provided on the College Moodle site, and in four hard copy folders belonging to the Principal, Head of Senior School, Head of Junior School, and Registrar.

Changes made to the policy during 2013 – (Focus Area for 2013)

The North New South Wales Conference (our parent company) has provided a new policy that we have now adopted.

11 School determined improvement targets

Priority Areas for Improvement for 2014 (Schools in National Partnerships should include items from their school plan)

Senior School

1. To establish a greater recognition of the importance of transforming education in the context of an ICT environment
2. To review curriculum and assessment across the College
3. To review, for compliance and ease of communication, student reports to parents. To improve and implement required changes.
4. To implement electronic communication (email) of reporting to allow for more efficient transmission to parents of student progress
5. To review the role of Coordinators with a view to improve student welfare management
6. To enhance the quality of teaching and learning at the Stage 6 level

Junior School

1. To continue the integration of Information and Communication Technology into student learning experiences within Junior School by:
 - Providing Kindy and Year 1 with iPads, PD training in i-Pad use for all Kindy and Year 1 teachers, providing extra apps for the iPads and mentors for teachers.
 - Providing Year 5 and 6 with a shared class set of laptops for each year level.
2. Implement the new Curriculum English Programs worked on during 2013, into our classrooms.
3. Familiarise teachers with the new Mathematics National Curriculum to be implemented 2015 by:
 - Providing PD opportunities
 - Providing a scope and sequence for the teachers to follow for writing up their Maths programs.
 - Have all programs ready for implementation in 2015 by the end of 2014.
4. Use the newly developed flowcharts for Behaviour Management and Reporting and Managing Bullying. Have them laminated and placed in all classes.
5. Review Curriculum Assessment across Junior School.
6. Work on the new QAS Model for College Self Evaluation and Improvement
7. Continue to focus on supporting teachers to improve and develop in the area of differentiated learning in their classrooms.

Achievement of Priority Areas listed for improvement in the 2013 report (Schools in National Partnerships should include achievements of items from their school plan) – (Focus Area for 2013)

Senior School

1. A greater role for Teaching and Learning Leadership in the College in order to facilitate positive change for students and teachers has been established
2. Communication opportunities for the College and its parents and wider community has been improved with the use of electronic means via Moodle, parental emails and electronic newsletters
3. Increased career advice for students as they near the completion of their College education has been established, as well as more focused and individual approach for every student

Junior School

1. Mentors and Professional learning experiences were provided to support all teachers in ICT integration
2. Rubrics were developed for areas of literacy
3. Differentiated learning for students was focused on in all classrooms. teachers were professionally developed.
4. All staff became familiar with and were able to write up programs for the implementation of the new National English Curriculum in 2014.
5. The new phonemic/graphemic/morphemic spelling program was successfully introduced.
6. We developed units of work within the K-6 PDHPE curriculum to cover Protective Behaviours.
7. We completed a College Child Protection Policy and Procedures Document and Staff Guidebook.

8. We updated the Junior School Student Welfare Policy including Behaviour Management and Anti-Bullying documents.
9. The Storage, usage, collecting and communicating of student medical information was updated and improved.
10. JS Student Achievement Reports were upgraded. Report proformas were also prepared for entering onto Denbigh.
11. Across Junior School we completed our implementation of Resiliency Programs in Kindy, Year 1, Year 2, Year 4 and Year 6.

12 Initiatives promoting respect and responsibility

Senior School

1. Mission – Fostering of special character of Seventh day Adventists Christian beliefs through our weekly chapel programmes, weeks of spiritual emphasis and Bible studies.
2. Community Service – Year 7 visits to the retirement villages, Year12 Service trip to Vanuatu as an alternative to “schoolies”, various school based fundraisers for charity.
3. Cyber safety and bullying education – this occurs in PDHPE classes and Bible classes, chapel programmes, visits by the school liaison police officer, parent information evenings.
4. Student Leadership – training days for senior school leaders such as captains, prefects and house captains.
5. Promoting the values of the College in classrooms through the use of signage, daily roll call worships and Bible Studies.

Junior School

1. Mission - fostering of special character of SDA Christian beliefs through our weekly chapel programs, weeks of spiritual emphasis and Bible studies.
2. Junior School’s Values Program - focusing on a value for 2 weeks across the school promotes respect and responsibility. Inviting guest speakers to share on a value; rewarding students found practising values, incorporating the value into Chapel, Assembly and classroom worships.
3. Year 6 has developed a Leadership Training Program for all Year 6 students – Year 6 role model respect and responsibility to the rest of the school as the Senior Students.
4. Junior School “Buddy” program of teaming up classes to care for each student and read to each student promotes respect and Responsibility.
5. Our Resiliency programs running throughout Junior School, promote good self-esteem, respect and responsibility.
6. Junior School introduced units on Protective Behaviours in every classroom.
7. Our Chapel Program promotes responsibility as each class takes a turn to host Chapel – arrange welcome, prayer, introduce guest speakers, thank speakers, run a class item, provide musical item for the students when they walk into chapel.
8. The Training of School Captains and Year 5 & 6 Student Representatives for Tour Guiding is a great initiative that builds excellent responsibility and respect into the students as they take charge of the visitors on Open Days.

13 Parent, student and teacher satisfaction

Vividus Survey 2013 Executive Summary

Your school's satisfaction research included 3 online surveys administered between 14 May and 4 June 2013:

- Parent satisfaction surveys deployed via email to 609 parents resulted in 308 completed (or partially completed) surveys, representing a 51% response rate.
- Student satisfaction surveys were deployed by teachers via web link during class to 162 students (grade 7-12).
- Staff satisfaction surveys deployed via email to 86 staff resulted in 63 completed (or partially completed) surveys, representing a 73% response rate.

Overall satisfaction with the school is consistently high across parent, staff, and student groups. 92% of parents feel the school is the same or better than other local schools (your competitor schools).

The survey responses provided relatively consistent feedback between parents, staff, and students regarding perceived school strengths and weaknesses, desired school focus and priorities, and levels of satisfaction in the six School Satisfaction Indicators (SSI).

The school has healthy Christian values (and focus), delivering good holistic student development and care. Perceived quality of teaching is also quite positive.

The most positive SSIs included student development and care, communications and community spirit, and facilities and resources. The leadership and administration, achievement opportunities and affordability and value SSIs were less positive and may require consideration.

Morale amongst parents and staff is quite positive indicating a good work and educational environment, and a higher degree of buy-in and support for school vision, direction and initiatives.

84% of respondents with female students indicated they had transitioned to the new uniforms. General satisfaction with the new uniform was high (only 18% dissatisfaction), with the main areas of dissatisfaction associated with the associated cost.

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	40
State recurrent grants	13
Commonwealth recurrent grants	41
Other Government grants	2
Government capital grants	3
Other capital income	1

Expenditure

Expenditure Costs	Percentage of Total Expenditure
Salaries, allowance and related expenses	60
Non-salary expenses	30
Classroom expenditure	6
Capital expenditure	4

15 Public disclosure of educational and financial performance

The 2013 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 the BOS requirements for registration and accreditation.

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

- Participates in National Student Assessments – NAPLAN
- Provides national reports on the outcomes of schooling
- Provides individual school information on performance
- Passes on the NAPLAN reporting to parents showing student results against key national information
- Annually reports on school performance information and makes the report publicly available
- Implements the National Curriculum as it becomes available
- Has an annual certificate of financial accountability from a qualified accountant
- Annually reports on each program of financial assistance provided under this Act
- Participates in program evaluations