



NSW Education Standards Authority

Annual Report 2019

Reporting on the 2018 Calendar Year

Border Christian College

Owned and Operated by

Seventh-day Adventist Schools
(SNSW) Ltd

1 A message from key school bodies

Statement from the School Advisory Council

The Border Christian College (BCC) School Advisory Council is the College's governing body. The manner of the Council's election and its terms of reference, responsibilities and powers are determined by the Seventh-day Adventist Schools (SNSW) Ltd (Schools' Company) in conformity with the South Pacific Division Working Policy of the Seventh-day Adventist Church. In summary the Advisory Council is responsible for:

- Goal formation – identifying and articulating the College's basic purposes;
- Strategic planning – establishing how the goals will be achieved and the order in which they will be achieved, thereby creating the structure that determines the College's future;
- Policy development – directing in the development of all policies and procedures required to ensure the College is a safe and functioning community for students and staff;
- Financial Management – formulating, implementing and monitoring the College's operating and capital budgets;
- Health and Safety issues – ensuring the College meets all work, health and safety requirements and that there is budgetary provision to remedy defects as they are identified; and
- Staff employment – advising on the College's teacher requirements and recommending non-teaching staff to the Schools' Company.

Strategic plans for the College

Strategic planning at the College is done under school improvement initiatives as required by the Australian Federal Government. As part of this process the College is committed to using the Quality Adventist Schools (QAS) school improvement framework developed by Adventist Schools Australia. The framework provides a set of standards that describes schools at various levels within a Domain and Component framework. The College uses gathered data about the College program to assess against the standards in the framework. Using this assessment, the school will adopt school improvement initiatives that will be added to their rolling school improvement plan. The School commenced a self-assessment process of components in 2014 using the QAS framework. The plan is that the school will assess itself in four components each year ensuring that all components are completed in a five-year period. Please find below a list of the components in the Quality Adventist Schools framework

1.1 Special Character	3.1 Leading the Learning & Improvement Culture
1.2 Vision, Mission & Values	3.2 Improvement Processes & Planning
1.3 Sharing Faith	3.3 Human Resources
1.4 Pastoral Care	3.4 Finances, Facilities & Resources
2.1 Rationale for Teaching	3.5 Compliance & Accountability
2.2 Student Learning & Engagement	4.1 Students & their Families
2.3 Teaching Practices	4.2 Church

2.4 Curriculum

4.3 Wider Community

2.5 Assessment & Reporting

4.4 Professional Partnerships

2.6 Student Achievement

2.7 Professional Learning

Parent involvement and processes to encourage parent participation in College activities:

HOME AND SCHOOL ASSOCIATION

The Home and School Association is a parent body that operates under the auspices of the College Council. The Association seeks to strengthen the relationship between the home and school. All parents are welcome and encouraged to attend. Parents are encouraged to take up positions of responsibilities within the Home and School. The Home and School is actively involved in community oriented activities and fundraising.

SPORTS PROGRAMS

Parents actively participate in assisting with sports programs including the College's Swimming Carnival, Cross Country, Athletics programs and local district carnivals including RAS Primary and RAS Secondary. Interschool and community sporting fixtures present further opportunities for parents to be involved. Parents are also encouraged to assist in the coaching of teams at the College.

Statement from Student Representative Council (SRC)

The Student Representative Council is a forum designed to enable students to participate in the management of the College in a meaningful way:

MEMBERSHIP - PRIMARY

The Primary School Council shall consist of:

1. The current Primary Captains.
2. One boy and one girl elected from each class Grades 4-6; and
3. One teacher.

MEMBERSHIP - SECONDARY

The Secondary School Council shall consist of:

4. The current College Captains.
5. One student selected from each class and gender; and
6. One teacher.

Student and teacher representatives are elected at the commencement of the school year.

SUCSESSES

Both the Primary and High School Student Representative Councils have been successful in engaging students in College activities such as fundraising events for a variety of charities and organising peer support opportunities for the school's younger primary students.

Students have also made meaningful suggestions to College administration that have been incorporated where applicable and appropriate. The activities of the Student Representative Councils involved students in decision-making and positions of responsibility.

2 Contextual information about the school

Border Christian College is a small community oriented, co-educational institution offering a Christian education from Pre-Kinder to Year 12. The College has a strong pastoral care program and focuses on the holistic growth of individual students.

The College is known for its small teacher pupil ratio and differentiated education programs that emphasise the strong engagement of students with learning. The small class sizes and composite classes enable the acceleration of students in areas of ability and the remediation of skills in areas where students experience difficulties.

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%	0%	100%
Year 5	0%	0%	100%
Year 7	0%	0%	100%
Year 9	0%	22%	78%

Writing

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	0%	0%	100%
Year 5	0%	11%	89%
Year 7	16%	37%	47%
Year 9	20%	30%	50%

Spelling

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	0%	0%	100%
Year 5	0%	0%	100%
Year 7	5%	21%	74%
Year 9	0%	20%	80%

Grammar and Punctuation

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	0%	0%	100%
Year 5	25%	0%	75%
Year 7	5%	16%	79%
Year 9	0%	40%	60%

Interpretative Comments

All Year 3, 5, 7 and the majority of Year 9 students scored above the national minimum standard for Reading.

All Year 3 and the majority of Year 5 students scored above the national minimum standard for Writing.

The majority of Year 7 and 9 students scored at or above the national minimum standard for Writing.

All Year 3, 5, and the majority of Year 7 and 9 students scored above the national minimum standard for Spelling.

All Year 3 and the majority of Year 5, 7 and 9 students scored above the national minimum standard for Grammar and Punctuation.

Student gain for Year 3-5 2016-2018 could not be commented on as student numbers were below the reporting threshold.

Student gain for Year 5-7 2016-2018, for which 42% of students were available for comparison, shows an increase in the average result for Writing from the middle of Band 5 to the middle of Band 6 and a slight increase in the average result for Reading from the middle of Band 6 to base of Band 7.

Student gain for Year 7-9 2016-2018, for which 56% of students were available for comparison, shows a slight increase in the average result for Writing from the middle of Band 6 to the base of Band 7 and a slight increase in the average result for Reading from the base to above the middle of Band 7.

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%	11%	89%
Year 5	0%	13%	87%
Year 7	5%	32%	63%
Year 9	0%	22%	78%

Interpretative Comments

The majority of Year 3, 5, 7 and 9 students scored above the national minimum standard for Numeracy.

All Year 3, 5, 9 and the majority of Year 7 students scored at or above national minimum standard for Numeracy.

Student gain for Year 3-5 2016-2018 could not be commented on as student numbers were below the reporting threshold.

Student gain for Year 5-7 2016-2018, for which 42% of students were available for comparison, shows an increase in the average result for Numeracy from the top of band 5 to the top of Band 6.

Student gain for Year 7-9 2016-2018, for which 56% of students were available for comparison, shows an increase in the average result for Numeracy from the top of band 6 to the base of Band 8.

3.2 *Record of School Achievement*

Item	Students
Number of Students studying in Year 10	10
Number of ROSAs issued by NESA in 2018	0

3.3 Results of the Higher School Certificate Examination 2018

Comparison of 2018 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
English Standard	20	School	0	1	9	9	1	0
		State	264	4371	10820	10503	3646	957
Biology	5	School	0	1	3	1	0	0
		State	1583	5129	6003	3559	1166	666
Mathematics	1	School	0	0	0	0	1	0
		State	364	963	2612	4634	5241	4012
Mathematics General	11	School	0	1	5	3	2	0
		State	2035	6255	8088	8239	4545	1664
Ancient History	7	School	0	1	2	4	0	0
		State	786	2197	2190	1773	862	371
Visual Arts	2	School	0	0	2	0	0	0
		State	1083	3592	3362	662	43	9
Studies of Religion I	7	School	0	0	1	4	2	0
		State	747	2307	2797	1904	463	81
Studies of Religion II	7	School	0	0	3	3	1	0
		State	413	2138	1844	1222	437	139

Interpretative comments for Higher School Certificate results

Border Christian College delivers most courses using a vertical model whereby students complete the Year 11 and Year 12 content for those courses within 12 months, including the HSC exam for that course. Over the two years, students will have access to a wider variety of subject options than are listed above.

At Border Christian College we are proud of the achievements of our students in the HSC, with all our 2018 Year 12 students being successfully engaged either in tertiary studies (TAFE and university) or in gainful employment.

Comparison of 2018 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
English Standard	20	2018	0	1	9	9	1	0
	0	2017						
		2016						
Biology	5	2018	0	1	3	1	0	0
	0	2017						
	2	2016	0	0	2	0	0	0
Mathematics	1	2018	0	0	0	0	1	0
	0	2017						
	0	2016						
Mathematics General 2	11	2018	0	1	5	3	2	0
	2	2017	0	0	1	1	0	0
	2	2016	0	1	0	1	0	0
Ancient History	7	2018	0	1	2	4	0	0
	0	2017						
	0	2016						
Visual Arts	2	2018	0	0	2	0	0	0
	0	2017						
	3	2016	0	0	2	1	0	0
Studies of Religion I	7	2018	0	0	1	4	2	0
	3	2017	0	0	2	0	1	0
	3	2016	0	0	2	0	1	0

Studies of Religion II	7	2018	0	0	3	3	1	0
	0	2017						
	0	2016						

Interpretative comments for Higher School Certificate result trends over time

Border Christian College delivers most courses using a vertical model whereby students complete the Year 11 and Year 12 content for those courses within 12 months, including the HSC exam for that course. Over the two years, students will have access to a wider variety of subject options than are listed above.

Visual Art's results have improved to show all students scoring a minimum of Band 4.

Biology results have remained relatively consistent with most students scoring a minimum of Band 4 in 2016 and 2018.

Mathematics General 2 results have remained relatively consistent with most students scoring between Band 3 and 5 in the last three years.

Studies of Religion 1 results have remained relatively consistent with most students scoring a Band 3 or 4 in the last three years.

4 Senior secondary outcomes

Percentage of students in Year 12 undertaking vocational or trade training:
100%

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)
CASE/CAPE (2-day workshop) including literacy development, collaborative culture for school improvement, wellbeing for staff and students.	14
CPR Refresher	15
Sue Larkey Autism Workshop	1
Maths Pathway Resource Training	1
First Aid	1
MSL Training	1
Steps to Writing Success	1
Digital Technology Training	2
Effective Practices for Stage 6 Assessment	3
Invictus (student wellbeing resource) Training	1
K-2 PDHPE and Sport implementation	1
Edrolo (HSC Resource) Training	4
RoSA and HSC Credentialing and Schools/Students Online Training	1
Child protection online training	15
WHS online training (3 modules)	15

Total Staff PD experiences: 106

Average cost per teacher for professional learning: \$580

5.2 *Teacher Accreditation Status*

Accreditation Level of Teachers	Numbers of teachers
(i) Conditional	3
(ii) Provisional	2
(iii) Proficient or higher	10
	15

6 **Workforce composition**

Of the 15 teachers, 4 were male, 11 were female. 4 were part-time, 11 were full time. All staff working at BCC in 2018 were non-indigenous.

7 Student attendance rate and non-attendance

7.1 Average Year Level Attendance

Year Level	Average Attendance (%)
Kindergarten	94
Year 1	90
Year 2	87
Year 3	93
Year 4	90
Year 5	90
Year 6	94
Year 7	91
Year 8	90
Year 9	90
Year 10	88
Year 11	92
Year 12	93
Total school attendance average	91

7.2 Management of non-attendance

Roll teachers report students to the Principal whose attendance rate falls below 85% year to date and continue to report while it is below 85%. A conference will be called involving parents, the Principal, the Chaplain and the Pastoral care teacher and if appropriate, the student. This meeting is to discuss the importance of school attendance and develop strategies to rectify the problem. If the problem continues, the College may:

1. Report the parents to community service for "Failing to educate".
2. Organise a Director General Case conference (NSW Department of Education)
3. Seek enforceable orders from the family court.

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

Percentage retention rate: **70%**

8 Post School Destinations (secondary schools only)

(report on the destination of all students 17 and over who left school during 2018)

40% entered the workforce

60% pursued further study

9 Enrolment Policies and characteristics of the student body

Enrolment Policy

Scope

Seventh-day Adventist Schools in NSW are comprehensive co-educational schools providing an education underpinned by the values of the Seventh-day Adventist Church and operating within the policies of the NSW Education Standards Authority.

1. Enrolment Guidelines

Applications

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

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

Please Note: Individual SDA schools may vary in the starting age of students. For Border Christian College, students enrolling in Pre Kindergarten classes will be at least turning 4 years of age in the term they are starting.

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.
 4. Continued enrolment at the school is dependent upon the student making satisfactory academic progress, attending consistently, and the student and the parent/carer(s) observing all behavioural codes of conduct, payment of fees and other requirements of the school which are applicable from time to time.

Composition/characteristics of the student population

The female to male ratio of students is 86:79. 88% of students were born in Australia and 94% of students have English spoken at home. 39% of students identify their religious background as Seventh-day Adventist.

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 2018.

Discipline Policy

1. Rationale

All students have a right to a discipline system (including but not limited to the suspension, expulsion and exclusion of students) that is based on procedural fairness and expressly prohibits the use or corporal punishment or the implicit sanctioning of such. As school staff, we have a legal and moral responsibility to ensure that a fair and redemptive discipline system is in place and well understood by students and staff.

2. Aim

To ensure that a procedurally fair discipline system is in place.

3. Implementation

This school will abide by the legislation pertinent to the provision of a discipline system (including but not limited to the suspension, expulsion and exclusion of students) that is based on the principles of procedural fairness. This includes the right of the student to:

- know the allegation and any other information related to it;
- know the process by which the matter will be considered;
- make a response to the allegation;
- know how to have any process or decision reconsidered;
- expect impartiality in the investigation and the decision making; and
- an unbiased decision-maker.

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

Location of the Discipline policy (Student Management Policy) is found on the school's intranet. To obtain a copy please ask at the front office.

The following sentence has been added to this policy during 2018

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

Anti-Bullying Policy

Summary of the Anti-bullying Policy

Border Christian College will provide a positive culture where bullying is not accepted, and in so doing, all will have the right of respect from others, the right to learn or to teach, and a right to feel safe and secure in their school environment. The aims of the procedure is as follows:

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

Location of the full text of the Anti-Bullying policy

Copies of this policy can be found in the "Safe and Supportive Environment Policy". To obtain a copy please ask at the front office.

There have been no changes made to this policy during 2018.

Complaints and Grievances Policy

1. Purpose

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

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

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

2. Company Commitment

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

a. Director

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

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

b. Principal

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

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

c. Staff

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

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

3. Guiding Principles

Facilitating Complaints

People focus

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

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

People making complaints will be:

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

No detriment to people making complaints

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

Anonymous complaints

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

Visibility and transparency

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

Accessibility

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

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

Respond to Complaints

Early resolution

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

Responsiveness

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

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

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

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

Objectivity and fairness

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

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

Confidentiality

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

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

Manage the Parties to a Complaint

Empowerment of staff

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

Managing unreasonable conduct by people making complaints

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

When people behave unreasonably in their dealings with either a school or the company, conduct can significantly affect the progress and efficiency of the school or company's work. As a result, any conduct that negatively and unreasonably affects a school or the company will be proactively and decisively managed by staff.

4. Complaint Management System

Stages of Managing a Complaint

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

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

Receipt of Complaints

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

The record of the complaint will identify:

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

Acknowledgement of Complaints

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

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

Initial Assessment and Addressing of Complaints

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

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

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

Addressing complaints

The methodology for addressing the complaint may include:

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

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

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

5. Providing Reasons for Decisions

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

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

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

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

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

7. Three Levels of Complaint Handling

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

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

- assessment and possible investigation of the complaint and decision/s already made, and/or
- facilitated resolution (where a person not connected with the complaint reviews the matter and attempts to find an outcome acceptable to the relevant parties).

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

8. Accountability and Learning

Analysis and Evaluation of Complaints

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

Regular reports will be run on:

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

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

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

Monitoring of the Complaint Management System

The complaints management system will be monitored to:

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

Continuous Improvement

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

- support the making and appropriate resolution of complaints;

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

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

This is a new Policy introduced during 2018.

11 School determined improvement targets

Priority Areas for Improvement for 2019 (Schools in National Partnerships should include items from their school plan and come from the QAS Rolling School Improvement Plan)

Student Achievement

- Formalised documentation of the processes involved in an individualised learning approach for all students.

School Growth, Marketing & Viability

- Marketing committee to update 5-year strategic marketing plan.
- Ongoing review of budgetary issues relating to government recurrent funding and 5-year strategic finance plan.

Communication

- Finalisation and launch of school web portal to parent community.
- Increase notification and reporting on school events through the school's online communication channels including online social media, email and the school's mobile app.

Physical Plant, facilities and resources

- Remodel the school signage on the perimeter of the school.
- Purchase and install a container on the western end of the MPC for storage.
- Install retaining wall behind affected classrooms.
- Install sound and audio-visual equipment to MPC for use in the school's extra-curricular programs.

Achievement of Priority Areas listed for improvement in the 2018 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**)

Item	Comment on Achievement
Student Achievement	
Further development and formalisation of processes for	Ongoing focus area of school

Item	Comment on Achievement
an individualised learning approach.	improvement. The practice of differentiation is embedded in all learning environments. Data is used to inform teaching and learning of individual students. Students are provided remedial support or extension opportunities where appropriate. An Educational Psychologist is employed by the school to assess and provide details of students' learning needs where required and Individual Education Programs are then developed for students with special needs. Formalised documentation of the process carried over to 2019.
School Growth, Marketing & Viability	
Marketing committee to update 5-year strategic marketing plan.	Not complete – Carried over to 2019
Ongoing review of budgetary issues relating to government recurrent funding and 5-year strategic finance plan.	Ongoing review of budgetary issues relating to government recurrent funding.
Communication	
Consider a web portal option for the school.	Web portal considered and approved. Set up has begun. Finalisation and launch to parent community carried over to 2019.
Physical Plant, facilities and resources	
Remodel the school signage on the perimeter of the school.	Not complete – Carried over to 2019
Resolve the storage issues around campus which could include the purchase and installation of a container on the western end of the MPC for storage	Some initial work done. Purchase of a container carried over to 2019
Expansion of student pick up turning circle and installation of safety fence and undercover area for students.	Complete.

12 Initiatives promoting respect and responsibility

Student Rewards Days

This rewards students demonstrating exemplary behaviour

	throughout a term.
Awards (Bronze to Platinum)	Recognition of students who demonstrate school values, encouraging students to respect others by exhibiting key values.
Student leadership development	Students taking active responsibility in various public roles and in leadership training activities.
Experiential Outdoors Education (Years 7 to 12)	Focus on caring for the environment and taking responsibility for self and team mates.

13 Parent, student and teacher satisfaction

13.1 Parent Satisfaction

The survey revealed that parents strongly believe the school is receptive of, and understands, the views and concerns of parents and are very satisfied with the school's reporting and focus on improvement. Parents did however indicate they would like to be given more opportunities to contribute to school planning.

Parents view teachers as being enthusiastic and passionate about their work. Believe their children enjoy and are motivated by the teaching and learning provided by the school. Parents are satisfied the school has appropriate and fair behaviour management practices and that other students contribute positively to their child's learning.

Parents strongly believe the school has a strong focus on learning, effectively supporting their child through transitions and providing appropriate homework. Parents did however indicate they would like to see an increase in the range and quality of extra-curricular activities provided by the school.

13.2 Student Satisfaction

The survey revealed that students strongly feel their teachers encourage and support their learning and development. Students say they have enthusiasm for classroom learning and that their classes are engaging and meet their learning needs. Students indicated they have noticed extra effort and care provided by teachers to help them improve their literacy skills.

Students have indicated they feel very safe and experience mostly positive emotions at school, however the results also indicated they are looking to feel more socially connected with their peers.

13.3 Teacher Satisfaction

The survey revealed that staff feel extremely well supported and safe at the school. Staff strongly believe the school encourages learning, development and sharing of ideas, treats people with respect and recognises that people are its strength. Staff believe that the school treats staff wellbeing as an important issue. Staff experience positive feelings whilst at work, such as feeling energetic, enthusiastic and taking pride in work and believe there is a positive emotional tone in the school.

Staff see school leaders as approachable, reliable, understanding and communicate well with staff, however results also indicate that perhaps some improvement is needed in clarifying with staff what is expected and required of them.

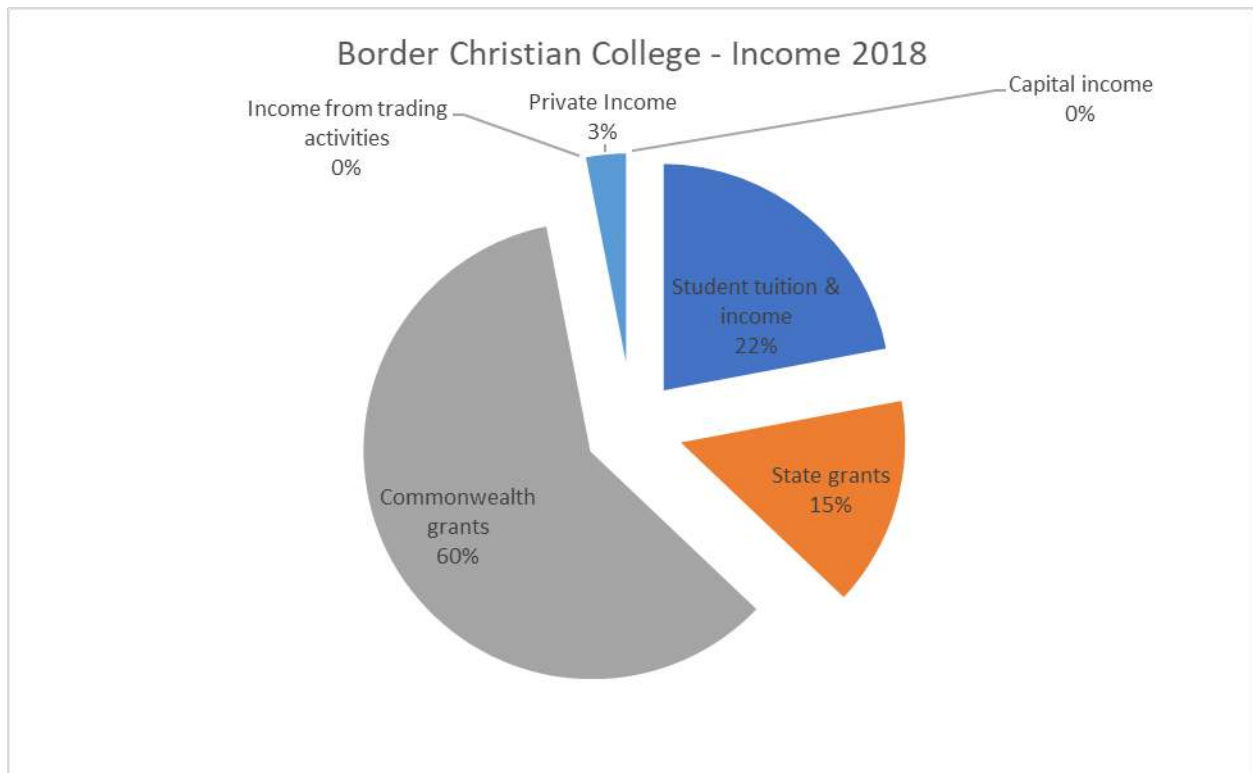
Staff value the teamwork at the school, indicating they are given opportunities to work together collegially and support one another. Staff feel they have the ability to communicate effectively in the planning of curriculum and work well together to find solutions to new or unusual challenges. Staff acknowledge they have opportunities to be involved in decisions that affect their day-to-day work and are satisfied with their level of involvement.

Staff strongly feel they can put effective learning and teaching practices into use, that students are treated as responsible individuals, are respected and are encouraged to experience success in the school. Staff have however indicated that from their point of view, for some students, the motivation and the desire to do well at school is an area for improvement.

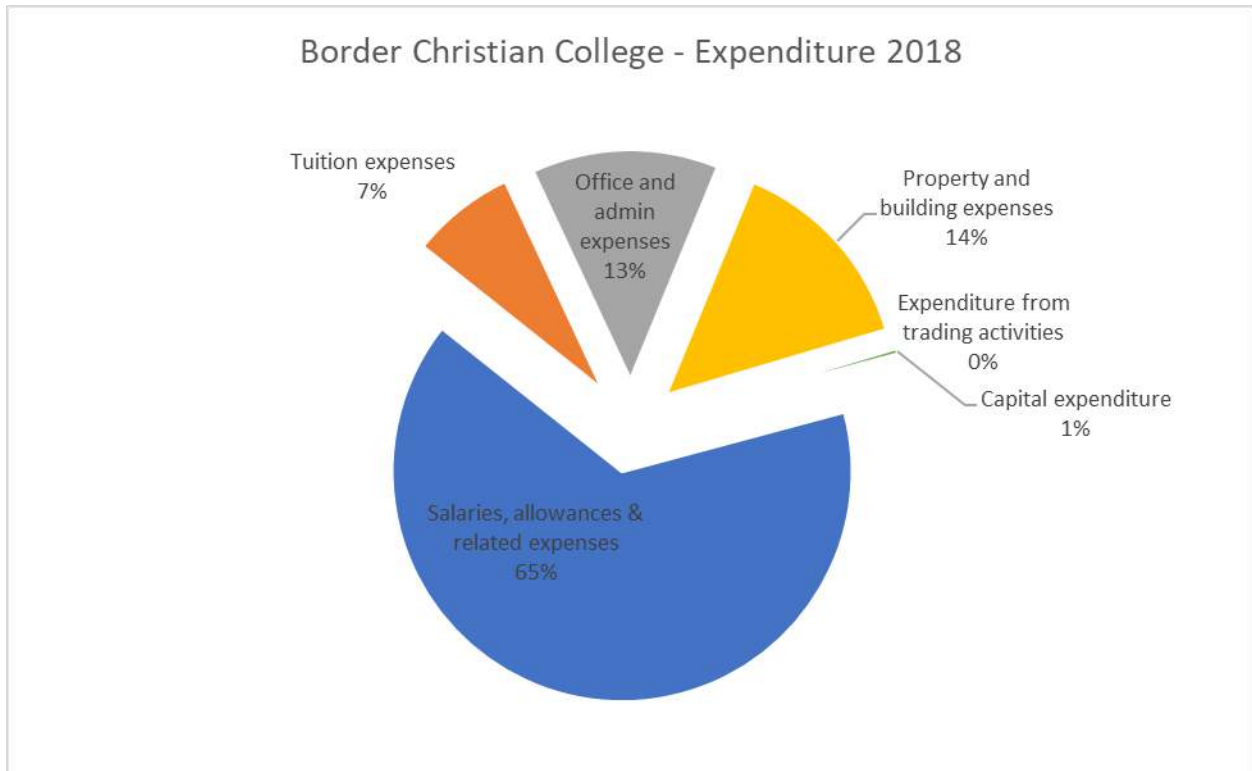
14 Summary financial information

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

Income



Expenditure



15 Public disclosure of educational and financial performance

The 2018 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)



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