



**NSW Education Standards Authority**

**Annual Report  
2020**

**Reporting on the 2019 Calendar Year**

**Border Christian College**

Owned and Operated by

Seventh-day Adventist Schools  
(SNSW) Ltd

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

### ***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 an updated version of the previous self-assessment process using the QAS Framework 2.0. The plan is that the school will assess itself in three 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 2.0.

1.1 Our Purpose	3.1 Leading the Learning & Improvement Culture
1.2 Sharing Faith	3.2 Staff Wellbeing and Development
1.3 Pastoral Care	3.3 Sustainability
2.1 Professional Growth	3.4 Compliance and Accountability
2.2 Curriculum and Assessment	4.1 Students and their Families
2.3 Teaching Practices	4.2 Church

2.4 Student Learning and Engagement

4.3 Professional Partnerships

4.4 Wider Community

**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 fundrasing 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 (including information about National Partnerships and /or Improving Teacher Quality if applicable)**

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	5.9%	5.9%	88.2%
Year 5	0%	12.5%	87.5%
Year 7	0%	14.3%	85.7%
Year 9	15.4%	7.7%	76.9%

##### Writing

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	0%	0%	100%
Year 5	6.3%	18.8%	74.9%
Year 7	0%	21.4%	78.6%
Year 9	46.2%	38.5%	15.3%

##### Spelling

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	11.8%	0%	88.2%
Year 5	0%	0%	100%
Year 7	0%	14.3%	85.7%
Year 9	15.4%	0%	84.6%

### Grammar and Punctuation

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	0%	17.6%	82.4%
Year 5	18.8%	12.5%	68.7%
Year 7	0%	14.3%	85.7%
Year 9	7.7%	23.1%	69.2%

### Interpretative Comments

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

All Year 5 and 7 students scored at or above the national minimum standard for Reading.

All Year 3 students scored above the national minimum standard for Writing.

All Year 5 students scored above the national minimum standard for Spelling.

All Year 3 students scored at or above the national minimum standard for Grammar and Punctuation.

All Year 7 students scored at or above the minimum standard for Reading, Writing, Spelling and Grammar and Punctuation.

Student gain for Year 3-5 2017-2019, for which 31% of students were available for comparison, shows an increase in the average result for Reading and Writing from the base of Band 4 to the middle of Band 6.

Student gain for Year 5-7 2017-2019, for which 57% of students were available for comparison, shows a slight increase in the average result for Reading from the top of Band 6 to the middle of Band 7 and an increase in the average result for Writing from the base of Band 6 to the base of Band 7.

Student gain for Year 7-9 2017-2019, for which 54% of students were available for comparison, shows an increase in the average result for Reading from the middle of Band 6 to the middle of Band 7 and a slight increase in the average result for Writing from the top of Band 5 to the base of Band 6.

### 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%	17.6%	82.4%
Year 5	0%	18.8%	81.2%
Year 7	0%	14.3%	85.7%
Year 9	0%	23.1%	76.9%

### **Interpretative Comments**

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

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

Student gain for Year 3-5 2017-2019, for which 38% of students were available for comparison, shows an increase in the average result for Numeracy from the top of Band 4 to the base of Band 6.

Student gain for Year 5-7 2017-2019, for which 57% of students were available for comparison, shows an increase in the average result for Numeracy from the middle of Band 6 to the top of Band 7.

Student gain for the Year 7-9 2017-2019, for which 54% of students were available for comparison, shows an increase in the average result for Numeracy from the middle of Band 6 to the top of Band 7.

### 3.2 *Record of School Achievement*

Item	Students
Number of Students studying in Year 10	<b>9</b>
Number of ROSAs issued by NESA in 2019	<b>2</b>



### 3.3 Results of the Higher School Certificate Examination 2019

#### Comparison of 2019 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
Studies of Religion 2	6	School	0	1	2	2	1	0
		State	<b>447</b>	<b>2264</b>	<b>2107</b>	<b>842</b>	<b>316</b>	<b>70</b>
Mathematics Standard 2	6	School	0	0	5	1	0	0
		State	<b>1555</b>	<b>5648</b>	<b>9609</b>	<b>7985</b>	<b>3995</b>	<b>867</b>
Modern History	4	School	0	0	3	1	0	0
		State	<b>1113</b>	<b>3382</b>	<b>3047</b>	<b>2248</b>	<b>1036</b>	<b>503</b>
PDHPE	8	School	0	0	7	1	0	0
		State	<b>981</b>	<b>3917</b>	<b>4782</b>	<b>4074</b>	<b>1412</b>	<b>380</b>
Industrial Technology	4	School	0	0	2	1	1	0
		State	<b>317</b>	<b>911</b>	<b>1603</b>	<b>1723</b>	<b>871</b>	<b>278</b>

#### 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 2019 Year 12 students being successfully engaged either in tertiary studies (TAFE and university) or in gainful employment.

**Comparison of 2019 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
Studies of Religion 2	6	2019	0	1	2	2	1	0
	7	2018	0	0	3	3	1	0
	0	2017	0	0	0	0	0	0
Mathematics Standard 2	6	2019	0	0	5	1	0	0
	0	2018	0	0	0	0	0	0
	0	2017	0	0	0	0	0	0
Modern History	4	2019	0	0	3	1	0	0
	0	2018	0	0	0	0	0	0
	4	2017	0	0	2	1	1	0
PDHPE	8	2019	0	0	7	1	0	0
	0	2018	0	0	0	0	0	0
	9	2017	0	4	3	2	0	0
Industrial Technology	4	2019	0	0	2	1	1	0
	0	2018	0	0	0	0	0	0
	1	2017	0	0	0	0	0	1

**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 then are listed above.

Studies of Religion 2 has seen an improvement with the highest band in the group increasing from Band 4 to Band 5.

Mathematics Standard 2 results show 100% of students achieving at or above Band 3 and 83% of students achieving Band 4.

Modern History has seen an improvement with all students now achieving between Band 3 and 4 rather than Band 2 and 4.

PDHPE remains consistent over the selected time period with most students achieving a minimum of Band 4.

Industrial Technology results have seen an improvement with most students achieving a minimum of Band 3.

#### **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 students with a disability, Assessment, curriculum collaboration for KLA groups, Encounter (Religious Studies) training.	16
Visible Learning	1
Leadership Training and Conference	2
CPR Refresher	22
Sue Larkey Autism Workshop	1
Phonics Roadshow Workshop	1
Faith and Science Conference	1
STEM Workshop	1
Students with Anxiety Workshop	9
Strategies for Dyslexia Training	1
Depression Recovery Program Training	1
Improving Writing Workshop	1
Beginning Teachers Workshop	2
Senior First Aid Training	2
Wilderness First Aid Training	1
PE Workshop for K-6	1
Textiles Workshop	1
Chaplaincy Workshop	1
Fire Equipment Training	15
Laboratory Technician Training	1
Lyn Sharrett Inspiring Educational Leader Workshop	1
Music pedagogy workshop	1

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Areas of professional learning	Teachers (number or group)
Stage 6 English Curriculum Workshop	1
Encounter Workshop for Trainers	1
Child protection online training	20
WHS online training (3 modules)	20

Total Staff PD experiences: 125

Average cost per teacher for professional learning: \$500

## 5.2 *Teacher Accreditation Status*

Accreditation Level of Teachers	Numbers of teachers
(i) Conditional	1
(ii) Provisional	3
(iii) Proficient or higher	16
	20

## 6 **Workforce composition** (comment on Indigenous staff)

Of the 20 teachers, 5 were male, 15 were female. 8 were part-time, 12 were full time. All staff working at BCC in 2019 were non-indigenous.

## 7 Student attendance rate and non-attendance

### 7.1 Average Year Level Attendance

Year Level	Average Attendance (%)
Kindergarten	93
Year 1	90
Year 2	90
Year 3	87
Year 4	92
Year 5	90
Year 6	88
Year 7	87
Year 8	89
Year 9	87
Year 10	84
Year 11	96
Year 12	90
Total school attendance average	89

### 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: **75%**

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

(report on the destination of all students 17 and over who left school during 2019)

50% entered the workforce

50% pursued further study



## 9 Enrolment Policies and characteristics of the student body

### *Applications*

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

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

Please Note: Individual SDA schools may vary in the starting age of students. 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 90:97. 90% of students were born in Australia and 94% of students have English spoken at home. 32% 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 2019.*

## **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 2019.*

## **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 2019.*

## **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 time frame (see Acknowledgement of Complaints).

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 time frames 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 usually be within 24 hours and a response, or an update, will be given within 10 working days.

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

##### *Initial Assessment and Addressing of Complaints*

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

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

- severity;

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

### *Addressing complaints*

The methodology for addressing the complaint may include:

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

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

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

## **5. Providing Reasons for Decisions**

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

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

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

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

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

## **7. Three Levels of Complaint Handling**

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

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

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



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

## **8. Accountability and Learning**

### *Analysis and Evaluation of Complaints*

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

Regular reports will be run on:

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

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

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

### *Monitoring of the Complaint Management System*

The complaints management system will be monitored to:

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

### *Continuous Improvement*

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

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

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

*There have been two changes made to this Policy in 2019.*

1. In Facilitating Complaints this line was added: *(see Acknowledgement of Complaints).*
2. In Acknowledgement of Complaints the first paragraph was changed to *The receipt of each complaint will usually be within 24 hours and a response, or an update, will be given within 10 working days.*

## 11 School determined improvement targets

**Priority Areas for Improvement for 2020** (Schools in National Partnerships should include items from their school plan and should come from your QAS Rolling School Improvement Plan)

### Student Achievement

- Develop a written procedure for reviewing data and following up to discuss and implement improvement strategies.

### 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.
- Update College Prospectus.

### Communication

- Finalisation and launch of school web portal to parent community.

### Physical Plant, facilities and resources

- Remodel the school signage on the perimeter of the school.
- Develop Master Plan for school growth.
- Extension of Administration area to allow for increased number of staff.
- Refurbishment of Chaplaincy office and meeting area.
- Upgrade Internet to improve reliability.

**Achievement of Priority Areas listed for improvement in the 2019 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
<b>Student Achievement</b>	
Formalised documentation of the processes involved in an individualised learning approach for all students.	Complete
<b>School Growth, Marketing &amp; Viability</b>	
Marketing committee to update 5-year strategic marketing plan.	Not complete – Carried over to 2020
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.
<b>Communication</b>	
Finalisation and launch of school web portal to parent	Carried over to 2020.

Item	Comment on Achievement
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.	Complete.
<b>Physical Plant, facilities and resources</b>	
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	Space saving initiatives implemented. Storage spaces clarified. Complete.
Install retaining wall behind affected classrooms.	Complete.
Install sound and audio-visual equipment to MPC for use in the school's extra-curricular programs.	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

There was no official Parent survey in 2019 to gauge satisfaction in a quantitative method, however there was sufficient feedback given in other forums to determine general levels of satisfaction, which overall remain high.

Anecdotally, the participation rates in both community and school-based events have been gradually increasing. These activities include: ANZAC Day marches, parent-teacher nights, fundraising events, sporting events and in school-wide carnivals and regional competitions.

### 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. Students indicated they have noticed extra effort and care provided by teachers to help them improve their numeracy skills.

Students have indicated they feel 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 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 can communicate effectively in the planning of curriculum and work well together to find solutions to new or unusual challenges.

## 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	23%
State recurrent grants	16%
Commonwealth recurrent grants	58%
Other Government grants	3%
Government capital grants	0%
Other capital income	0%

**Expenditure**

Expenditure Costs	Percentage of Total Expenditure
Salaries, allowance and related expenses	69%
Non-salary expenses	25%
Classroom expenditure	6%
Capital expenditure	0%

**15 Public disclosure of educational and financial performance**

The 2019 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 NESAs 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

