



Board of Studies, Teaching and Educational Standards

**Annual Report
2016**

Reporting on the 2015 Calendar Year

Central Coast Adventist School

Owned and Operated by

Seventh-day Adventist Schools
(NNSW) Ltd

1 A message from key school bodies

Central Coast Adventist School Council is situated just north of the Hawkesbury River at Gosford and is the most southern school in 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 administrates the ten schools from Gosford, to the Queensland border, including Central Coast Adventist School. CCAS and NNSW Schools is part of a larger education system run by the Seventh-day Adventist Church in Australia. Its national office is located in Melbourne.

The school has its own representative School Advisory Council. Membership of the council is established via the Board of Directors. The school establishes and pursues its own local goals (Strategic Management Plan) inside the broader context of the Schools Company's own Strategic Plans.

The school also runs several parental involvement programs. The Home and School Association focuses on family connections and small scale fundraising. There is also an informal network based around communication protocols that keep parents aligned with school directions, plans and events.

The placement of a Community Relations Officer helps in this regard immensely. The school has embraced technology and social media as a means to stay connected and informed: facebook, twitter, electronic email version of school newsletter, web page, sms notifications and school app all support this intentional approach to community and communication.

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

Central Coast Adventist School has grown from a one-teacher 18 pupil school in 1969, through to the 1990's as a small K-10 school of about 140 students into a PreKindy-12 school of over 800 students in 2015. This growth has required the school to adapt and adjust on a yearly basis as it seeks optimal size, roles, and impacts. Our current direction is primarily informed based on the ongoing implementation of the Quality Adventist Schools Framework (a re-expression of our past Strategic Plan Model) which commenced in 2014, and will continue to guide and inform the School Improvement journey of CCAS into the future.

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	2.4	7.1	90.4
Year 5	0	10.7	89.2
Year 7	0	4.6	95.4
Year 9	0	19.5	80.5

Writing

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	0	4.9	95.1
Year 5	5.4	3.6	91
Year 7	4.6	12.3	83.1
Year 9	7.4	29.6	63

Spelling

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	0	4.9	95.1
Year 5	1.8	10.7	87.5
Year 7	4.6	9.2	86.2
Year 9	4.9	12.3	82.8

Grammar and Punctuation

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	0	7.2	92.8
Year 5	1.8	10.7	87.5
Year 7	4.6	12.3	83.1
Year 9	4.9	23.5	71.6

Interpretative Comments

The school has an intake of student from predominately public primary schools at Year 7 which influences the academic demographic.

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	7.1	92.9
Year 5	0	12.5	87.5
Year 7	0	16.9	83.1
Year 9	0	8.5	91.5

Interpretative Comments

The school has an intake of student from predominately public primary schools at Year 7 which influences the academic demographic.

3.2 Record of School Achievement

Item	Students
Number of Students studying in Year 10	83
Number of ROSAs issued by the Board of Studies in 2015	83

3.3 Results of the Higher School Certificate Examination 2015

Comparison of 2015 results compared to the state

Subject	No of students		Performance band achievement by number and/or %		
			Bands 6 - 5	Bands 4 - 3	Bands 2 - 1
Ancient History	8	School	12.5	75	12.5
		State	33.3	37.93	7.49
Biology	22	School	9.09	90.9	0
		State	27.89	55.81	4.99
Business Studies	11	School	54.54	45.45	0
		State	35.89	51.59	9.64
Chemistry	9	School	0	66.66	33.33
		State	41.06	52.1	5.08
Community and Family Studies	6	School	33.33	66.66	0
		State	31.96	53.48	13.25
Drama	8	School	87.5	12.5	0
		State	42.36	55.58	1.83
Economics	9	School	0	100	0
		State	45.87	46.17	5.18
English (Standard)	32	School	0	93.75	6.25
		State	8.31	75.85	11.94
English (Advanced)	23	School	34.77	65.21	0
		State	57.82	41.21	0.87

Subject	No of students		Performance band achievement by number and/or %		
			Bands 6 - 5	Bands 4 - 3	Bands 2 - 1
English (Extension 1)	11	School	81.81	18.8	0
		State	94.12	5.45	0.11
English (Extension 2)	6	School	33.33	66.66	0
		State	82.37	17.22	0.12
Food Technology	5	School	20	80	0
		State	28.37	48.9	20.44
Geography	14	School	0	92.84	7.14
		State	41.3	45.4	12.53
Industrial Technology	3	School	33.33	66.66	0
		State	26.52	52.06	20.66
Information Processes and Technology	6	School	16.66	66.66	16.66
		State	32.03	51.93	14.51
Legal Studies	10	School	20	80	0
		State	40.14	48.75	9.99
Mathematics General	33	School	36.36	57.57	6.06
		State	25.64	48.55	24.84
Mathematics	11	School	18.18	72.72	9.09
		State	52.32	38.18	6.12
Mathematics Extension	1	School	100	0	0
		State	84.12	15.67	0
Modern History	1	School	100	0	0
		State	43.65	45.73	9.69

Subject	No of students		Performance band achievement by number and/or %		
			Bands 6 - 5	Bands 4 - 3	Bands 2 - 1
Music 1	5	School	100	0	0
		State	61.84	35.63	1.93
Personal Development, Health and Physical Education	15	School	13.32	86.66	0
		State	29.63	60.77	8.93
Physics	7	School	0	85.71	14.28
		State	28.76	60.58	10.12
Studies of Religion 1	48	School	12.49	66.66	20.82
		State	50.87	44.47	4.41
Studies of Religion 2	9	School	11.11	88.88	0
		State	39.96	49.28	10.01
Textiles and Design	4	School	0	100	0
		State	47.4	46.86	5.22
Visual Arts	16	School	55.75	43.75	0
		State	53.4	44.56	1.70

Interpretative comments for Higher School Certificate results.

The schools HSC results display a higher level of variability due to smaller cohorts of students taking subjects from year to year. The school consistently achieves above average results across a broad range of subjects, with a specific strength in the Fine and Applied Arts subjects.

Comparison of 2015 HSC results as a trend over time

Subject	No of students	Year	Performance band achievement by number and/or %		
			Bands 6 - 5	Bands 4 - 3	Bands 2 - 1
Ancient History	8	2015	1	6	1
	12	2014	4	7	1
	8	2013	1	6	1
Biology	22	2015	2	20	0
	16	2014	9	6	1
	15	2013	7	7	1
Business Studies	11	2015	6	5	0
	10	2014	0	10	0
	5	2013	0	4	1
Chemistry	9	2015	0	6	3
	7	2014	2	4	1
	10	2013	2	6	2
Community and Family Studies	6	2015	2	4	0
	8	2014	6	2	0
	11	2013	0	10	1
Drama	8	2015	7	1	0
	3	2014	0	3	0
	3	2013	1	2	0
Economics	9	2015	0	9	0
	-	2014	-	-	-
	5	2013	0	2	2

Subject	No of students	Year	Performance band achievement by number and/or %		
			Bands 6 - 5	Bands 4 - 3	Bands 2 - 1
English (Standard)	32	2015	0	30	2
	37	2014	1	34	2
	23	2013	0	15	8
English (Advanced)	23	2015	8	15	0
	31	2014	16	15	0
	31	2013	10	21	0
English Extension 1	11	2015	9	2	0
	11	2014	11	0	0
	9	2013	7	2	0
English Extension 2	6	2015	2	4	0
	6	2014	4	2	0
	3	2013	3	0	0
Food Technology	5	2015	1	4	0
	6	2014	4	2	0
	5	2013	1	4	0
Geography	14	2015	0	14	0
	13	2014	2	11	0
	8	2013	0	7	1
Industrial Technology	3	2015	1	2	0
	4	2014	2	2	0
	5	2013	0	5	0

Subject	No of students	Year	Performance band achievement by number and/or %		
			Bands 6 - 5	Bands 4 - 3	Bands 2 - 1
Information Processes and Technology	6	2015	1	4	1
	16	2014	3	11	2
	10	2013	1	8	1
Legal Studies	10	2015	2	8	0
	8	2014	1	7	0
	6	2013	0	6	0
Mathematics General	33	2015	12	19	2
	41	2014	17	19	5
	31	2013	6	23	2
Mathematics	11	2015	2	8	1
	14	2014	7	6	1
	10	2013	5	5	0
Mathematics Extension 1	1	2015	1	0	
	4	2014	4	0	
	3	2013	3	0	
Modern History	1	2015	1	0	0
	12	2014	2	9	1
	4	2013	1	2	1
Music	5	2015	5	0	0
	9	2014	7	2	0
	8	2013	7	1	0

Subject	No of students	Year	Performance band achievement by number and/or %		
			Bands 6 - 5	Bands 4 - 3	Bands 2 - 1
Personal Development, Health and Physical Education	15	2015	2	13	0
	17	2014	3	13	1
	12	2013	2	8	2
Physics	7	2015	0	6	1
	15	2014	0	11	4
	11	2013	1	7	3
Studies of Religion 1	48	2015	6	32	10
	49	2014	15	30	4
	43	2013	3	30	10
Studies of Religion 2	9	2015	1	8	0
	19	2014	0	17	2
	10	2013	2	5	3
Textiles and Design	4	2015	0	4	0
	2	2014	2	0	0
	5	2013	0	4	1
Visual Arts	16	2015	9	7	0
	18	2014	6	12	0
	13	2013	5	8	0

Interpretative comments for Higher School Certificate result trends over time

It is difficult to draw any strong conclusions on trends over time given the smaller cohorts of students which leads to less statistical stability.

4 Senior secondary outcomes

Percentage of students in Year 12 undertaking vocational or trade training: 0

Percentage of students in Year 12 attaining a Year 12 certificate or equivalent VET qualification: 0

5 Professional learning and teacher standards

5.1 Professional Learning

Areas of professional learning	Teachers (number or group)
Child Protection	102
First Aid Training	64
Building a Professional Learning Community	78
Other KLA Inservices	46
Leadership	12
Digital Technology in learning	8
Pastoral Care	5

Total Staff PD experiences: 315

Average cost per teacher for professional learning: \$765

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 Masters degree Graduate Diploma Bachelors degree Diploma	72
(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 Masters degree Graduate Diploma Bachelors degree Diploma	1
(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	73

6 Workforce composition

Central Coast Adventist School has approximately a 2/3 vs 1/3 female to male split when viewing all staff. Over 85% staff are Seventh-day Adventist (SDA). The school does have an indigenous employee and once had several who have now since moved on to other opportunities. While a preferential employer the school does not only employ SDA staff. If a suitable SDA employee is unavailable then the school seeks to employ qualified Christian staff who support the Philosophy and ethos of the school.

7 Student attendance rate and non-attendance – (BOSTES Focus Area for this Report)

7.1 Average Year Level Attendance

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

7.2 Management of non-attendance

Students who miss school are required to bring a signed note from a parent/guardian to explain their absence. If this is not complied with the following system comes into play;

- a) The roll marking teacher makes contact with student and parents to obtain a note
- b) If this does not resolve the issue then the secondary and primary administrative assistants follow up to obtain the required documentation.

Failing this, and rarely, the Head of Primary or Head of Secondary will intervene and resolve. Due to the relatively small size of the school and the focus on parent partnerships the school has not and does not have an issue with excessive school absenteeism with its students.

If required then the school utilises the DET School Liason Officer.

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

Percentage retention rate:

Retention between Year 10 to the completion of Year 12 is tracking at approximately 78%.

8 Post School Destinations (secondary schools only)

(report on the destination of all students 17 and over who left school during 2015)

University Course – 51%

Other study (TAFE) – 5%

Apprenticeships – 5%

Full time employment or seeking full time employment – 39%

9 Enrolment Policies and characteristics of the student body - (BOSTES Focus Area for this Report)

Enrolment Policy

Preamble:

Central Coast Adventist School operates an open, but selective enrolment policy. Admission to the school is possible irrespective of the applicant's race, ability *, colour and nation of origin. The school is operated not only for the members of the Seventh-day Adventist community but also for those in the broader community who are committed to the values and the ethos of the school. Whilst no religious test is applied to applicants, all students are expected to live in harmony with the standards and regulations of the school. They are also expected to share fully in the life and program of the school; including devotional activities and Biblical Studies classes.

** (see Disability and Discrimination statement at end of enrolment policy statement)*

Whilst the school has been established as a means of helping youth, and is designed to supplement the work of the Christian home, it cannot undertake problems of delinquency; regardless of the student's denominational affiliations.

Policy Explanation:

There is a two-strand process for enrolment in the school. Strand ONE deals with Kindy and Year 7, the major entry points to the school. Strand TWO refers to the waiting list process for all other grades. Enrolments are processed under the following preferential system, Seventh-day Adventist families first; sibling's second and all other enrolments by date of application receipt third.

As the school places a strong emphasis on character and spiritual development, it is required that each student seeking admission present character and scholastic reports from their last school/Principal. Further, each family upon application will need to provide evidence of membership or affiliation with their stated faith and/or denomination. For Seventh-day Adventist families this will require confirmation of church membership by way of a letter from their church pastor and this letter must accompany the

application form. For non-Seventh-day Adventist families' confirmation of their church affiliation may be presented in the form of a family mission statement.

Strand One: Kindy and Year 7 applications are to be submitted as soon as possible due to enrolments filling up to 48 months or more in advance of the present year. Parents are able to contact the school to receive an update of the status of their applications. Students should be a minimum of 4 years and 9 months by February of the year of enrolment to apply for entry into Kindy. Applicants younger than this will not be considered. Interviews will commence in the middle of each year for Year 7 and Kindy, parents will be notified of a time and date for the interview. All applicants participate in a School Readiness Test (Kindy in October/November) and Academic Progress test (Year 7 July/August). Within the weeks following, an indication of enrolment acceptance or corresponding alternative recommendation is given.

The testing conducted has five possible outcomes;

- The student is accepted into the grade applied for
- The student is accepted into the grade applied for but is required to join the support program.
- The student is accepted into the grade applied for but is required to join the support program and seek outside tutoring.
- The student has their enrolment deferred to a later time,
- The student joins a lower grade (not for Kindy students) or does not join at all.

Strand Two: Due to waiting lists existing in some year levels, applications will be taken throughout the year with an interview/testing time being arranged as waiting list numbers in the school change and the likelihood of enrolment improves. Within the weeks following testing an indication of enrolment acceptance or corresponding alternative recommendation is given as for Strand One but with a slight variance for non-Kindy years as shown below.

- The student is accepted into the grade applied for.
- The student is accepted into the grade applied for but is required to join the remedial program.
- The student is accepted into the grade applied for but is required to join the remedial program and seek outside tutoring.
- The student is accepted into the school, but is required to join the year below what has been requested.
- The student is accepted into the school, is required to join the year below what has been requested, but due to current enrolment numbers must go on the waiting list until a position becomes available in the needed grade.
- The student has their enrolment deferred to a later time or not at all.

Students with particular "Special Needs", whether that is severe remedial needs through to physical or behavioural concerns, follow the same enrolment process as all other students. It is important though for families that feel that their child is a "Special Needs" enrolment to share that fact and supporting documentation early with school administration and to also be aware what they hope/expect the school to do for their child.

The Central Coast Adventist School Council will consider all applications, and a student is not considered fully enrolled until such final approval is given. For both Strand One and Two, families will be notified of their successful enrolment as soon as possible following the completion of processing. Once the

Administration has confirmed a child's enrolment, payment of the Placement Fee is then required. Please refer to the school fee schedule for more information regarding the deposit.

All newly enrolled students move through a period of one term's probation. During this time the school and family liaise to ensure that enrolment in the school is proving appropriate. At the successful completion of this period of probation a student is regarded as being a regular enrolment. In the event that there are concerns during this time frame, and following appropriate parental consultation, the school reserves the right to terminate enrolment at or before the end of the probation period.

Ongoing enrolment:

Enrolment is automatically reoffered each year unless otherwise stated by school administration. The school may not re-offer enrolment based on situations ranging from unresolved student behavioural concerns through to unresolved fee payment concerns. In all cases the school will enact due diligence and sign posting of the processes and decisions to allow for dialogue, negotiation where applicable and the formulation of alternate schooling plans for the family concerned.

In some cases where there have been questions over a student's reenrolment, new copies of the student pledge forms (Grade 5 upwards) may be requested for submission before enrolment is granted or a parental commitment letter if it relates to parental concerns such as fee payment.

To apply:

Please complete the enrolment form – one per child and return it to the school's administration office. All applications must be accompanied by a \$50.00 application fee. This is to cover administrative costs for processing applications. It is not refundable and applications received without payment will not be processed.

For any enquiries regarding enrolment and waiting lists, please contact the school enrolment officer through the school administration.

Central Coast Adventist School has a long and proud history of being engaged in open learning for all, irrespective of ability. This is easily verified via the school's high engagement and relationship with the NSW AIS in the administration of learning support programs and development. The school is proud of this direction it has taken as a private school eager to share in the education of all students.

DISABILITY, LEARNING AND SUPPORT GUIDELINES & PROCEDURES

Some students need additional support to access the full range of education opportunities and to achieve success.

Children with special learning needs refers to children with learning difficulties, a behaviour disorder and/or a disability. These children have diverse abilities and learning needs.

The term disability includes children with an intellectual disability, physical disability, vision impairment, hearing impairment, language disorder, mental health conditions or autism.

Children with learning difficulties experience difficulties with learning in one or more areas of the curriculum. These difficulties may vary in cause, nature, intensity and duration.

Commonwealth Disability Standards for Education 2005

The Standards cover

- Enrolment, parent choice
- access and participation
- Curriculum development, accreditation and delivery
- Student support services
- Elimination of harassment and victimization

The Standards require schools to treat students with disabilities on the same basis as students without disability.

The Standards include obligations for making reasonable adjustments to the student's learning program and/or learning environment.

Parents, and where appropriate, students with disability must be consulted on the personal adjustments that will be provided.

Identification and assessment

Identification of a child with a disability or a learning difficulty can occur at any age or stage of the child's development.

Access to specialist resources is facilitated through the student's school. For some students with disabilities, the type and nature of the disability need to be initially assessed and confirmed using [disability criteria](#) through the school learning support service. For these students, a range of specialist services related directly to the needs of the student can be recommended. In some cases the school may not have the resources to fully meet the child's needs. Recommendations to services outside the school may be suggested to parents to consider.

The Learning and Support Team assists classroom teachers to address the educational needs of students with a disability, learning difficulty or behaviour disorder. Parents or caregivers have a vital role to play in the work of the Learning and Support Team through discussing and planning for their child's needs.

Enrolment options for students with disabilities

Students with a confirmed disability may be enrolled in any one of the following:

- regular classes (see website document 'The Enrolment Process and The Enrolment Contract').
This may include:
 - a personal learning plan (see website document 'A Safe and Supportive Environment')
 - appropriate behavior management plan (see website document 'A Safe and Supportive Environment')
 - access to appropriate pastoral care and counselling (see website document 'A Safe and Supportive Environment')

- access arrangements for medication/health or medical services (see website document 'A Safe and Supportive Environment')
- physical plant modification to enable the student to access services/resources (Design for Access and Mobility AS1428)
- support classes in regular schools (subject to placement procedures)
- special schools (subject to placement panel procedures)

The school principal, in consultation with the school's Learning and Support Team, (and maybe an AIS consultant) will assist parents to find the right schooling option for the child.

Composition/characteristics of the student population

The school is a pre K-12 school, co-educational and open in its enrolment policy. The school is made up of approximately 79% non-Adventist students. The non-Adventist enrolment base is diverse, ranging across the spectrum of faiths (Eg: Jewish – Catholic; and all manner of faiths in between). Anglicans and Catholics are the next two largest faith populations after Adventist.

The majority of students are living within a 30 minute drive of school, with a small number (approx 20) travelling from further afield, most notably the northern outskirts of Sydney and north toward Newcastle. The school is almost evenly split 50 / 50 boys and girls. Due it's location the school is predominately white anglo-saxon in its heritage but with an increasingly diverse ethnic mix as more families relocate and call the Central Coast home. This is a welcomed and appreciated increase in the richness and diversity of the school; a fact that is now becoming evident in the school.

10 School Policies

Student Welfare Policy (Manual 5.6.2) -

Summary of policies for Student Welfare

Student Welfare Policy (Manual 5.6.2)

The school operates a range of guidelines and procedures that relate to student welfare. Most notable are those relating to ensuring student safety and well being. The school takes its responsibility of ongoing and vigilant Duty of Care seriously. It seeks to provide support where it can and when it can't, it out-sources specialist help as required. All staff members are made aware of the importance of this fact not only when joining the school, but on an ongoing basis via procedure and practice updates and administrative communiqués.

A Safe and Supportive Environment Policy

1. General

The NSW Board of Studies Registered and Accredited Systemic Non-Government Schools (NSW) Manual requires that a school must have in place policies and procedures to ensure that it provides a 'safe and supportive environment' for all students. Examples are provided below of the various types of policies required to be put in place by your school in order to meet these requirements.

2. Support

The School wishes to promote a learning environment where teachers and pupils should be mutually supportive. Students and teachers should respect each other and not engage in conduct which undermines this mutual trust and support, and also respects the philosophy and ethics of the School. The School encourages consultation between all members of the School community in matters which affect them.

3. Security

The School implements measures designed to promote the safety and wellbeing of students, particularly having regard to its professional judgement as to what is required and includes in its consideration such matters as:

- (a) appropriate levels of supervision including on-site and off-site activities;
- (b) security of buildings;
- (c) procedures in case of fire critical incidents ie. evacuation/lock down;
- (d) use of grounds and facilities;
- (e) travel on School-related activities; and
- (f) other appropriate matters ie. Overnight Camps (where additional procedures need to be put in place eg. supervision 24/7).

The implementation of these requirements and procedures is monitored for compliance from time to time. Add timeline and person responsible (if known) in procedures.

4. Supervision

Appropriate measures are taken by School staff to seek to ensure that all students are adequately cared for and supervised while undertaking both on-site and off-site activities, bearing in mind the type of activities and age of the students involved.

5. Conduct

The School has in place a Code of Conduct for staff and students which may be supplemented from time to time by specific rules and directives. The Code of Conduct includes such matters as:

- (a) the rights and responsibilities of students and staff within the School community including the rights and responsibilities of students and staff as members of the boarding community;
- (b) behaviour management;
- (c) the role of any School leadership system (or equivalent) in the School and the monitoring of that system; and
- (d) the management and reporting of serious incidents.

- (e) The School has established and implemented appropriate behaviour management practices for students, consistent with the philosophy of the School and with other aspects of this policy.
- (f) The School has a student leadership system in place.

6. Complaints and Grievances

The School has in place school company policies for dealing with complaints and grievances raised by students and/or parents. These processes will incorporate, as appropriate, principles of procedural fairness.

7. Pastoral Care

- (a) Students are made aware of, and have access to, appropriate pastoral care arrangements and access to, and use of, counselling with the School.
- (b) The School takes reasonable measures to identify students with special needs and provide them with an appropriate level of support to assist such students with their schooling with minimal disruption, taking into account the resources available.
- (c) Students requiring health and/or medical services and support or medication will be assisted to access these in an appropriate manner.

8.. Communication

- (a) The School provides both formal and informal mechanisms to facilitate communication between those with an interest in the student's education and wellbeing. This may include communications between some or all of the following: student; parent or guardian or other significant family members of the student; teacher; counsellor; Principal; representative or an appropriate government, welfare, health or other authority.
 - (b) Welfare procedures for students undertaking distance education, outside tutoring, courses/subjects with an external provider or students taking up alternative residential/accommodation arrangements for the purposes of their schooling.
 - (c) All of the above policies and procedures will apply when the School has made arrangements for students of the School to undertake courses, subjects, tutoring or other education either on or off-site or where the School has made alternative residential arrangements for the purposes of their schooling.
 - (d) Teachers, staff and any other persons involved in the provision of education or other services for students of the School who are undertaking courses, subjects, tutoring or other education either on or off-site which have been arranged by the School, or who are
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involved, at the request of the School, in the provision of accommodation for students for the purposes of their schooling, will be subject to the requirements of relevant child protection legislation.

- (e) Any student undertaking distance education, outside tutoring, or accessing accommodation arranged by the School but outside of the School will have equal access to counselling and other student welfare services as appropriate.

All of the above policies will be implemented in a manner that is appropriate to the School, its students and the School community and with regard to the relevant legislative requirements that apply to the School and the students within its care

There have been little changes to policy in the 2015 school year.

All policies including the child protection policy can be obtained from the school website and from school administration.

Discipline Policy (Manual 5.7.1; 5.7.2)

Summary of policies for Student Discipline

Fundamentally the school takes an inclusive approach to student discipline with parental involvement being high on the priority list. The school sees enrolment as a partnership between home and school. The school's approach to student behaviour management is redemptive in its focus but with a central theme of consequences for actions and natural justice running strongly through all operations. Procedural fairness and the right to be heard are core elements of a redemptive approach as delivered by the school. Both primary and secondary schools have a Discipline Committee to review the operations of the management systems and to deal with extra-ordinary events. The school either expressly prohibits corporal punishment or clearly and exhaustively list the school discipline methods so as to plainly exclude corporal punishment. The school has clear processes and procedures to deal with suspension, expulsion and exclusion.

There have been little changes to policy in the 2015 school year.

All policies can be obtained from the school website and from school administration.

Anti-Bullying Policy - (BOSTES Focus Area for this Report)

Summary of policies for reporting complaints and resolving grievances

Students are encouraged to report instances of bullying or related grievances to any teacher or support staff member within the school. This will then be passed on to the Assistant Deputy who oversees student discipline and welfare for their attention and follow up

The Anti-bullying Policy is accessible via the school website or a copy can be obtained from the main office.

There have been no changes to the policy in 2015.

Complaints and Grievances Policy - (BOSTES Focus Area for this Report)

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.

CCAS operates on a model of shared responsibility and the importance of relationships. Open and regular communication forms the backbone of the school's management of grievances. Parents, students and staff all are aware that due to the narrow hierarchy the school runs that management of grievances is streamlined and personal. The school works hard for win – win scenarios based on its desire to act as a partner to all its major stakeholders on an ongoing and authentic basis.

A statement and flow chart exists inside the school's operations handbook, and is aligned with the NNSW School Company Policy for Dealing with complaints and greivances.

12 School determined improvement targets

Priority Areas for Improvement for 2016

1. Development of differentiated teaching in the classroom to cater for challenged and gifted students. This would include:
 - More targeted resources, particularly in the ICT Space
 - Teacher up-skilling through professional development sessions
 - Time to better engage in differentiation and reviews of lessons, units and assessment. Particularly at the end of the year or the end or beginning of the semester.
2. Move to develop a collaborative culture across the school.
 - Within Stages and KLA's
 - Across stages and KLA's
 - Across whole school K-12
3. Implement a Teacher Appraisal process aligned with the Professional Standards for Teachers
4. Further development of differentiation in the classrooms across the school.

Achievement of Priority Areas listed for improvement in the 2015 report

1. Consolidate staffing numbers to ensure sustainability of the College.

The school undertook a process of review and restructure at the end of 2015 across all areas of operation of the school, with reference to current enrolment levels. Of most significance was the return to a triple stream structure across Years 7-10, which ensured optimum class sizes were able to be achieved to provide both sustainability and quality educational outcomes. Staffing levels were reset in the context of this review.

2. Intentional focus on Learning and Teaching outcomes aligned with best practice and the teaching of 21st Century Skills

Throughout 2015 staff received a range of Professional Development opportunities to develop best practice teaching skills that aligned with the Teacher Professional Standards. Some of these professional Development opportunities were specific to the teaching of 21st Century skills.

3. Commence rollout of Technology rich learning environment

During 2015 the school focused on the development and enhancement of a technology platform within the primary school to enhance educational opportunities for Primary students. These included additional iPads for classroom use and the rollout of interactive Data projectors to all classrooms.

12 Initiatives promoting respect and responsibility

Central Coast Adventist School, as a part of the broader SDA school system, has long held and promoted respect and responsibility inside its ethos, systems and processes. Whilst not having a mortgage on, or any greater right to these concepts, the Christian lifestyle and worldview has these ideals at its core.

Therefore the school has not just great opportunity, but also great responsibility, to keep these themes central to its operations and future plans.

Below are listed some of the ways the school promotes, encourages and educates students in this area:

- Daily worships for staff and students
- Weekly Chapels for staff, students and parents
- Weekend services
- Overt Bible curriculum delivery
- Intentional student leadership training (I-Link)
- Senior PREFECTS
- Counselling services; both on and off site for staff and students
- Subtle inclusion of Christian principles throughout school activities
- Redemptive discipline approach
- Community service involvement
- Newsletters
- Principal Updates
- Provision of external courses such as Drug Proofing Your Kids, GEN Next, Young Leaders days and other educative programs.
- Outsourcing GAPP services to educate on resilience and community integration.

In 2008 the school began formalising leadership training from Years 6 - 12 via the Leadership Course being added to the curriculum; both formally and informally. This now is a fully functional and embedded part of the school program in 2013 culminating in direct instruction of this to all Years 10 and 11 students and the focused delivery to students wishing to take on leadership roles inside the school.

13 Parent, student and teacher satisfaction

In 2015 Central Coast Adventist School engaged the services of AISNSW to administer a Parent/Student/Staff Satisfaction Survey, to provide data to inform the School Improvement Process.

This data and feedback covers all aspects of the schools operation. The feedback obtained provides an important insight into the expectations of parents and students, and the perspective of staff within the school. As the school conducts Reviews of specific areas of the school, this data is used to provide an important reference point.

14 Summary financial information

Income

Income Sources	Percentage of Total Income
Fees and private income	51.89
State recurrent grants	12.06
Commonwealth recurrent grants	34.29
Other Government grants	1.76
Government capital grants	0.00
Other capital income	0.00

Expenditure

Expenditure Costs	Percentage of Total Expenditure
Salaries, allowance and related expenses	67.55
Non-salary expenses	22.23
Classroom expenditure	9.40
Capital expenditure	0.81

15 Public disclosure of educational and financial performance

The 2015 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