



# **Board of Studies Annual Report 2012**

**Reporting on the 2011 Calendar Year**

**Central Coast Adventist School**

Owned and Operated by

Seventh-day Adventist Schools  
(North New South Wales) Ltd

# ANNUAL REPORT

## 2012

### **1 A message from key school bodies**

The Central Coast Adventist School (CCAS) 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 the Central Coast Adventist School. The school is part of a larger education system run by the Seventh-day Adventist Church in the South Pacific with the head office located in Sydney. There is also a national office located in Melbourne.

The school has its own representative School 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 School 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.

### **2 Contextual information about the school (including information about National Partnerships if applicable)**

Central Coast Adventist School has grown from a one-teacher 18 pupil school in 1969, through to the 1990's as small K-10 school of about 140 students into a P-12 school of nearly 900 students in 2011. This growth has required the school to adapt and adjust on a yearly basis as it seeks optimal size, roles, and impacts. Our current mind set is focused on the preparation for the 2013 full review where the school will reposition itself for its next developmental and consolidation phase.

### 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	53	45
Year 5	0	51	49
Year 7	0	48	52
Year 9	2	41	57

##### Writing

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	0	63	27
Year 5	5	25	70
Year 7	3	40	57
Year 9	9	55	36

##### Spelling

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	2	77	21
Year 5	0	41	59
Year 7	2	42	56
Year 9	3	40	57

### Grammar and Punctuation

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	4	58	28
Year 5	2	56	42
Year 7	1	48	51
Year 9	5	24	71

### Interpretative Comments

The column headings in this table do not match the headings on the SMART website. The headings on SMART are “% below NMS”, “% at or below NMS” and “% at proficiency”. I have amalgamated this data as follows, “% below NMS” is in the “% below national minimum standard” column, “% at or below NMS” + “% at proficiency” has been calculated and placed in “% at national minimum standard” and then the third column is 100 – the first two columns.

The third column shows that the longer a student stays at CCAS, the more likely they are to be above the NMS in all areas of Literacy.

### 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	39	61
Year 5	2	39	59
Year 7	1	48	51
Year 9	3	43	54

### Interpretative Comments

These results show that the vast majority of CCAS students are at or above the NMS in Numeracy across all year groups – only one or two students are below NMS in each cohort.

### 3.2 Results of the School Certificate

Test	No of students	Performance band achievement by %		Grades allocated by %	
		Bands 6 - 3	Bands 2 - 1	Grades A - C	Grades D - E
English – Literacy	85	School 97.6 State 93.1	School 2.4 State 3.7	School 77.4 State 75.0	School 22.6 State 23.8
Mathematics	85	School 83.3 State 75.1	School 16.7 State 21.7	School 81.0 State 68.3	School 19.0 State 31.7
Science	85	School 97.6 State 91.7	School 2.4 State 5.0	School 73.8 State 71.8	School 26.2 State 27.1
Australian <u>History</u> , Civics and Citizenship	85	School 92.8 State 86.8	School 7.1 State 9.9	School 59.5 State 67.5	School 40.5 State 31.5
Australian <u>Geography</u> , Civics and Citizenship	85	School 92.8 State 84.6	School 7.1 State 12.1	School 73.8 State 69.2	School 26.2 State 29.7
Computing Skills	85	School State	School State	School State	School State

#### Interpretative Comments for School Certificate Test Results

The school outperformed the State in all subjects in performance band results in Bands 3-6 (which are based on school certificate test marks), but were much closer to the State in terms of A-C grades (which get allocated internally by the school). The school needs to allocate a larger number of A, B and C grades to School Certificate students, especially in History, where 92.8% of CCAS students achieved a Band 3-6 result in the exam (compared with 86.8% of the State), but only 59.5% of CCAS students were given an A-C grade (compared with 67.5% of the State).

There are no Band 1-6 or A-to-E grades allocated to the Computing Skills test. By way of comparison, 22.1% of the State achieved HCOMP, and 20.2% of CCAS students achieved HCOMP, and 56.2% of the State achieved COMP, while 69.0% of CCAS students achieved COMP.

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

Subject	No of students	Performance band achievement by number and/or %	
		Bands 6 - 3	Bands 2 - 1
2011 Ancient History	13	School 100 State 84.8	School 0 State 15.2
2011 Biology	15	School 100 State 87.2	School 0 State 12.8
2011 Business Studies	10	School 90 State 86.8	School 10 State 13.2
2011 Chemistry	7	School 100 State 90.4	School 0 State 9.6
2011 Community and Family Studies	14	School 100 State 90.9	School 0 State 9.1
2011 Design and Technology	5	School 100 State 94	School 0 State 6
2011 Drama	5	School 100 State 97.5	School 0 State 2.5
2011 Economics	7	School 85.7 State 86.9	School 14.3 State 13.1
2011 English (Advanced)	33	School 100 State 98.1	School 0 State 1.9
2011 English (Standard)	28	School 92.8 State 72.1	School 7.2 State 27.9
2011 Food Technology	12	School 100 State 87	School 0 State 13
2011 General Mathematics	37	School 94.6 State 79.7	School 5.4 State 20.3
2011 Geography	10	School 100 State 89.9	School 0 State 10.1
2011 Information Processes and Technology	5	School 100 State 81.3	School 0 State 18.7

Subject	No of students	Performance band achievement by number and/or %	
		Bands 6 - 3	Bands 2 - 1
2011 Legal Studies	12	School 100 State 88.0	School 0 State 12
2011 Mathematics	1	School 80 State 90.7	School 20 State 9.3
2011 Modern History	1	School 85.7 State 89.9	School 14.3 State 10.1
2011 Music 1	6	School 100 State 96.9	School 0 State 3.1
2011 Personal Development, Health and Physical Education	20	School 100 State 89.8	School 0 State 10.2
2011 Physics	9	School 88.9 State 91.7	School 11.1 State 8.3
2011 Retail Services Examination	1	School 100 State 73.5	School 0 State 26.5
2011 Studies of Religion I	48	School 93.7 State 93.7	School 6.3 State 6.3
2011 Studies of Religion II	13	School 100 State 92.1	School 0 State 7.9
2011 Visual Arts	16	School 100 State 97.5	School 0 State 2.5

### Interpretative comments for Higher School Certificate Test results

CCAS HSC students outperformed their peers in the rest of the state in all but four courses, and those courses which underperformed had a significant proportion of students who continued in the course despite advice from their teachers and the Director of Studies that they would be better suited to a less academically demanding course.

The best performing courses were English (Standard), Information Processes and Technology, Ancient History and General Mathematics.

CCAS HSC teachers are to be commended for their preparation of their students. The average HSC student at CCAS has a 7.5% higher probability of achieving a result in Bands 3-6, than their counterpart in the rest of the State.

#### **4 Senior secondary outcomes**

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

5%

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)
Child Protection	50
Bus Driving	2
Curricular Development	3
Stage In-services	20
Subject Areas	29
First Aid Update	23
CASE / CAPE	70
Autism	60
ADHD / Asperger's	60

Total Staff PD experiences: 317

Average cost per teacher for professional learning: \$154

## 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	74
(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"> <li>- to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis) and</li> <li>- as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity</li> </ul>	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	75

## 6 Workforce composition (comment on Indigenous staff)

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 since moved on to other opportunities. As a preferential employer the school seeks to employ SDA staff. If a suitable SDA employee is unavailable then the school seeks to employ qualified Christian staff who support the ethos and philosophy of the school.

## 7 Student attendance rate and non-attendance

### 7.1 Average Year Level Attendance

Year Level	Average Attendance (%)
Kindergarten	94.5
Year 1	94.7
Year 2	94.3
Year 3	94.2
Year 4	95.0
Year 5	94.5
Year 6	91.9
Year 7	94.9
Year 8	94.3
Year 9	92.8
Year 10	93.0
Year 11	94.0
Year 12	92.2
Total school attendance average	93.9

Please note that only FULL DAY absences have been used in this calculation. Students who arrived late, or left early have not been included.

### 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.

### **7.3 Retention from Year 10 to Year 12**

CCAS issued 87 School Certificate results in 2009 and 57 Higher School Certificates in 2011. One student withdrew from the SC in 2009, and four students withdrew from the HSC in 2011 (one of them passed away from cancer during the year).

51 of the 2011 HSC CCAS students received a Year 10 report from the school in December 2009, so the retention rate was approximately 60%.

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

Central Coast Adventist School has a reasonably constant split over the history of our Yr 12 program of leavers being divided up mainly between further tertiary study and employment. Only a small minority pursuing overseas or GAP year choice.

## 9 Enrolment Policies and characteristics of the student body

### 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, 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.

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 Adventists 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 August/September) and Grade Placement 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 remedial program.
  - The student is accepted into the grade applied for but is required to join the remedial program and seek outside tutoring.
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- 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 all 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 next sitting of the School Council.

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.

NB: 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

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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 re-enrolment, 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..

### **Composition/characteristics of the student population**

The school is a P-12 school, co-educational and open in its enrolment policy. The school is made up of approximately 75% 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. The majority of students are living within a 30 minute drive of school, with a small number (approx 50) travelling from further afield, most notably the northern outskirts of Sydney. The school is almost evenly split 50 / 50 boys and girls. Due to its location the school is predominantly 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 richness and diversity that is now becoming evident in the school.

## **10 School Policies**

### **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 communications. There have been little changes to policy in the 2010 / 2011 school year with the next full review taking place in 2012 as pre AUDIT review. All policies can be obtained from the school website and from school administration.

### **Discipline Policy (Manual 5.7.1; 5.7.2)**

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 does not practice nor condone corporal punishment in any shape or form.

### **Complaints and Grievances Policy**

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.

## **11 School determined improvement targets**

### **Priority Areas for Improvement for 2011**

1. Continue restructure in secondary school into a 4 stream structure
2. Continue with Capital Works master plan
4. Commence a SAFE SCHOOLS student welfare model
5. Increase learning support provision for students with learning difficulties K-12
6. Increase gifted and talented opportunities and extension programs K-12

### **Achievement of Priority Areas listed for improvement in the 2010 report**

*1. Enrolment: restructure the infant program to better utilise the changing enrolment demand base.*

Pre-Kindy in place but now a full year program of 2 or 3 day attendance, flexible triple or double stream model in Kindy now under yearly consideration. Triple stream is the ideal.

*2. Academia: build on the strength of 2010 with increasing academic structures, full time Director of Studies and an operational Secondary and Primary Academic Committee.*

New focus applied to analysing and using NAPLAN data for school wide improvement showing is now showing results.

## **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 ideas 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
- Positions of student leadership and training for students
- 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.

### 13 Parent, student and teacher satisfaction

Central Coast Adventist School uses a third party service provider (RESOLVE Consulting) to undertake satisfaction data analysis of the school. Our next scheduled survey is 2012. Our most recent survey produced some major themes:

*Parents two major likes are:*

- Christian values in the school
- Caring nature

*Staff two major likes are:*

- School Culture
- Peers

*Students two major likes are:*

- Sport
- The teachers

*Parents two major concerns are:*

- Sport and Subject Options Choices
- Fee Setting

*Staff two major concerns are:*

- Subject Choices
- Curric vs Extra Curric Balance

*Students two major concerns are:*

- Subject choices
- Sport Options

## 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	47.04
State recurrent grants	11.96
Commonwealth recurrent grants	30.94
Other Government grants	4.19
Government capital grants	5.44
Other capital income	0.43

### Expenditure

Expenditure Costs	Percentage of Total Expenditure
Salaries, allowance and related expenses	61.60
Non-salary expenses	28.25
Classroom expenditure	8.41
Capital expenditure	1.74

## 15 Public disclosure of educational and financial performance

The Annual Report will be uploaded on the School's website and also available from the office on request.

## 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