



Board of Studies Annual Report 2013

Reporting on the 2012 Calendar Year

Central Coast Adventist School

Owned and Operated by

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

ANNUAL REPORT 2013

1 A message from key school bodies

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 Schools 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. The school and NNSW Schools is part of a larger education system run by the Seventh-day Adventist Church with its national office located in Melbourne.

The school has its own representative advisory 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 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 assists immensely in this regard.

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 apps all support this intentional approach to community and communciation.

2 Contextual information about the school

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 K-12 school of nearly 900 students in 2012. 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 preparation for the 2014 launch of the next Strategic Management Plan – SMP 4 following the 2013 full review of the school by the Board of Studies(BoS). The school will reposition itself for the next developmental and consolidation phases 2014 – 2018.

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 or below national minimum standard	% above national minimum standard
Year 3	6	6	86
Year 5	0	16	84
Year 7	2	13	85
Year 9	9	44	47

Writing

Year	% below national minimum standard	% at or below national minimum standard	% above national minimum standard
Year 3	0	3	97
Year 5	0	8	92
Year 7	9	54	37
Year 9	26	54	20

Spelling

Year	% below national minimum standard	% at or below national minimum standard	% above national minimum standard
Year 3	0	13	87
Year 5	0	20	80
Year 7	6	26	68
Year 9	3	48.5	48.5

Grammar and Punctuation

Year	% below national minimum standard	% at or below national minimum standard	% above national minimum standard
Year 3	4	7	89
Year 5	0	20	80
Year 7	3	33	64
Year 9	7	54	39

Interpretative Comments

Please note the column headings in the tables match those on the SMART website.

It is impossible to reconcile this data with CCAS's record of achieving excellent HSC results in English. According to our HSC English results, the school does an excellent job teaching literacy. So therefore the correlation between NAPLAN and HSC is not strong in this case.

Numeracy

Numeracy incorporates Number and Data, Patterns and Algebra, Measurement, Space and Geometry.

Year	% below national minimum standard	% at or below national minimum standard ⁴	% above national minimum standard
Year 3	0	11	89
Year 5	0	12	88
Year 7	2	22	76
Year 9	6	32	62

Interpretative Comments

Please note the column headings in the tables match those on the SMART website.

It is impossible to reconcile this data with CCAS's record of achieving excellent HSC results in English. According to our HSC English results, the school does an excellent job teaching literacy. So therefore the correlation between NAPLAN and HSC is not strong in this case.

Readers should also know that a significantly larger percentage of CCAS HSC students complete a Mathematics course than those in state schools, so these figures have not been artificially inflated by discouraging weaker Mathematics students from enrolling in HSC Mathematics courses.

3.2 Record of School Achievement

Item	Students
Number of Students studying in Year 10	85
Number of ROSAs issued by the Board of Studies in 2012	85

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	
Ancient History	11	School State	90.9% 75.65%	School State	9% 24.35%
Biology	16	School State	100% 89.59%	School State	0% 10.41%
Business Studies	14	School State	85.72% 88.13%	School State	14.28% 11.87%
Chemistry	4	School State	100 89.7	School State	0 10.3
Community & Family Studies	11	School State	100 89.75	School State	0 10.25
Drama	6	School State	100 98.04	School State	0 1.96
Economics	3	School State	100 86.92	School State	0 13.08
English (Standard)	26	School State	92.31 78.02	School State	7.69 21.98
English (Advanced)	31	School State	96.78 99.07	School State	3.22 0.93
English (Extension 1)	5	School State	100 99.01	School State	0 0.99
English (Extension 2)	1	School State	100 98.17	School State	0 1.83
Food Technology	8	School State	100 90	School State	0 10

Subject	No of students	Performance band achievement by number and/or %			
		Bands 6 - 3		Bands 2 - 1	
Geography	5	School	100	School	0
		State	86.91	State	13.09
General Mathematics	33	School	93.94	School	6.06
		State	79.58	State	20.42
Industrial Technology	2	School	100	School	0
		State	84.63	State	15.37
Information Processes and Technology	13	School	76.93	School	23.07
		State	79.83	State	20.17
Legal Studies	10	School	100	School	0
		State	87.29	State	12.71
Mathematics (2 unit)	16	School	100	School	0
		State	90.59	State	9.41
Mathematics (Extension 1)	5	School	100	School	0
		State	98.12	State	1.88
Modern History	9	School	77.78	School	22.22
		State	89.36	State	10.64
Music 1	9	School	100	School	0
		State	97.65	State	2.35
PDHPE	11	School	72.73	School	27.27
		State	85.46	State	14.54
Physics	12	School	91.67	School	8.33
		State	90.49	State	9.51
Studies of Religion (1 unit)	45	School	77.79	School	22.21
		State	90.44	State	9.56
Studies of Religion (2 unit)	12	School	100	School	0
		State	88.63	State	11.38
Textiles & Design	2	School	100	School	0
		State	93.84	State	6.16
Visual Arts	11	School	100	School	0
		State	98.22	State	1.78

Interpretative comments for Higher School Certificate Test results

The 2012 CCAS HSC class contained students with a wide range of academic abilities. A number of students obtained ATAR's well in excess of 90, and a significant number achieved results at the bottom end of the scale. In spite of the breadth of student abilities, the CCAS 2012 HSC classes outperformed their peers in the rest of the state in 21 of the 27 courses offered.

The best performing HSC courses at CCAS in 2012 were Ancient History, Biology, Food Technology and General Mathematics.

4 Senior secondary outcomes

Percentage of students in Year 12 undertaking vocational or trade training: 5.3%

Percentage of students in Year 12 attaining a Year 12 certificate or equivalent VET qualification: unknown - 100%

5 Professional learning and teacher standards

5.1 Professional Learning

Areas of professional learning	Teachers (number or group)
Child Protection	50
Bus Driving	1
Curricular Development	34
Stage In-services	13
Subject Areas	33
First Aid Update	25
CASE / CAPE	75
Autism	12
ADHD / Asperger's	15
Differentiation	10

Total Staff PD experiences: 253

Total Average Cost: \$191

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	76
(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	0
	Total number of teachers in school	77

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. 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 ethos of the school.

7 Student attendance rate and non-attendance

7.1 Average Year Level Attendance

Year Level	Average Attendance (%)
Kindergarten	94
Year 1	94.3
Year 2	95.6
Year 3	95.3
Year 4	94.2
Year 5	95.8
Year 6	92.9
Year 7	94.9
Year 8	95
Year 9	93.2
Year 10	91.9
Year 11	94.8
Year 12	92.7
Total school attendance average	94.1

7.2 Management of non-attendance (priority for 2012 report)

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 Attendance Liason Officer.

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 pursue overseas or local GAP year choices. However this number is increasing as the cohort now grows into the 70's.

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 operates 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. Students 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.
- 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 who consider their child to be 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 CCAS School Council will consider all applications, and a student is not considered fully enrolled until such final approval is given. Strand One and Strand 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 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 where 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

CCAS is a K-12 school, co-educational and open in its enrolment policy. The school is made up of approximately 78% 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 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 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 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)

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. There have been little changes to policy in the 2011 / 2012 school year as we await recommendations from the 2013 AUDIT by the BoS. All policies can be obtained from the school website and from school administration.

Discipline Policy (Manual 5.7.1; 5.7.2)

Fundamentally CCAS 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.

There have been little changes to policy in the 2011 / 2012 school year as we await recommendations from the 2013 AUDIT by the BoS. All policies can be obtained from the school website and from school administration.

Complaints and Grievances Policy

These policies and processes have been developed for the Schools Company 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 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 2013

1. Continue restructure into secondary school of 4 stream model
2. Continue with Capital Works Master Plan
3. Construct the 2013 – 2017 Strategic Management Plan
4. Prepare and conduct 2013 BoS Audit.

Achievement of Priority Areas listed for improvement in the 2012 report

1. Continue restructure in secondary school into a 4 stream structure

As of 2012 the planned progression of the quad stream structure has now been applied from Yrs 7-10. The supporting enrolment increase is taking place in response. The past Year 7 intake has increased from the 85 of the past to 95 and now 100 in 2012. With facilities and staffing now in place this enrolment figure will be geared toward a 100- 105 range each year.

The impact of this is improved sustainability of the broad senior subject choices currently available thus ensuring long term HSC relevance for a larger contingent of students. Higher retention rates increase school potential and success opportunities for students.

2. Continue with Capital Works master plan

Lower level of Sport Centre now completed. Stadium seating to be placed in 2013.

3. Commence a SAFE SCHOOLS student welfare model

This program is now being established K-12 via a consistent student welfare program. This is inclusive of pastoral care, student welfare, discipline and safety components.

4. Increase learning support provision for students with learning difficulties K-12

New positions were created in 2012 to increase learning support K-12. This was along with an increase in alignment between secondary and primary delivery of these services. Staff PD was increased in this area, as it was in 2011, to also facilitate greater staff awareness and skill sets in these areas.

5. Increase gifted and talented opportunities and extension programs K-12

Discussion and plans commenced in this regard with goals being established for implementation by the last half of 2012. Unfortunately staffing change stalled this process. It will be now transferred into the 2013 annual plan.

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
- 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 2012.

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 most recent 2012 survey produced some major concern and praise points:

Parents

Concern areas:

- Traffic congestion / flow and the Kiss and Drop
- Secondary school subject options
- Over focus on sport
- Fee increases

Praise areas;

- Care and nurture of students
- Site cleanliness
- Buildings and grounds quality

Staff

Concerns:

- Lack of interaction between primary and secondary staff
- BYO computers vs school supplied
- Special needs resourcing
- Technology use

Praise areas:

- Care and nurture of students
- Buildings and grounds quality
- Representative Sport

Students

Concerns:

- Usefulness of newsletter and website
- Behaviour of some students
- Lack of change rooms for sport
- Subject choices

Praise areas:

- Computer education
- Care and encouragement of teachers

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	47.44
State recurrent grants	12.23
Commonwealth recurrent grants	32.24
Other Government grants	3.26
Government capital grants	4.84
Other capital income	0.00

Expenditure

Expenditure Costs	Percentage of Total Expenditure
Salaries, allowance and related expenses	61.54
Non-salary expenses	28.05
Classroom expenditure	7.69
Capital expenditure	2.71

15 Public disclosure of educational and financial performance

The 2012 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