



NSW Education Standards Authority

**Annual Report
2017**

Reporting on the 2016 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 (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 Central Coast Adventist School (CCAS). 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 (School Improvement Plan) inside the broader context of the 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 process of information sharing and feedback with parents via the school newsletter and school website.

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 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 PreKindy-12 school of over 850 students in 2016. 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 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	0	0	100
Year 5	2	10	88
Year 7	0	7	93
Year 9	4	4	92

Writing

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	0	0	100
Year 5	0	9	91
Year 7	0	13	87
Year 9	10	18	72

Spelling

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	0	4	96
Year 5	2	5	93
Year 7	0	8	92
Year 9	4	8	88

Grammar and Punctuation

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	0	0	100
Year 5	2	4	94
Year 7	1	8	91
Year 9	4	10	86

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	4	2	94
Year 5	2	8	90
Year 7	0	4	96
Year 9	0	2	98

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 NESA in 2016	83

3.3 Results of the Higher School Certificate Examination 2016

Comparison of 2016 results compared to the state

Subject	No of students		Performance band achievement by %					
			Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
Ancient History	4	School	0	50	0	50	0	0
		State	8.22	22.47	27.28	23.74	12.28	4.97
Biology	15	School	0	60	33.33	6.66	0	0
		State	8.73	26.39	29.59	25.09	7.54	2.16
Business Studies	12	School	0	25	25	33.33	16.66	0
		State	8.81	25.53	29.08	22.67	10.11	2.58
Chemistry	10	School	0	20	50	20	10	0
		State	9.65	31.29	32.29	20.69	3.65	1.98
Community and Family Studies	7	School	0	57.14	14.28	14.28	0	0
		State	5.09	25.45	34.02	20.12	9.82	4.14
Drama	4	School	0	25	50	25	0	0
		State	14.33	28.27	40.49	14.71	1.81	0.1
Economics	4	School	0	0	50	50	0	0
		State	13.85	31.35	28.65	20.12	3.77	1.82
English Advanced	25	School	0	44	40	16	0	0
		State	15.39	46.54	28.46	8.42	0.8	0.24
English Standard	24	School	0	4.16	25	54.16	16.66	0
		State	0.85	12.55	35.79	37.58	9.77	2.82
English Extension 1	8	School	12.5	75	12.5	0		
		State	35.31	59.66	4.65	0.18		

Subject	No of students		Performance band achievement by %					
			Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
English Extension 2	3	School	0	100	0	0		
		State	18.11	61.3	19.83	0.55		
Food Technology	6	School	0	50	16.66	33.33	0	0
		State	6.78	22.6	29.07	22.37	14.76	2.66
Geography	5	School	0	60	40	0	0	0
		State	8.35	32.58	29.32	18.9	7.61	2.33
Industrial Technology	5	School	0	60	20	20	0	0
		State	7.25	18.54	27.26	24.13	14.45	7.5
Information Processes & Technology	7	School	0	14.28	28.57	28.57	28.57	0
		State	6.86	20.89	35.02	18.62	11.5	5.55
Legal Studies	9	School	0	11.11	44.44	33.33	11.11	0
		State	12.09	30.25	28.18	17.44	7.07	3.79
Mathematics Extension 1	4	School	0	100	0	0		
		State	33.03	46.34	17.62	2.74		
Mathematics General	26	School	7.69	38.46	38.46	11.53	3.84	0
		State	5.31	20.32	25.94	23.35	15.87	8.22
Mathematics	15	School	6.66	40	13.33	40	0	0
		State	23.13	29.39	23.89	15.51	4.33	3.45
Modern History	4	School	0	50	0	25	0	25
		State	9.33	31.51	31.82	13.75	8.67	4.19
Music 1	6	School	50	33.33	16.66	0	0	0
		State	18.41	44.33	26.01	9.08	1.27	0.42

Subject	No of students		Performance band achievement by %					
			Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
Personal Development, Health and Physical Education	12	School	8.33	8.33	33.33	16.66	25	8.33
		State	11.1	23.33	27.72	20.46	10.13	6.2
Physics	12	School	0	0	58.33	25	16.66	0
		State	8.32	21.63	35.69	22.28	7.69	3.83
Studies of Religion I	41	School	7.31	29.26	19.51	29.26	9.75	4.87
		State	13.48	36.47	25.92	18.71	4.27	0.81
Studies of Religion II	8	School	0	37.5	37.5	0	25	0
		State	9.2	38.74	22.93	19.23	6.84	2.53
Textiles & Design	2	School	50	50	0	0	0	0
		State	15.32	31.38	30.78	16.05	5	1.11
Visual Art	7	School	0	71.42	28.57	0	0	0
		State	14.1	40.29	32.94	10.36	1.73	0.15

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.

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	95
First Aid Training	64
IT Training	78
Other KLA Inservices	46
Leadership	12
Digital Technology in learning	8
Pastoral Care	5

Total Staff PD experiences: 308

Average cost per teacher for professional learning: \$392

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 not currently have any indigenous staff. 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

7.1 Average Year Level Attendance

Year Level	Average Attendance (%)
Kindergarten	91
Year 1	95
Year 2	94
Year 3	93
Year 4	93
Year 5	94
Year 6	94
Year 7	93
Year 8	94
Year 9	95
Year 10	93
Year 11	90
Year 12	94
Total school attendance average	93

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 is implemented;

- 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 does not have a problem 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

Percentage retention rate:

Retention between Year 10 to the completion of Year 12 is tracking at approximately 81%.

8 Post School Destinations (secondary schools only)

University Course – 55%

Other study (TAFE) – 6%

Apprenticeships – 7%

Full time employment or seeking full time employment – 32%

9 Enrolment Policies and characteristics of the student body

Enrolment Policy

Preamble:

Central Coast Adventist School (CCAS) 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 12 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 CCAS School Advisory 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 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 and 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 needs 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

This may include:

- a personal learning plan
 - appropriate behavior management plan
 - access to appropriate pastoral care and counselling
 - access arrangements for medication/health or medical services
 - 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-Kindy to Year 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 predominatly 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

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 if it is not able to, 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.

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

Location of the full text of the policy

All policies including the Safe and Supportive Environment Policy and Child Protection Policy can be obtained from the school administration office.

Changes made to the policy during 2016

There have been little changes to the policy in 2016.

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.

Location of the full text of the policy

All policies can be obtained from the school school administration office.

Changes made to the policy during 2016

There have been little changes to policy in the 2016 school year.

Anti-Bullying Policy

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

Location of the full text of the policy

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

Changes made to the policy during 2016

There have been no changes to the policy in 2016.

Complaints and Grievances Policy

Summary of policies for reporting complaints and resolving grievances

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.

Location of the full text of the policy

A copy of these policies are available from our school administration office.

Changes made to the policy during 2016

There have been no changes to the policy in 2016.

11 School determined improvement targets

Priority Areas for Improvement for 2017

1. Rollout BYOD technology Program for Secondary students, and introduce class sets of Chromebooks for Years 5 and 6.

To support this initiative all Year 5 – 12 staff will use Google Docs and Google Apps as a standard platform for student work.
2. Implement range of new Teaching and Learning initiatives to enhance the development of 21st Century Learning Skills.

Specific initiatives include a Project Based Learning program as a component of the year 7 Subject line up.

The introduction of Spiritual Development and Leadership as a new subject for Senior students.

The integration of ICT skills across all year levels from K-10.
3. Increased focus on Student wellbeing through the introduction of Pastoral Care periods in the Secondary Timetable to allow specific Pastoral Care programs to be delivered across the Secondary years
4. Consolidation and ongoing development of Initiatives introduced in 2015 and 2016, including Differentiation, Staff Appraisal, and realigned academic programs for Stages 1-3 in numeracy, literacy and science.

Achievement of Priority Areas listed for improvement in the 2016 report

1. Development of differentiated teaching in the classroom to cater for challenged and gifted students.

The school undertook to engage staff in a series of Professional Development sessions on differentiation through 2016. The school also introduced an extension class for both Literacy and Numeracy for Years 5 and 6, as well as extending streaming of classes in Secondary to better cater to the needs of all students within the school. Differentiation practice was further developed across all year levels and continues to be monitored.
 2. Move to develop a collaborative culture across the school.

The school implemented a new structure for meetings, with Combined Academic Committees guiding the schools Teaching and Learning Program.

Staff engaged in cross KLA and cross Stage level – particularly between primary and secondary – planning for Teaching and Learning.

Specific staff social and wellbeing initiatives that intentionally mixed staff from different sections of the school were undertaken.
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3. Implement a Teacher Appraisal process aligned with the Professional Standards for Teachers

A school specific Appraisal tool was developed in 2016 and the concept introduced to staff. Initial Appraisals were conducted with Stage Leaders and HOD's across the Primary and Secondary Campus to model this practice to staff. Appraisal was then rolled out to all staff in the first half of 2016.

12 Initiatives promoting respect and responsibility

Central Coast Adventist School, as a part of the broader Seventh-day Adventist 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 since 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 2016 parents indicated that they continue to value the high levels of nurture and care provided by CCAS, along with a commitment to academic excellence and a wholistic approach to education. Affordability was a concern for some but parents expressed appreciation for the steps taken by the school to address this issue.

Staff turnover is very low demonstrating a loyalty to CCAS and a commitment to providing a quality learning experience for students, along with high levels of nurture and care in a supportive Christian environment.

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	49.68%
State recurrent grants	13.74%
Commonwealth recurrent grants	36.36%
Other Government grants	0.20%
Government capital grants	0.00%
Other capital income	0.02%

Expenditure

Expenditure Costs	Percentage of Total Expenditure
Salaries, allowance and related expenses	66.94%
Non-salary expenses	24.01%
Classroom expenditure	6.52%
Capital expenditure	2.53%

15 Public disclosure of educational and financial performance

The 2016 Annual report will be published on the Central Coast Adventist School website and available on request from the school administration office.

SECTION 2

CHECKLIST

Commonwealth legislation (Schools Assistance Act 2008) includes the following requirements not listed as part of NESA requirements for registration and accreditation.

Please tick that your school complies with the following. (please delete the least applicable box)



Participates in National Student Assessments – NAPLAN



Provides national reports on the outcomes of schooling



Provides individual school information on performance



Passes on the NAPLAN reporting to parents showing student results against key national information



Annually reports on school performance information and makes the report publicly available



Implements the National Curriculum as it becomes available



Has an annual certificate of financial accountability from a qualified accountant



Annually reports on each program of financial assistance provided under this Act



Participates in program evaluations