



NSW Education Standards Authority

**Annual Report
2023**

Reporting on the 2022 Calendar Year

Port Macquarie Adventist School

Owned and Operated by

Seventh-day Adventist Schools
(NSW) Ltd

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

School Advisory Council

2022 School year commenced with much expectation! A new year, new staff, new Principal, Face to Face learning, Commencement of year Eight in High School and A School community who had suffered under the covid strain of social Media conspiracy theories!

With this in mind the work at hand was commenced. The year progressed nicely with amazing events like

- 70th Anniversary of the School
- Barn dance that really was exciting
- Alphabet day
- Science day

These events encouraged our parents to invite their families to come see the school in action and also try to settle fears from previous years. Other events included Athletics Day, Cross Country and Swimming Carnival

We pride ourselves in being a Christ Centred School. Our staff are encouraged to demonstrate this in practical ways as well as being part of the Adventist fellowship in the Port Macquarie area.

During the year some staff left and by end of year another huge staffing shift was experienced. At School presentation night we farewelled another 5 teachers. The Principal along with senior staff worked diligently to support all staff, students and parents throughout the year. I thank Jessica Lee Rochelle Weiss, Emily Bullus and Kelvin Wood for their leadership and vision for 2023 and all the staff for their hard work and dedication.

Planning commenced to have installed handicapped entrance to the School along with specialist classrooms for High School

Alan Rosendahl
School Council

Principal

Nurture for Today, Learning for Tomorrow, Character for Eternity. Port Macquarie Adventist School has been providing quality Christian Education in the Port Macquarie for 70years and celebrated it's 70th anniversary in 2022.

The school runs from Pre-Kindy to Year 8 and prides ourselves on the safe, community environment we provide for our students and their families. Parents choose to enrol their children at Port Macquarie Adventist School because of the caring environment that creates a sense of belonging where students are nurtured and given opportunities to develop as individuals.

The school year started with a touch of normalcy after the past few years and as a school community we enjoyed many vibrant and wonderful community building events, Bonfire Nights, Games Nights, a Barn Dance, Science Day, Book Week and ABC day which saw 61 pre-schoolers from the community join us to and learn about the letters of the alphabet.

Students enjoyed many different learning experiences both inside and outside of the classroom and took part in our Cross Country and Athletics Carnivals which were held at school. Many students progressed to zone carnivals in both events and 1 talented student progressed to State level in Cross Country.

Our enrolments are at an all time high and continue to grow in the lower end of the school, thanks to the Community Playgroup that our PreKindy teachers run on a Friday morning. Our Secondary added another grade (Year 9) in 2022 and more than doubled in size from 2021 to 2022.

I am proud of our Christ-centred learning community where strong values and individualised care for each child are at the centre of all we do. I am so grateful to the staff for their hard work and commitment, to the School Advisory Council for their direction and to the students for their positive attitude.

Student Representative Council

2022 was crazy but also fun year filled with plenty of twists and turns, fun and adventure. We had the opportunity to compete in Cross Country for our school, and the chance to pay respects to the ANZAC's by laying a wreath and spending time to respect those who fought for our country.

The Secondary also had an awesome opportunity to go on camp to Emu Gully, where, not only did we learn a lot of history of previous wars but also life skills we will value for the rest of our lives.

None of this would have been possible without the amazing staff that have helped us to develop and keep growing into amazing individuals.

In 2022 we were able to re-introduce Alphabet day and science day. Which were really fun and challenged us secondary students to step outside our comfort zones as we ran activities for the primary students and the wider community.

At Port Macquarie Adventist school we have endless amounts of possibilities where we learn and love our school. We as a representative council work with staff to make our school a better place.

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

Port Macquarie Adventist school has an emphasis on academic progress for the individual student and facilitates each child's learning to help them reach their potential. Student learning is celebrated in a safe, positive and disciplined environment.

Port Macquarie Adventist School has spacious grounds that back onto bush reserve and has an abundance of wildlife at our doorstep. The school has large well-equipped classrooms, each with smart boards, access to student devices, and ???

The school is a member of the Association of Independent Schools (NSW) and fully registered and accredited with the NSW Education Standards Authority (NESA) and is part of the Christian Schools Sports Association. In 2022 the school benefited from Covid Intensive Learning Support Funding ensuring that we have the capacity to support students who have been affected academically throughout the restrictions and home learning due to COVID.

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	22%	11%	67%
Year 5	17%	39%	44%
Year 7	42%	42%	16%

Writing

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	11%	67%	22%
Year 5	24%	70%	6%
Year 7	33%	67%	

Spelling

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	11%	44%	45%
Year 5	23%	44%	33%
Year 7	17%	58%	25%

Grammar and Punctuation

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	11%	67%	22%
Year 5	27%	61%	12%
Year 7	25%	58%	16%

Interpretative Comments

The literacy results across the school show opportunities for growth in all areas, with spelling as our strongest area.

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	25%	70%	5%
Year 5	12%	88%	
Year 7	28%	54%	18%

Interpretative Comments

5 Professional learning and teacher standards

5.1 Professional Learning

Areas of professional learning	Teachers (number or group)
WHS Areas	
Work Related Stress	All Staff – 19 people
WHS Training Course	Principal
Slips, Trips and Falls	All staff – 19 people
Ladder Safety, Prevention and Falls	All staff

Areas of professional learning	Teachers (number or group)
If you get injured at work	All staff
Bullying in the Workplace	All staff
Play based learning	PreKindy Teachers
First Aide and CPR	All Staff
Smart Spelling	Yr 3 – 6 teachers
New English Syllabus K-2	1 Teacher
New Mathematics Syllabus K-2	1 Teacher
Curriculum Planning and support for students with diverse needs	2 teachers
Effective Teaching Strategies	All teaching staff
Disability Legislation	Teaching Staff
ASD and PDA / EDA	3 Teachers
Autism Spectrum Disorder – Intensive Supports	Inclusive Education Coordinator
Introduction to Functional Behaviour Assessment	4 Teachers
Principal Induction Program	Principal
Supporting Students with Challenging Behaviours Module 1-5	Teaching Leadership
Adaptive Leadership	Principal
Child Safe Standards	All Staff
School Readiness and Transitions	PreKindy Teachers

Total Staff PD experiences: 168

Average cost per teacher for professional
learning: \$817

5.2 Teacher Accreditation Status

Accreditation Level of Teachers	Numbers of teachers
(i) Conditional	0
(ii) Provisional	3
(iii) Proficient or higher	9
	14

6 Workforce composition (comment on Indigenous staff)

In 2022, staff represent a range of cultural backgrounds, including 2 Teacher Aides from an Indigenous background.

Teaching Staff	14
Full Time Equivalent	12
Non-Teaching Staff	10
Full Time Equivalent	7.4

The majority of teaching staff hold Australian qualifications, with some beginning post graduate study.

7 Student attendance rate and non-attendance

7.1 Average Year Level Attendance

Year Level	Average Attendance (%)
Kindergarten	85%
Year 1	84%
Year 2	87%
Year 3	88%
Year 4	83%
Year 5	91%
Year 6	91%
Year 7	78%
Year 8	78%
Total school attendance average	85%

7.2 Management of non-attendance

Student absences were monitored regularly and contact was made with the family to determine the reasons. Parents were expected to provide a written note explaining the reason for the absence. It is recommended that a student's attendance must be 85% or more throughout the school year.

When a student's attendance becomes a concern the Homeroom Teacher or Attendance Officer will inform the Principal and the following steps may be taken

1. Personal contact is made to a parent / guardian via phone call and follow up email. The aim is to improve their child's attendance by highlighting the importance of attending school and that it is a legal requirement
2. If there is no improvement or no legitimate reason for poor attendance, a meeting is scheduled with the parents / guardians to discuss attendance concerns and an attendance plan is formulated to ensure the student attends more regularly. Any attendance plans are documented in the student files on SEQTA
3. If the attendance plan is unsuccessful then the Principal will report the matter to the relevant authorities.

9 Enrolment Policies and characteristics of the student body

Applications

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

Students enrolling in K-12 at the school for the first time will be at least 5 years of age on or before 31 July of the enrolling year. Students enrolling in Pre-Kindergarten classes will be at least 4 years of age on or before 31 July of the enrolling year.

Please Note: Individual SDA schools may vary in the starting age of students. At Port Macquarie Adventist School we accept students into Kindergarten who turn five years of age by the 31st July in that year. Students enrolling into Pre-Kindy need to be four by the 31st April in that year.

Immunisation Requirements

All schools are required to request an [immunisation certificate](#) at enrolment.

The school will then:

- record each child's immunisation status in a register and retain copies of approved immunisation certificates for a period of three years after the child has ceased to attend the school;
- provide a copy of a child's immunisation certificate to a school that the child has transferred to (on request);
- notify the public health unit if an enrolled child has a vaccine preventable disease, or if they reasonably believe that an unimmunised enrolled child has come into contact with someone who has a vaccine preventable disease;
- exclude unimmunised children at risk of contracting a disease from attending school on the direction of a public health officer.

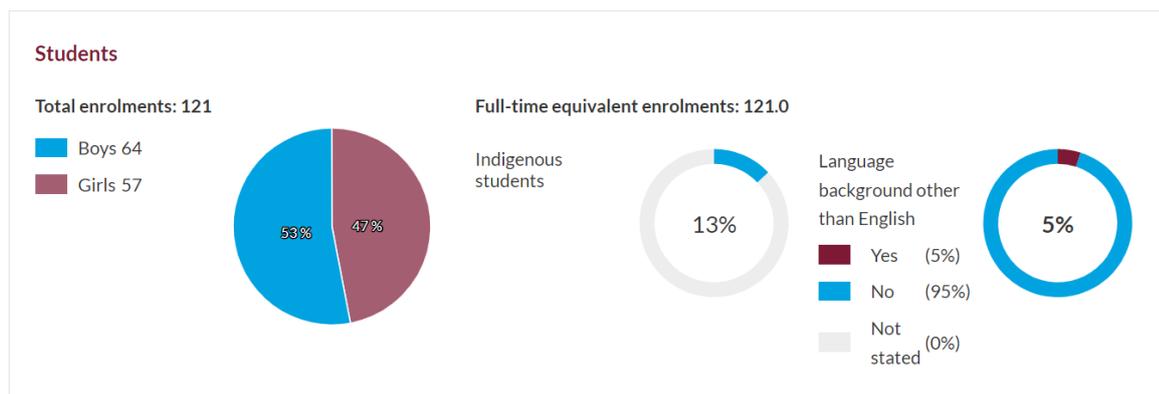
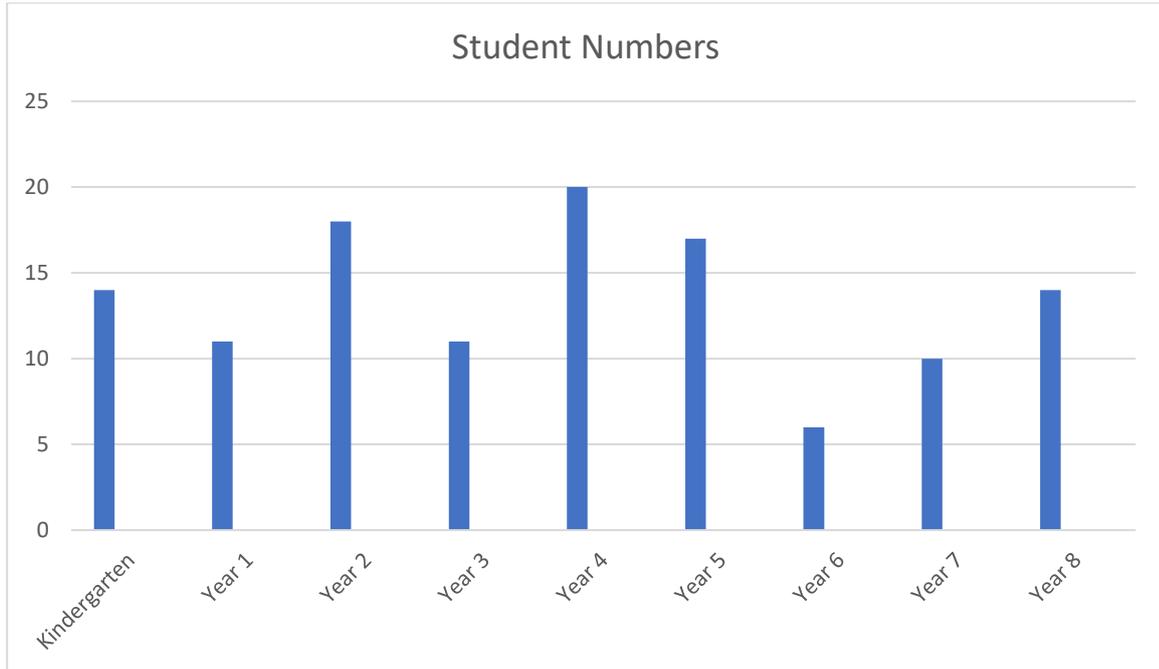
Processing Applications

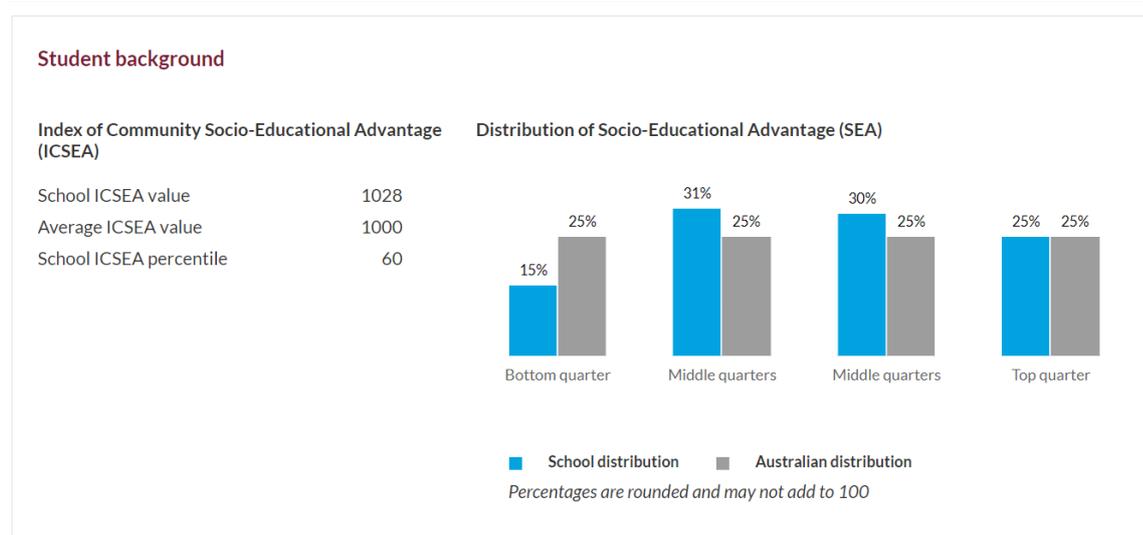
1. The school will base any decision about offering a place to a student on:
 - Family Relationship with the school:
 - the applicant coming from a Seventh-day Adventist family;
 - sibling of a current or ex-student;
 - whether they hold attitudes, values and priorities that are compatible with the school ethos.
 - The Student:
 - the contribution that the student may make to the school, including the co-curricular activities;
 - any special needs or abilities of the student;
 - the student's reports from previous schools.
 - Other Considerations:
 - order of receipt - when the application to enrol is received by the school.
 2. The school will meet with parent/caregiver(s) of the students before offering a place.
 3. The school has an absolute discretion in determining the weight of each of the factors it takes into account in determining whether to offer a place for the student.
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- Continued enrolment at the school is dependent upon the student making satisfactory academic progress, attending consistently, and the student and the parent/carer(s) observing all behavioural codes of conduct, payment of fees and other requirements of the school which are applicable from time to time.

Composition/characteristics of the student population

At the 2022 August Census, there were 121 students enrolled in K-8 at Port Macquarie Adventist School.





Published on MySchool (<https://www.myschool.edu.au/school/43921>)

10 School Policies

Student Welfare Policy

Summary of policies for Student Welfare

1. Rationale

All children have a right to feel safe and supported in their school environment. As school staff, we have a legal and moral responsibility to ensure programs and procedures are in place to provide support and pastoral care for students as well as providing for their physical safety at school.

2. Aim

To ensure that every child's need for support and safety is maintained.

3. Implementation

This school will abide by the legislation pertinent to the provision of a safe and supportive environment. This includes:

- making sure buildings and facilities are secure and evacuation procedures are in place;
- having in place a rigorous supervision protocol including a risk management process for onsite and off-site activities;
- having in place codes of conduct that will ensure the rights and responsibilities of students and staff, the application of a behaviour management system (including anti-bullying), a student leadership system, and the management and reporting of serious incidents;
- a process for receiving complaints/grievances from students, and/or parents/guardians;
- a pastoral care plan which gives students access to counselling, provision of support for special needs students, a scheme for the distribution of medication, and a serious incident response mechanism; and
- guidelines for formal and informal communication with all stakeholders.

Location of the Student Welfare policy (Safe and Supportive Environment Policy) is found on the school's intranet. To obtain a copy please ask at the front office.

There have been no changes made to this policy during 2022.

Discipline Policy

1. Rationale

All students have a right to a discipline system (including but not limited to the suspension, expulsion and exclusion of students) that is based on procedural fairness and expressly prohibits the use or corporal punishment or the implicit sanctioning of such. As school staff, we have a legal and moral responsibility to ensure that a fair and redemptive discipline system is in place and well understood by students and staff.

2. Aim

To ensure that a procedurally fair discipline system is in place.

3. Implementation

This school will abide by the legislation pertinent to the provision of a discipline system (including but not limited to the suspension, expulsion and exclusion of students) that is based on the principles of procedural fairness. This includes the right of the student to:

- know the allegation and any other information related to it;
- know the process by which the matter will be considered;
- make a response to the allegation;
- know how to have any process or decision reconsidered;
- expect impartiality in the investigation and the decision making; and
- an unbiased decision-maker.

This school expressly prohibits corporal punishment in any form or the implicit sanctioning of such.

Location of the Discipline policy (Student Management Policy) is found on the school's intranet. To obtain a copy please ask at the front office.

There have been no changes made to this policy during 2022.

Anti-Bullying Policy

At Port Macquarie Adventist School we recognise that bullying can thrive in the closed world of children and therefore all schools need to create an atmosphere of openness and reporting. We also recognize the role of parents and the community in influencing how we deal with bullying in the school community. The stress for targets of bullying will have far reaching effects on their personal and social development as well as a considerable impact on their educational achievements and the educational achievements of their peers.

Total elimination of bullying will be a difficult, if not impossible, task. It is, however, the duty of all staff, students and parents to pursue this ideal with determination and vigour. Students are entitled to enjoy their educational experience without fear of harassment from any sector of the school community. The aim of this policy is to empower the whole school community to recognize and respond appropriately to bullying and harassment, and to contribute to the general health and wellbeing of all students.

Location of the Anti-Bullying policy (Safe and Supportive Environment Policy) is found on the school's intranet. To obtain a copy please ask at the front office.

There have been no changes made to this policy during 2022.

Complaints and Grievances Policy

1. Purpose

This Guideline is intended to ensure that complaints are handled fairly, efficiently and effectively. The complaints management system is intended to:

- enable schools and the Company to respond to issues raised by people making complaints in a timely way; and
- provide information that can be used to deliver quality improvements in schools, systems, practices, procedures and complaint handling.

This document provides the key principles and concepts of the complaints management system for both staff and parents and others who wish to make a complaint.

2. Company Commitment

The company expects staff at all levels to be committed to fair, effective and efficient complaint handling.

a. Director

The Director is committed to promoting a culture that values complaints and their effective resolution by:

- providing adequate support and direction to key staff responsible for handling complaints;
- regularly reviewing reports about complaint trends and issues arising from complaints;
- encouraging staff to make recommendations for system improvements;
- supporting recommendations for system improvements arising from analysis of complaint data.

b. Principal

The Principal is responsible for complaint handling in each school and is committed to establishing and managing the complaints management system by:

- providing regular reports to the Director on issues arising from complaint handling work;
- ensuring recommendations arising out of complaint data analysis are canvassed with the Director and implemented where appropriate;
- training and empowering staff to resolve complaints promptly and in accordance with company policies and guidelines.
- encouraging staff to provide suggestions on ways to improve the company's complaints management system.

c. Staff

Staff whose duties include complaint handling are expected to be committed to demonstrating exemplary complaint handling practices by:

- treating all people with respect, including people who make complaints;
- complying with the Company Complaints Handling Guideline;
- keeping informed about best practice in complaint handling;
- assisting people who wish to make complaints to access the complaints handling guideline;
- assisting those handling complaints to resolve matters promptly;
- providing feedback to their principal/director on issues arising from complaints; and
- implementing changes arising from individual complaints and from the analysis and evaluation of complaint data.

3. Guiding Principles

Facilitating Complaints

People focus

The company is committed to seeking and receiving feedback and complaints about practices, procedures and complaint handling at schools and/or the company level.

Any concerns raised in feedback or complaints will be dealt with within a reasonable timeframe.

People making complaints will be:

- provided with information about the complaints handling process;
- listened to, treated with respect by staff and actively involved in the complaint process where practicable and appropriate; and
- provided with reasons for decision/s and any options for redress or review.

No detriment to people making complaints

All reasonable steps will be taken to ensure that people making complaints are not adversely affected because a complaint has been made by them or on their behalf.

Anonymous complaints

Anonymous complaints will be accepted and there will be an investigation of the issues raised where there is enough relevant information provided, including the identity of the school or office to which the complaint relates.

Visibility and transparency

Information about how and where complaints may be made will be readily available and publicised on school websites.

Accessibility

The company is committed to ensuring that its complaints management process is easily understood and accessible to everyone, particularly people who may require assistance, for example, people for whom English is not their first language.

If a person prefers or needs another person to assist them in the making and/or resolution of their complaint, the school or company will communicate with them through their representative if this is their wish. Anyone may represent a person wishing to make a complaint, with their consent.

Respond to Complaints

Early resolution

Where possible, complaints will be resolved at first contact with the particular school or, in the case of complaints about the company, first contact with the director.

Responsiveness

Complaints will be assessed and prioritised in accordance with the urgency and/or seriousness of the issues raised. If a matter concerns an immediate risk to safety or security the response will be immediate and will be escalated appropriately.

The company is committed to managing people's expectations and will inform them as soon as possible, of the following:

- the complaints process;
- the expected timeframes for actions;
- the progress of the complaint and reasons for any delay; and
- their likely involvement in the process.

The school or company will advise people as soon as practicable when it is unable to deal with any part of their complaint.

Objectivity and fairness

Each complaint will be addressed with integrity and in an equitable, objective and unbiased manner. Each complaint will be assessed on its merits.

Conflicts of interests, whether actual or perceived, will be managed responsibly. In particular, internal reviews of how a complaint was managed will be conducted by a person other than the original decision maker.

Confidentiality

The identity of people making complaints will be protected where this is practical and appropriate.

Personal information that identifies individuals will only be disclosed or used by the company as permitted under privacy legislation.

Manage the Parties to a Complaint

Empowerment of staff

All staff managing complaints are empowered to implement the complaints guideline as relevant to their role and responsibilities. Staff are empowered to resolve complaints promptly and with as little formality as possible. Staff are encouraged to provide feedback on the effectiveness of this complaints management process.

Managing unreasonable conduct by people making complaints

Schools and the company are committed to being accessible and responsive to all people who approach them with feedback or complaints.

When people behave unreasonably in their dealings with either a school or the company, conduct can significantly affect the progress and efficiency of the school or company's work. As a result, any conduct that negatively and unreasonably affects a school or the company will be proactively and decisively managed by staff.

4. Complaint Management System

Stages of Managing a Complaint

When responding to complaints, staff should act in accordance with this guideline. There are five key stages in the complaint management system:

- Receipt of complaints;
 - Acknowledgement of complaints;
 - Initial assessment and addressing of complaints;
 - Providing reasons for decisions; and
 - Closing the complaint, records keeping, redress and review.
-

Receipt of Complaints

Unless the complaint has been resolved at first point of contact, it will be recorded as a complaint together with its supporting information. Initially verbal complaints will be accepted but with serious complaints the person making the complaint may subsequently be asked to set out their complaint in writing.

The record of the complaint will identify:

- the contact information of the person making the complaint;
- issues raised by the person making the complaint;
- the school or company to which the complaint relates;
- the outcome/s sought;
- any other information required to properly respond to the matter; and
- any additional support the person making the complaint requires.

Acknowledgement of Complaints

The receipt of each complaint will be acknowledged promptly and usually within 10 working days.

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

Initial Assessment and Addressing of Complaints

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

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

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

Addressing complaints

The methodology for addressing the complaint may include:

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

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

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

5. Providing Reasons for Decisions

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

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

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

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

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

7. Three Levels of Complaint Handling

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

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

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

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

8. Accountability and Learning

Analysis and Evaluation of Complaints

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

Regular reports will be run on:

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

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

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

Monitoring of the Complaint Management System

The complaints management system will be monitored to:

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

Continuous Improvement

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

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

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

There have been no changes made to this policy during 2022.

11 School determined improvement targets

Priority Areas for Improvement for 2023

Student Learning and Engagement

- Numeracy Project and Literacy Initiatives
- Staff Development Process
- Implementation of Foundations of Instruction and Engagement Strategies across K to 9
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Numeracy Project

- Embedding explicit teaching for all K to 6 numeracy classes

Literacy Initiatives

- Embedding explicit teaching for all K to 2 literacy classes
- Implementation of literacy intervention program from K to 9

School Culture

- Continue to develop a strong sense of belonging and community through school and the wider community events.
- Intrinsically embedding our core values into our school culture and for each individual person.

Staff Development

- Implement a staff driven professional growth process.
- Implement Professional Learning Communities during staff meeting time each week.

Achievement of Priority Areas listed for improvement in the 2022 report (Schools in National Partnerships should include achievements of items from their school plan **and come from the improvements listed in your last Annual Report**)

Priority	Achievement
Implementation of InitaLit in K to 2	Completed in 2022 and embedding in 2023
Implementation of You Can Do It	Completed in 2022 and embedding in 2023
Staff professional development around providing adjustments for students	Completed in 2022 and new staff will complete the PD in 2023
Planning for our building projects	<p>Planning for the access ramp and placement of a 2 demountable rooms (Food Tech and Science) is complete and both projects are underway.</p> <p>The playground upgrade is scheduled for late 2023.</p> <p>Master planning is ongoing into 2023.</p>
Community building events	<p>There were several community building events throughout the year (Athletics Carnival, ABC Day, Science Day, Barn Dance, 70th Celebrations).</p> <p>We will continue to build community throughout 2023.</p>

12 Initiatives promoting respect and responsibility.

Promotion of values the school's key values are Responsibility, Respect, and Integrity.

Opportunities are created in all curriculum areas to promote appropriate behaviour and attitudes that develop respect for other and self. Programs are used to teach responsible behaviour toward others, the wider community, and the environment.

Focus during Assembly and Chapel Our School Values and expected behaviours are addressed each time we have Assembly and Chapel. During our weekly chapel programs, we focus on what it looks like to show respect, responsibility, and integrity during chapel.

Gotcha Cards – primary students are recognised daily when teachers catch them displaying the values. At the end of the week the class with the most 'Gotcha' cards gets an award.

Student Representative Council – students taking active responsibility in various school and local community roles.

13 Parent, student and teacher satisfaction

Parent Satisfaction

Most parents feel that the staff at Port Macquarie Adventist School are approachable and friendly and rate inclusiveness and pastoral care and some of the schools strongest qualities. Overall parents felt that there is a strong sense of community amongst the school, however a few indicated they would like the opportunity to contribute more to school planning and collaborate more closely with staff to achieve student outcomes.

The majority felt that issues that may arise with their child are dealt with in a prompt time frame and manner. However, overall they would like to see a stronger discipline policy at the school but did note that they had already noticed a positive change in this space throughout the year.

Student Satisfaction

Student surveys indicated that the majority of students are happy to come to school but can lack confidence in their abilities and at times lacked motivation. They want to achieve their best and feel safe and supported. They believe that their teachers care about them.

Staff Satisfaction

The survey revealed that staff strongly believe the school encourages inclusiveness and parent partnership so that students are supported and there is a sense of community. Staff acknowledge they have opportunities to be involved in decisions that affect their day-to-day work and are satisfied with their level of involvement.

Results also indicate that staff have a strong desire to see a greater focus on quality teaching and creating a learning environment that maximises outcomes for students. Results suggest staff have a strong desire to see a more consistent approach to enforcing the discipline policy and for student behaviour and motivation to learn to improve considerably. Staff also indicated that they feel supported by the availability and effectiveness of necessary IT resources.

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	17.48%
State recurrent grants	17.17%
Commonwealth recurrent grants	63.67%
Other Government grants	1.53%
Government capital grants	0.00%
Other capital income	0.15%

Expenditure

Expenditure Costs	Percentage of Total Expenditure
Salaries, allowance and related expenses	69.39%
Non-salary expenses	24.29%
Classroom expenditure	3.54%
Capital expenditure	2.78%

15 Public disclosure of educational and financial performance

The 2022 Annual report will be published on the College's website and available on request from the College office.

SECTION 2

CHECKLIST

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

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



Provides national reports on the outcomes of schooling



Provides individual school information on performance



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