



NSW Education Standards Authority

**Annual Report
2024**

Reporting on the 2023 Calendar Year

Port Macquarie Adventist School

Owned and Operated by Seventh-day Adventist Schools (NNSW) Ltd

1 Context

1.1 A message from key school bodies

A message from our School Advisory Council

Port Macquarie Adventist School Council is situated on the Mid North Coast of New South Wales and is part of 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 administers the ten schools from the Central Coast of NSW to the Queensland border, including Port Macquarie Adventist School. PMAS 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 Schools Company's own Strategic Plans.

The 2023 the Council was pleased to support the Principal and Leadership Team's innovative initiatives to further strengthen our teaching mandate and build on the principles the school stands for. Council members had the opportunity to attend events such as the Week of Worship, Sports Carnivals, Presentation Evening, Socials, Community events and our Inaugural Art Fair where we celebrated the artistic talents of many of the students. These events served as a reminder of the school's primary mission to provide a nurturing and stimulating environment for growth, learning and development.

Student Representative Council

At Port Macquarie Adventist School, the student body selects students from Year 6 to 9 to be SRC members and School Captains. Students input into formal decisions-making is an integral part of the school community. A formal and structured SRC provides a forum for students to express their views, and to have them heard.

The 2023, Student Representative Council consisted of:

- School Captains
- A representative from each grade from Year 6 – Year 9

The SRC is an active student group and is guided through each meeting by a selected SRC staff member representative. The SRC are encouraged to discuss student needs and to propose a variety of initiatives to enhance the school. The school commends the engagement of the students in meetings and their support and concern for both their peers and the wider school community. The SRC represented at several events throughout the year.

1.2 Contextual information about the school

Port Macquarie Adventist School has spacious grounds that back on bus reserve and has an abundance of wildlife at our doorstep.

At Port Macquarie Adventist School we are blessed to have a team of dedicated, enthusiastic, and experienced teachers, who are committed to the welfare of the children in their care. They endeavour to foster an education system where each student has every opportunity to reach their own potential and to nurture them on their path to lifelong learners and where student learning is celebrated in a safe, positive, and disciplined environment.

The school is a member of the Association of Independent schools (NSW) and in 2023 benefited from the Covid Intensive Learning Support Funding ensuring that we have the capacity to support students who have been affected academically throughout the restrictions of home learning due to COVID.

Port Macquarie 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. 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.

Below are listed some of the ways the school promotes, encourages and educates students in the areas of respect and responsibility:

- Daily worships for staff and students
- Weekly Chapels for staff, students and parents
- Weekend services at local supporting churches
- Overt Bible curriculum delivery
- Subtle inclusion of Christian principles throughout school activities
- Redemptive discipline approach
- Newsletters and Principals Messages
- Student wellbeing and resilience programs delivered across the school

2 Outcomes and results

2.1 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	25%	6%	69%
Year 5	48%		52%
Year 7	66%		33%
Year 9	31%		69%

Writing

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	50%	25%	12%
Year 5	52%		48%
Year 7	55%	11%	34%
Year 9	53%		47%

Spelling

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	43%	6%	51%
Year 5	64%		36%
Year 7	66%		33%
Year 9	23%		77%

Grammar and Punctuation

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	37%		63%
Year 5	64%	5%	31%
Year 7	55%		45%
Year 9	46%		54%

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	19%	6%	75%
Year 5	47%		53%
Year 7	66%		33%
Year 9	46%		54%

3 Staffing

3.1 Teacher Accreditation Status

Accreditation Level of Teachers	Numbers of teachers
(i) Conditional	1
(ii) Provisional	1
(iii) Proficient or higher	14
	16

3.2 Workforce composition

Over 85% staff are Seventh-day Adventist (SDA). The school currently has one indigenous teacher on 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. The staff represent a range of cultural backgrounds and the majority of staff hold Australian teaching qualifications.

4 Attendance

4.1 Average Year Level Attendance

Year Level	Average Attendance (%)
Kindergarten	87%
Year 1	74%
Year 2	96%
Year 3	87%
Year 4	82%
Year 5	82%
Year 6	90%
Year 7	86%
Year 8	88%
Year 9	81%
Total school attendance average	85%

4.2 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.

5 School policies

The following school policies are publicly available on the [NSW Adventist Schools](#) website:

- [Enrolment policy](#)
- [Child protection policy](#)
- [Anti-bullying policy \(consolidated with the Student Behaviour policy\)](#)
- [Discipline policy](#)
- [Complaints policy](#)

6 Stakeholder satisfaction

Secondary students have been given the opportunity to provide feedback on their learning and experience via online survey and results are collated by the principal and shared with teachers. Students shared they appreciated collaborative learning tasks and the supportive approach the teachers had but overall wanted to build a positive culture amongst their peers.

Students and parents exiting the school are asked to provide a reason for leaving on their deregistration form and are also invited to complete an exit survey should they choose to. Feedback indicates that students leave the school due to the family relocating, changing schools to allow for continuity through to Year 12, or seeking more support for their child's specific needs.

Staff and student's satisfaction is normally assessed using the Insight SRC survey, during 2023 this survey was put on hold. This will recommence in 2024 and the data used for reflection and setting future directions at the school.

7 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	17.27%
State recurrent grants	16.75%
Commonwealth recurrent grants	62.73%
Other Government grants	3.25%
Government capital grants	0.00%
Other capital income	0.00%

Expenditure

Expenditure Costs	Percentage of Total Expenditure
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Salaries, allowance and related expenses	62.37%
Non-salary expenses	24.25%
Classroom expenditure	1.97%
Capital expenditure	11.41%