Board of Studies
Annual Report
2013

Reporting on the 2012 Calendar Year

Mountain View Adventist College

Owned and Operated by

Seventh-day Adventist Schools
(Greater Sydney) Ltd
ANNUAL REPORT

2013

1  A message from key school bodies

1.1  College Council

2012 saw an increase in the student body, because of fee reduction. The College, over all classes, increased by 100 students. This was an exciting time for our College because the parents felt that they could now afford to have the education that they had chosen for their children – a Kindergarten to Year 12, co-ed Christian environment, where they felt both safe and nurtured.

The Council has a vested interest in the College, and takes great interest in not only how the College is running, but also in the wellbeing of the students. Most of the members are also parents of students, so they know they can ring at any time for personal information.

Our Pastoral Care program is excellent, we have a full time Chaplain, plus a part time Chaplain and two part time counsellors to work very closely with all students.

The fact that many of our past students come back to either work with us or volunteer their services is a reflection on our staff and the way they interact with each other.

Mountain View Adventist College partners with the parents in all aspects of their child's life and we are an integral part of their lives.

2  Contextual information about the school

Mountain View Adventist College is situated in Doonside, a suburb of Sydney, NSW. The College has over 500 students from Prep (year before Kindergarten) to Year 12. It is a comprehensive College that admits, after interview, students from all faiths and cultures.

The College has had an aggressive building program running for the last 6 years and has completed a number of Block Grants that have given us up-to-date computer labs, Administration area, Library and Middle School rooms. There has also been funding for a hall and outdoor space, from the Federal Government's BER program, for which we are very grateful.

Mountain View Adventist College is split into 3 campuses on the one site – Junior School (Prep to Year 4), Middle School (Year 5 - 8), Senior School (Year 9 - 12).
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

<table>
<thead>
<tr>
<th>Year</th>
<th>% below national minimum standard</th>
<th>% at national minimum standard</th>
<th>% above national minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
<td>0%</td>
<td>80%</td>
<td>20%</td>
</tr>
<tr>
<td>Year 5</td>
<td>19%</td>
<td>43%</td>
<td>38%</td>
</tr>
<tr>
<td>Year 7</td>
<td>4%</td>
<td>50%</td>
<td>46%</td>
</tr>
<tr>
<td>Year 9</td>
<td>11%</td>
<td>53%</td>
<td>36%</td>
</tr>
</tbody>
</table>

Writing

<table>
<thead>
<tr>
<th>Year</th>
<th>% below national minimum standard</th>
<th>% at national minimum standard</th>
<th>% above national minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
<td>0%</td>
<td>45%</td>
<td>55%</td>
</tr>
<tr>
<td>Year 5</td>
<td>17%</td>
<td>58%</td>
<td>25%</td>
</tr>
<tr>
<td>Year 7</td>
<td>11%</td>
<td>41%</td>
<td>48%</td>
</tr>
<tr>
<td>Year 9</td>
<td>20%</td>
<td>42%</td>
<td>38%</td>
</tr>
</tbody>
</table>

Spelling

<table>
<thead>
<tr>
<th>Year</th>
<th>% below national minimum standard</th>
<th>% at national minimum standard</th>
<th>% above national minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
<td>6%</td>
<td>59%</td>
<td>35%</td>
</tr>
<tr>
<td>Year 5</td>
<td>10%</td>
<td>38%</td>
<td>52%</td>
</tr>
<tr>
<td>Year 7</td>
<td>2%</td>
<td>47%</td>
<td>51%</td>
</tr>
<tr>
<td>Year 9</td>
<td>9%</td>
<td>60%</td>
<td>31%</td>
</tr>
</tbody>
</table>
Grammar and Punctuation

<table>
<thead>
<tr>
<th>Year</th>
<th>% below national minimum standard</th>
<th>% at national minimum standard</th>
<th>% above national minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
<td>9%</td>
<td>53%</td>
<td>38%</td>
</tr>
<tr>
<td>Year 5</td>
<td>17%</td>
<td>58%</td>
<td>25%</td>
</tr>
<tr>
<td>Year 7</td>
<td>4%</td>
<td>62%</td>
<td>34%</td>
</tr>
<tr>
<td>Year 9</td>
<td>9%</td>
<td>57%</td>
<td>34%</td>
</tr>
</tbody>
</table>

Interpretative Comments

The College happily experienced the task of adding and integrating 100 new students to the student body during 2012. These additional students provided a challenge to teachers in their plans to develop and improve students’ literacy skills within each cohort.

Overall we are very pleased with these results, considering the challenges outlined above. Given the cultural background or our student and that they are more oral than written learners, we are quite please with the results in the writing component.

Numeracy

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

<table>
<thead>
<tr>
<th>Year</th>
<th>% below national minimum standard</th>
<th>% at national minimum standard</th>
<th>% above national minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
<td>3%</td>
<td>74%</td>
<td>23%</td>
</tr>
<tr>
<td>Year 5</td>
<td>16%</td>
<td>50%</td>
<td>34%</td>
</tr>
<tr>
<td>Year 7</td>
<td>4%</td>
<td>58%</td>
<td>38%</td>
</tr>
<tr>
<td>Year 9</td>
<td>7%</td>
<td>70%</td>
<td>33%</td>
</tr>
</tbody>
</table>

Interpretative Comments

Overall an excellent result for each cohort. The plan for 2013 is to become more intensive within K-10 maths, with all teachers working together to support a more coordinated program.
### 3.2 Record of School Achievement

<table>
<thead>
<tr>
<th>Item</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students studying in Year 10</td>
<td>29</td>
</tr>
<tr>
<td>Number of ROSAs issued by the Board of Studies in 2012</td>
<td>0</td>
</tr>
</tbody>
</table>
### 3.3 Results of the Higher School Certificate Examination Results

<table>
<thead>
<tr>
<th>Subject</th>
<th>No of students</th>
<th>Performance band achievement by number and/or %</th>
<th>Bands 6 - 3</th>
<th>Bands 2 - 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>School State</td>
<td>School State</td>
<td>School State</td>
</tr>
<tr>
<td>Biology</td>
<td>5</td>
<td>40% 89%</td>
<td>60% 11%</td>
<td></td>
</tr>
<tr>
<td>Business Studies</td>
<td>9</td>
<td>78% 88%</td>
<td>22% 12%</td>
<td></td>
</tr>
<tr>
<td>Community And Family Studies</td>
<td>9</td>
<td>89% 89%</td>
<td>11% 11%</td>
<td></td>
</tr>
<tr>
<td>Design &amp; Technology</td>
<td>7</td>
<td>86% 93%</td>
<td>14% 7%</td>
<td></td>
</tr>
<tr>
<td>Standard English</td>
<td>20</td>
<td>85% 75%</td>
<td>15% 25%</td>
<td></td>
</tr>
<tr>
<td>Information Processes &amp; Technology</td>
<td>15</td>
<td>86% 80%</td>
<td>14% 20%</td>
<td></td>
</tr>
<tr>
<td>General Mathematics</td>
<td>10</td>
<td>100% 80%</td>
<td>0% 20%</td>
<td></td>
</tr>
<tr>
<td>Senior Science</td>
<td>8</td>
<td>75% 90%</td>
<td>25% 10%</td>
<td></td>
</tr>
<tr>
<td>Studies Of Religion</td>
<td>20</td>
<td>75% 87%</td>
<td>25% 23%</td>
<td></td>
</tr>
<tr>
<td>Visual Arts</td>
<td>6</td>
<td>100% 98%</td>
<td>0% 2%</td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td>3</td>
<td>100% 98%</td>
<td>0% 2%</td>
<td></td>
</tr>
<tr>
<td>Ancient History</td>
<td>3</td>
<td>67% 75%</td>
<td>33% 25%</td>
<td></td>
</tr>
<tr>
<td>Legal Studies</td>
<td>5</td>
<td>100% 76%</td>
<td>0% 24%</td>
<td></td>
</tr>
</tbody>
</table>
Interpretative comments for Higher School Certificate Test results

We are very pleased with the HSC results. Most of these students were the first generation in their families to gain their HSC. As we are a comprehensive school, we do not discourage any child from studying the HSC nor do we encourage them to leave early.

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: 80%
5 Professional learning and teacher standards

5.1 Professional Learning

<table>
<thead>
<tr>
<th>Areas of professional learning</th>
<th>Teachers (number or group)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue study in Masters Degrees</td>
<td>2/37</td>
</tr>
<tr>
<td>Risk Management and Assessment</td>
<td>37/37</td>
</tr>
<tr>
<td>Child Protection</td>
<td>37/37</td>
</tr>
<tr>
<td>CPR</td>
<td>37/37</td>
</tr>
<tr>
<td>Anaphylaxis Management</td>
<td>37/37</td>
</tr>
<tr>
<td>Active After school coaching program</td>
<td>6/37</td>
</tr>
<tr>
<td>First Aide</td>
<td>34/37</td>
</tr>
<tr>
<td>Quality Adventist Schools Training</td>
<td>6/37</td>
</tr>
<tr>
<td>Classroom Behaviour Management</td>
<td>4/37</td>
</tr>
<tr>
<td>Visits to other schools in subject areas</td>
<td>5/37</td>
</tr>
<tr>
<td>HSC standards of teaching- to support students</td>
<td>3/37</td>
</tr>
</tbody>
</table>

Total Staff PD experiences:

Average cost per teacher for professional learning: $420
5.2 Teacher standards

<table>
<thead>
<tr>
<th>Categories of Teacher Standards</th>
<th>Qualifications</th>
<th>Numbers of teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>(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</td>
<td>Education qualification Doctorate Masters degree Graduate Diploma Bachelors degree Diploma</td>
<td>37</td>
</tr>
<tr>
<td>(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</td>
<td>Doctorate Masters degree Graduate Diploma Bachelors degree Diploma</td>
<td>0</td>
</tr>
<tr>
<td>(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</td>
<td>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</td>
<td>0</td>
</tr>
<tr>
<td>- to ‘teach’ in NSW before 1 October 2004 (either on a permanent, casual or temporary basis) and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- as a ‘teacher’ during the last five (5) years in a permanent, casual or temporary capacity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total number of teachers in school</td>
<td>37</td>
<td></td>
</tr>
</tbody>
</table>

6 Workforce composition

Our teaching staff are from varied backgrounds – Fijian, Samoan, Tongan, Mauritian, Columbian and South African. There are no indigenous staff at the College. A total of 6 staff have a Masters in Leadership and Administration, 5 staff members will be completing their Masters studies at the end of this year.
7  Student attendance rate and non-attendance

7.1  Average Year Level Attendance

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Average Attendance (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>89%</td>
</tr>
<tr>
<td>Year 1</td>
<td>92%</td>
</tr>
<tr>
<td>Year 2</td>
<td>96%</td>
</tr>
<tr>
<td>Year 3</td>
<td>92%</td>
</tr>
<tr>
<td>Year 4</td>
<td>89%</td>
</tr>
<tr>
<td>Year 5</td>
<td>91%</td>
</tr>
<tr>
<td>Year 6</td>
<td>92%</td>
</tr>
<tr>
<td>Year 7</td>
<td>93%</td>
</tr>
<tr>
<td>Year 8</td>
<td>90%</td>
</tr>
<tr>
<td>Year 9</td>
<td>89%</td>
</tr>
<tr>
<td>Year 10</td>
<td>92%</td>
</tr>
<tr>
<td>Year 11</td>
<td>86%</td>
</tr>
<tr>
<td>Year 12</td>
<td>93%</td>
</tr>
<tr>
<td>Total school attendance average</td>
<td>91%</td>
</tr>
</tbody>
</table>

7.2  Management of non-attendance

If there are students that are away for more than 3 days, the office rings to find out where they are. If they are sick, they are required to bring a note when they return. There are some students who have family issues and are kept home by a parent for reasons that they believe are acceptable. The deputies then discuss this with the parents.

If some students struggle with getting to school either on time or at all, the deputies will talk to them about their responsibilities.

The Roll Teacher will inform the principal when a student has been absent for more than 20% of school days year to date and will continue to report every two week if the attendance remains above this level. The Principal will then review the attendance record and if it is unacceptable then a family conference will be organised where some strategies for better attendance will be agreed. These will be further monitored and if no improvement in attendance occurs, a Director General’s Case Conference will be arranged and the school will report the family to Community Services for "Failure to educate".
7.3 Retention from Year 10 to Year 12

Percentage retention rate: 65% of Year 10 students went on to complete Year 12. A lot of students moved schools because of subject choices.

8 Post School Destinations

The staff at Mountain View are very pleased with the achievements of their 2012 HSC students. We can report in March 2013, that 60% of our students are at a tertiary education institution doing a variety of courses, 10% have got into their University of choice but deferred for a year, 5% have gone into aged care, 10% are working with family members in a trade (construction), and 10% have enrolled in TAFE courses, and 10% are completing their HSC once again to get better results.
9 Enrolment Policies and characteristics of the student body

Enrolment Policy

Rationale

Mountain View Adventist College is a member of the system of Seventh-day Adventist Schools providing quality education in a caring Christian environment.

Mountain View is operated primarily for the benefit of the members of the Seventh-day Adventist community but is open to students without regard to their ethnic background, sex, or national origin. While no religious test is applied, all students are expected to live in harmony with the Colleges' standards and regulations, show respect for the Word of God and to attend the regular religious classes and activities of the College. Every effort is made to provide opportunity for both girls and boys to participate in all activities and, as far as possible, the College attempts to accommodate disadvantaged and disabled students, as far as their buildings and personnel allow.

All applications for admission are processed by the Principal and Heads of Schools, and approved by the College Council. Students accepted into the College are required to apply for re-enrolment in subsequent years.

Guidelines for Admission to the College

The Board of Directors has determined that, as a general rule, pupils should have turned five years of age before commencing Kindergarten and six for Year 1 and so pro rata for subsequent years. A child who turns five years of age prior to 30th June, the year commencing Kindergarten, may be admitted to the class after an evaluation has been made concerning the child's readiness for school attendance.

If class sizes are around the maximum set in the "Education Handbook" or the size recommended by the Conference, then careful consideration needs to be given as to the advisability of taking on extra pupils. This should generally be done in consultation with the teacher concerned and with the Principal. The teacher's experience and expertise, the special needs of the class and the ease with which the teacher is handling the current load should be considered.

The College endeavours to enrol all children with Adventist parents in the serviced area of the College.

Procedure

When parents contact the college about a new admission, they should generally be referred to the Principal, Head of School or Marketer.

They will:

1. Answer questions
2. Invite parents to come in for an interview
3. Discern whether they are Adventists or not.
4. Check if any court orders apply, when parents are separated or divorced.
5. Sight and perhaps copy reports from previous schools or educational or medical specialists.
6. Arrange a guided tour of the College and introduce them to the appropriate teacher.
7. Discuss transportation of the student to and from College.
8. Inform them of the appropriate fee structure.
9. Offer them a Handbook and Enrolment form to complete.
10. Show them the appropriate uniform for their child’s year.
11. Send a letter of acceptance once the name has been passed by the College Council
12. If the child is accepted, explain transport, canteen and routine procedures.
13. Place name on Admission Register and Class Roll when they commence.

For Kindergarten only

1. Arrange for them to come in for Orientation Day before the New Year commences. This process helps to decide if the child is ready for school or not
2. Make a copy of their Birth Certificate and their Immunisation records.

Processes of handling student withdrawals

When a parent or guardian decides to withdraw a student from the College it is necessary for the parent or guardian of the student to officially inform the Principal of the decision and the last day that the student will be attending the College.

It is the student’s responsibility to obtain a Deregistration Form from the School Receptionist and return all of the hire textbooks used while at the College. The Subject Teacher’s signatures are recorded on the form as evidence that the textbooks have been returned in good order. The Librarian’s signature is also needed to certify that all Library books have been returned. Finally, the Head of School’s signature indicates that he/she is satisfied that all academic aspects of deregistering have been completed and that the office can refund the student’s locker bond and determine the final account. This procedure is mainly for senior students.

Re enrolment

If a student has previously withdrawn or had their enrolment terminated by the College, re-entry may be considered by the College’s Administration providing the following are in place:

1. New application to enter
2. Letter of recommendation from local pastor, including church involvement, attendance and attitude
3. Positive school report from school now being attended
4. Recommendation from previous school’s administration.
5. Discussion with Administration

The final decision on enrolment is processed by the Administrative Committee and recommended to the College Council

All students will need to complete the registration process each New Year. To complete registration for the New Year, each student will need to:

1. complete or update a registration form
2. organise payment of school fees
3. receive rail and bus passes (where required)
4. provide the bus committee with updated details (where required)
Composition/characteristics of the student population

The majority of our students are from ethnic backgrounds from all around the globe. They integrate well with each other and there is a healthy respect for the varied cultures. They are celebrated during the year through Multicultural days and special meals prepared by different cultures.

A lot of the students are from the local area and are made up of low socio economic backgrounds as well as students that come from other areas of Sydney via our private bus system. The more distant students are from Windsor in the West, Liverpool in the South West, Fairfield and Homebush.

10 School Policies

Student Welfare Policy

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.

Aims

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

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 analysis 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 behaviour management, a student leadership system, the management and reporting of serious incidents.
- 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.

This college has guidelines that may include but are not limited to:

- Anti-bullying
- Anti-discrimination
- Critical Incidents
- Students with Disabilities
- Supervision of Students
- Emergency/Evacuation/Shut-down
- Grievance
- Harassment
- Education Outside the Classroom
- Pastoral Care
- Boy's Education
- Chaplaincy
- Counselling
- Peer Support
• Weeks of Spiritual Emphasis
• Drug education
• Canteen
• First Aid
• Special Health Needs
• Sun Protection
• Incident Reporting
• Medication

The full Student Welfare policy can be obtained through the Front Office. The policy is in the process of being updated at this time and parents are welcome to ring the office for a complete text of Student Welfare. There were very few changes in the policy in 2012, as we are having an overhaul on all sections of the document in 2013.

Discipline Policy

Rationale

All children have a right to a discipline system 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.

Aims

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

Implementation

This school will abide by the legislation pertinent to the provision of a discipline system 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
• An unbiased decision-maker

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

This college has guidelines that may include but are not limited to:

• Discipline - junior/middle/senior schools
• Uniform
• Bus/Train Behaviour
• Mobile Phone Usage
• Internet Usage
• Student Use of Cars/Carpark
• Bikes/Scooter/Skateboards
• Arrival and Departure
• Positive Rewards System

The full college Discipline policy can be obtained through the Office. This policy is in the process of being updated at this time.

To obtain a full version of the Discipline Policy, please ring the office
Complaints and Grievances Policy

Conflict between a staff member and a parent is documented under the heading "Due Process". The following policy relates to conflict between fellow professionals on the College staff.

The procedures contained in this section do not apply in cases of allegations of child sexual assault or improper conduct of a sexual nature. The procedures to be followed in these instances are contained in the policy "Child Protection-Procedures for Notification of Child Abuse".

Conflict prevention and resolution strategies are fundamental to effective College-based personal/professional relations.

Integral to the successful management of every workplace is recognition of the need for practices within the workplace, which will prevent conflict arising.

Harmonious staff relations are largely dependent on staff feeling satisfied that their professionalism is being acknowledged by their own involvement in appropriate decision-making processes.

The quality of working relations is likely to be substantially better in a workplace if the decision-making processes adopted permit staff to have input into decisions, which affect the nature and quality of their professional work.

Executive and staff in all workplaces, therefore, need to work together to develop and implement appropriate strategies to facilitate consultative and collaborative decision-making processes within the workplace.

At Mountain View Adventist College, we have accepted as part of our Conflict Resolution Policy, the documentation that is in the Greater Sydney Conference Educational Policy Documents. Refer to this document for further information on Conflict Prevention.

Grievance policy

1 Purpose

- To promote a Christian ethos and high standards of behaviour in the workplace.
- To provide and maintain a safe workplace where all individuals are treated with dignity, courtesy and respect.
- To prevent practices in the workplace such as unlawful discrimination, harassment, victimization, vilification, bullying and occupational violence.
- To promote best practice in employment relations.
- To treat all complaints confidentially, sensitively and with procedural fairness.

2 Legislation

- Anti-Discrimination Act 1977 (NSW)
- Industrial Relations Act 1996 (NSW)
- Work Health and Safety Act 2011 No 10 (NSW)

The full policy can be found by contacting the Office of the college.
11 School determined improvement targets

Priority Areas for Improvement for 2012

- continue increasing Literacy – especially in Junior school
- improving spiritual awareness of students and their relationship with God and others
- apply for a BGA to complete hall (under BER)
- increase fee collection by putting policies in place and having a closer relationship with parents and their needs
- begin preparing for National Curriculum through reading of reports on web – through AIS and BOS websites

Achievement of Priority Areas listed for improvement in the 2011

<table>
<thead>
<tr>
<th>Areas Listed For Improvement 2011</th>
<th>Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>National Partnership</strong> To further develop the growth of students with reading and their love of reading To sustain literacy focus beyond 2011 To build on current successes by developing a systematic k-10 approach to literacy within the school</td>
<td>Students in all classes spent time in literacy. Novels were bought for classrooms so that students could have a bit of time when available, to read in class. Literacy continues to be a focus</td>
</tr>
<tr>
<td>Improve school belief of academic success and self-esteem through utilizing skills of both staff and students – – musicals, dramas, maths club, photography club.</td>
<td>Maths is being done outside school hours for those who wish to get involved. The music teacher has groups he works with during the lunch break, to enhance their music skills</td>
</tr>
<tr>
<td><strong>Curriculum</strong> To manage in a sustainable environment, the new National Curriculum, through timely inservice of each subject. To be ready to implement new Curriculum by 2013</td>
<td>The curriculum has been pushed back to 2014 start, so this will go into 2013 initiatives</td>
</tr>
<tr>
<td><strong>Staff</strong> To implement yearly appraisal systems, with timely feedback and encourage growth through their own setting of goals</td>
<td>This has been implemented and all staff do an appraisal form and are involved in feedback.</td>
</tr>
<tr>
<td><strong>Students</strong> Provide opportunities and training for students to continually develop their leadership potential.</td>
<td>The student leaders in the college have had the opportunity to be involved with the opening of the BER hall, gone to visit the local MP and the senior leaders have gone to training and supported the senior school</td>
</tr>
<tr>
<td>Areas Listed For Improvement 2011</td>
<td>Achievement</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Service</td>
<td>Create a desire and opportunities for students and staff to serve others in the school, local and broader community.</td>
</tr>
<tr>
<td></td>
<td>Had a mission trip to Cook Islands for the year 11 students, were involved in National Thanksgiving Day and took fresh biscuits to the local Fire Brigade. More can be done</td>
</tr>
</tbody>
</table>

12 Initiatives promoting respect and responsibility

- being more fully involved with the National Day of Thanksgiving, the junior students were given an opportunity to say “thank you” to a part of our local community.
- students given opportunity to serve in local churches by taking a church program – completely run by them
- Year 11 service project to Cook Islands, where they worked in local schools – painting, cleaning, building. They also spent time at the local jail and took them care packages, as well as the public hospital. This project gave them more understanding and created empathy for students who live in a community that is struggling,
- Multicultural Day – this has become an even bigger event in our college calendar. This day gives our students an opportunity to share their cultural differences and embrace them.

13 Parent, student and teacher satisfaction

We are still awaiting a parent questionnaire on their satisfaction with the college. Anecdotally we have many parents who love being a part of the college and are very satisfied about the level of care their students get.

Students continually show their appreciation to the staff in regards to their wellbeing while they are at school.

Staff are very satisfied with the way in which they are supported by each other and their pastoral care is very high. The major concern is their workload as it is in many schools. Education today has come under fire for the increased expectation of teachers to be all things to the students, with no extra time off or resources to manage this.
14 Summary financial information

Income

Mountain View Adventist College

- Fees and Private Income
- State Recurrent Grants
- Commonwealth Recurrent Grants
- Other Government Grants
- Government Capital Grants
- Other Capital Income

Expenditure

Mountain View Adventist College

- Salaries, Allowances and Related Expenses
- Non-Salary Expenses
- Classroom Expenses
- Capital

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.

☑ 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