



NSW Education Standards Authority

**Annual Report
2017**

Reporting on the 2016 Calendar Year

Mountain View Adventist College

Owned and Operated by

Seventh-day Adventist Schools
(Greater Sydney) Ltd

A message from key school bodies

College Council - The college council is an integral part of the college and meets together at least 6 times per year as a minimum. The council chair is in touch with the principal over many matters in between meetings and is kept up to date on all of the major issues pertaining to the college. The council is made up of committed parental support as well as members from the Greater Sydney Conference of the Seventh day Adventist church. The council takes an active role in many areas of college life- new buildings, academic achievements, staff issues, student support. The council members have chosen to belong to the council for the simple reason that they believe in the vision and mission of the college and want to support the principal and administration in making the college the absolute best college in the area, for all stakeholders involved in the daily challenge of running a P-12 campus. The council also supports the Chaplaincy program of the college, which plays a vital part in supporting parents, staff and students. There is 1 full time Chaplain and 2 part time Chaplains who spend a lot of time in classes supporting the teachers in their daily interaction with the students, as well as helping parents through any traumas that may come their way.

Student Representative Council (SRC)– The college has the Prefects from Junior, middle and senior schools to create the SRC. The students join together to work on specific issues they all feel need to be worked on for the good of all students. They work together in specific areas such as - Genes for Jeans, The Bible Society and collecting for the year 11 mission service trip. The SRC meet with the Chaplain at least once a term. The Senior Prefects meet more times than this so that they can be involved in more activities over the year as they come up. In 2016 the prefects began a program whereby the Senior Prefects came into the Staff worship for a week, and took staff worship – they wanted not just to share with staff, but to let staff know who they are. From that initiative, they have been joining with Middle school prefects every Thursday and going into all classes over the year to take a worship. Middle school prefects are also helping every Thursday morning with making toast for breakfast

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

MVAC is located in Doonside and is on the fringes of a property boom happening in Doonside, Quakers Hill and along the main roads providing to the M7 and M4.

In 2014, the numbers rose by 10% from Prep (pre kindy) to Year 12. The fees were decreased in 2012 to reflect the financial needs of the parents, living in a low socio economic area. That being said, MVAC has a large bus fleet that picks up children from Penrith, to Liverpool and Fairfield area, as well as locally. This provides a broad diversity in the socio-economic status in the College community.

We are into our fourth year of a NSW Literacy and Numeracy Action Plan grant. This is a grant of over \$100 000 per year, spread through to 2019, which targets improved literacy and numeracy of our Early Stage 1, Stage 1 and 2 students. One of the major spin offs of this grant is the amount of professional Development that each k-4 teacher is involved in, with literacy and numeracy. The teachers are learning different ways of not only teaching the students to increase their literacy and numeracy, but learning divergent ways to select samples of work, how to evaluate their work and how to show the students growth, through a more thorough way of collecting data.

Already we have seen huge results in the NAPLAN results with our students growth points from year3-5, 5-7 and 7-9 all above average, in the 2016 NAPLAN testing. This is a testimony to the dedication and planning that the staff are doing, to raise the Academic standard in our College.

MVAC is split into three different schools on one site – Junior (prep – yr4), Middle (yrs 5-8) and Senior (yrs 9-12). This division was made on philosophical reasons to better engage students with targeted age appropriate programs in each of the schools.

The College is also involved with the AIS (Australian Independent Schools), with grants of \$7000 per year for two years, to support the staff in the area of Improvement of all aspects of school life. In 2016 the college spent more time on Assessment and Reporting, Professional Development of the teachers and leaders and looking at increasing the student interaction with their studies.

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	9	30	34
Year 5	0	14	24
Year 7	2	25	11
Year 9	6	31	6

Writing

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	0	5	51
Year 5	5	22	11
Year 7	2	23	9
Year 9	18	47	10

Spelling

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	9	26	49
Year 5	0	11	41
Year 7	2	11	25
Year 9	10	20	26

Grammar and Punctuation

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	9	16	33
Year 5	0	5	22
Year 7	2	25	9
Year 9	14	36	12

Interpretative Comments

In 2016, MVAC recorded the highest every growth in all of the above tables – from one period to another. Year 3 2014 to Year 5 – 2016, year 5-7 and year 7-9. We have been one of the best schools in NSW with our overall growth in all Literacy skills. We believe this is because of the intense Instructional teaching that our teachers have been giving to the students and the amount of Professional Development we have been involved in with the Action Plan- an initiative of the Australian Independent Schools and the Federal Government.

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	16	30	9
Year 5	5	19	24
Year 7	0	20	16
Year 9	2	21	21

Interpretative Comments

As with Literacy, MVAC had the highest growth in students understanding from 2014 to 2016. This we believe has come about once again because of the intentional explicit way in which the teachers are now not only teaching the students, but because of the follow up they are doing for every student.

3.2 Record of School Achievement

Item	Students
Number of Students studying in Year 10	57
Number of ROSAs issued by NESA in 2015	1

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 number and/or %					
			Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
Personal Development/Health/PE	18	School	0	0	39%	34%	17%	11%
		State	11%	23%	27%	20%	10%	6%
Music1	14	School	0	22%	64%	14%	0	0
		State	18%	44%	26%	9%	1%	0
Modern History	3	School	0	34%	0	66%	0	0
		State	9%	32%	32%	13%	9%	5%
Mathematics General 2	19	School	5%	42%	21%	32%	0	0
		State	5%	20%	26%	23%	16%	8%
Legal Studies	11	School	9%	18%	55%	18%	0	0
		State	12%	30%	28%	17%	7%	4%
IPT	4	School	0	0	100%	0	0	0
		State	7%	21%	35%	19%	12%	5%
English	31	School	0	0	36%	58%	6%	0
		State	1%	13%	35%	38%	10%	3%
Design and Technology	5	School	0	0	60%	20%	0	20%
		State	12%	28%	35%	19%	4%	1%
Community & Family Studies	13	School	0	8%	39%	39%	16%	0
		State	5%	25%	34%	20%	10%	4%
Chemistry	6	School	0	0	34%	66%	0	0
		State	10%	31%	32%	21%	4%	2%
Business Studies	8	0	0	50%	25%	25%	0	0
		State	9%	26%	29%	23%	10%	3%

Subject	No of students		Performance band achievement by number and/or %					
			Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
Biology	16	School	0	0	44%	31%	25%	0
		State	9%	27%	30%	25%	7%	2%
Ancient History	7	School	0	14%	29%	43%	14%	0
		State	8%	22%	27%	24%	12%	5%
Visual arts	2	School	0	100%	0	0	0	0
		State	14%	40%	33%	10%	2%	0
Studies of Religion	32	School	0	6%	9%	37%	37%	3%
		State	9%	39%	23%	19%	7%	2%

Interpretative comments for Higher School Certificate results

For a small cohort of students the College was very pleased with their results. They have performed to the best of their ability in all areas. Due to the small numbers of students in each subject, percentages compared to the state appear skewed.

Comparison of 2016 HSC results as a trend over time

Subject	No of students		Performance band achievement by number and/or %					
			Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
Personal Development,Health, PE	18	2016	0	0	39%	34%	17%	11%
	18	2015	0	11%	0	56%	33%	0
	9	2014	0	0	33%	22%	45%	0
Music 1	14	2016	0	22%	64%	14%	0	0
	8	2015	0	37%	63%	0	0	0
	6	2014	0	33%	50%	17%	0	0
Modern History	3	2016	0	34%	0	66%	0	0
	5	2015	0	20%	60%	0	0	20%
	0	2014	0	0	0	0	0	0
Mathematics General 2	19	2016	5%	42%	21%	32%	0	0
	16	2015	0	12%	69%	19%	0	0
	8	2014	12%	13%	37%	38%	0	0
Mathematics	0	2016	0	0	0	0	0	0
	7	2015	0	14%	57%	29%	0	0
	3	2014	34%	0	0	66%	0	0
Mathematics Extension 1	0	2016	0	0	0	0	0	0
	2	2015	0	100%	0	0	0	0
	2	2014	0	50%	0	50%	0	0
Legal Studies	11	2016	9%	18%	55%	18%	0	0
	11	2015	0	0	27%	73%	0	0
	16	2014	0	0	19%	37%	44%	0
IPT	4	2016	0	0	100%	0	0	0
	14	2015	0	7%	43%	29%	21%	0
	9	2014	0	11%	56%	33%	0	0

Subject	No of students		Performance band achievement by number and/or %					
			Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
English	31	2016	0	0	36%	58%	6%	0
	45	2015	0	0	31%	49%	20%	0
	29	2014	0	0		17%	48%	35%
Design & Technology	5	2016	0	0	60%	20%	0	20%
	6	2015	0	0	33%	34%	33%	0
	7	2014	0	0	15%	71%	14%	0
Community & Family Studies	13	2016	0	8%	39%	39%	16%	0
	18	2015	0	0	5%	50%	39%	6%
	17	2014	0	6%	12%	64%	18%	0
Chemistry	6	2016	0	0	34%	66%	0	0
	0	2015	0	0	0	0	0	0
	0	2014	0	0	0	0	0	0
Business Studies	8	2016	0	0	50%	25%	25%	0
	16	2015	0	0	37%	44%	19%	0
	16	2014	0	0	25%	31%	44%	0
Biology	16	0	0	44%	31%	25%	0	0
	12	2015	0	25%	17%	17%	25%	16%
	7	2014	0	0	29%	14%	28%	29%
Ancient History	7	2016	0	14%	29%	43%	14%	0
	14	2015	7%	0	14%	36%	43%	0
	0	2014	0	0	0	0	0	0
Visual Arts	2	2016	0	100%	0	0	0	0
	9	2015	0	22%	45%	33%	0	0
	5	2014	0	0	40%	60	0	0

Subject	No of students		Performance band achievement by number and/or %					
			Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
Studies Of Religion	32	2016	0	6%	9%	37%	37%	3%
	46	2015	2%	15%	17%	26%	22%	17%
	29	2014	0	7%	17%	31%	38%	7%
Physics	0	2016	0	0	0	0	0	0
	3	2015	0	67%	33%	0	0	0
	1	2014	0	100%	0	0	0	0

Interpretative comments for Higher School Certificate result trends over time

There really are no trends that are happening with HSC results as there are only a small number of students in most classes, any trend that we may see really isn't accurate as we can't trend on a small number of students.

4 Senior secondary outcomes

Percentage of students in Year 12 undertaking vocational or trade training: 70%

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

5 Professional learning and teacher standards

5.1 Professional Learning

Areas of professional learning	Teachers (number or group)
Explicit Instruction Training	40
Writing/Grammar training	12
Lien/Numeracy training	14
Autism PD	2
SWD training	40
DIBELS training	6
IT – Robotics/Use of Ipads in classroom	40
CPR/Anaphlyaxis	40

Areas of professional learning	Teachers (number or group)
GRR training throughout the year x 5 days	12x5
Synthetic Phonics	12
Work,Health Safety x 4 modules	40
Quality Schools – SIAS	12
AIS Action Plan- 3 sessions for Leaders	3x3
Mathematics in Senior school	2
PDHPE PD	1
Comprehension in writing x 2 days	12 x 2
Various afternoon PD	40
Coaching In the School Environment x 2 days	2x2
How to Plan for walk throughs	6
Learning Support conference	2
SMART data unpacked by AIS	40
Online Governance x 6 modules – principal	4
Australian History Curriculum	1
NSW Literacy & Numeracy Action Plan – school stories	2
Performance management skills for principals	1
Ipads in action	3
Independent schools financing	1
Making consistent teacher judgements in NCCD	1
Next steps in Games for learning	1
Health promotion on the roads	1
Masters degrees- ongoing	5

Total Staff PD experiences: 466

Average cost per teacher for professional learning: \$150.00

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	41
(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	0
(iii) teachers who do not have qualifications as described in (i) and (ii) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed <ul style="list-style-type: none"> - to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis) and - as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity 	These teachers work under the direction of another teacher and are registered as transition scheme teachers with the NSW Institute of Teachers unless he/she is a LOTE teacher	0
Total number of teachers in school		41

6 Workforce composition (comment on Indigenous staff)

Our staff are from various backgrounds, from – Fiji, South Africa, Tonga, NZ, Chile, Columbia, Mauritius, Spanish, Australia and 1 Indigenous teacher for the Junior school. We have 31 Female and 12 male teachers on staff. There are 44 full time teachers and 5 part time teachers employed in the school.

They vary in age from graduating in 2015 to 40 years of experience

7 Student attendance rate and non-attendance

7.1 Average Year Level Attendance

Year Level	Average Attendance (%)
Kindergarten	85
Year 1	85
Year 2	89
Year 3	89

Year 4	85
Year 5	90
Year 6	89
Year 7	86
Year 8	88
Year 9	85
Year 10	88
Year 11	83
Year 12	86
Total school attendance average	87%

7.2 Management of non-attendance

Each morning, an SMS message goes to any parent of a child who has not turned up for school, this message goes out to parents by 10am – to allow for traffic issues. Parents then are aware if their child has truanted or will text back if their child is unwell and off for the day.

Each roll teacher takes note if a student is away for more than 3 days. If so, the office will ring the parent to see where the child is.

If a child is away on intermittent days at a regular rate, the office will also talk to parents and students and let them know of the importance of school.

If students struggle with getting to school on time, the Deputies will talk to the students as well as the parents about what is required.

The roll teacher will continue monitoring student attendance, and will inform that Principal or Heads of Schools if a child seems to consistently be away. Parents will be spoken to and if there is anything that the school can do to support the family it will do so.

Further monitoring will continue and if the child is still continually absent, the school will report to community services for the child's non-attendance.

If we find a child has more than 15% days absent, we will discuss this with the School Liaison officer that works in our district, and they will visit the family.

7.3 Retention from Year 10 to Year 12

Percentage retention rate: **70%**

8 Post School Destinations

2 students left during the year – 1 began full time employment and 1 worked in parents business.

- 3 Nursing degree begun
- 6 full time employment
- 3 WSU – Bach of Health Science
- 1 Macquarie Uni Bach Human Science
- 1 WSU Double degree Bach of law/Arts
- 4 WSU Bach of Business
- 2 College of Applied Psychology
- 1 UTS Bio medicine
- 2 WSU Bach of Science
- 2 further study @ TAFE
- 1 WSU Bach Science/Genetic
- 2 Private Business college
- 1 AIMS – Bach Music Production
- 2 Applying for airforce

9 Enrolment Policies and characteristics of the student body

Enrolment Policy

Rationale

It is the law in New South Wales that all children under the age of seventeen be enrolled and in regular attendance at a registered school. As school staff, we have a legal and moral responsibility to ensure that attendance of students at school is monitored and records are kept.

Aims/implementation

To ensure that records of enrolments and daily attendances for all students are kept on permanent record.

Mountain View Adventist College will abide by the legislation (Education Act 1990) pertinent to student attendance. This includes:

1. A register of enrolments that includes: name, age and address of student, the name and contact telephone of parent/guardian, the date of enrolment and the date of de-registration including the student's destination school, the previous school (if applicable) for children over 6 years old.
 2. Where a student under the age of 17 leaves the school and their destination is unknown, a home-school liaison officer from the NSW Department of Education and Communities has been notified with all relevant details.
 3. A set of protocols to monitor attendances/absences from school, identify absences from school and from individual classes, follow up unexplained absences, notify parents/guardians of attendance trends, keep unsatisfactory attendances records on file.
 4. A register of daily attendances, which includes: daily attendance, absences, reasons for absences, documentation to support absences.
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5. The permanent archiving of the register of enrolments after a period of 5 years and the retention of the attendance records for a period of 7 years.

Enrolment Procedures

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 students.

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

Guidelines for Admission to the College

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 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 school about a new admission, they should generally be referred to the Principal, Head of School or Business Manager

They will:

- Answer questions

- Invite parents to come in for an interview

- Discern whether they are Adventists or not.

- Check if any court orders apply, when parents are separated or divorced.

- Sight and perhaps copy reports from previous schools or educational or medical specialists.

- Arrange a guided tour of the College and introduce them to the appropriate teacher.

Discuss transportation of the student to and from College.
Inform them of the appropriate fee structure.
Offer them a Handbook and Enrolment form to complete.
Show them the appropriate uniform for their child's year.
Send a letter of acceptance and place name on SEQTA .
If the child is accepted, explain transport, canteen and routine procedures.
Place name on Admission Register and Class Roll when they commence.

For Kindergarten only :-

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.
Make a copy of their Birth Certificate and their Immunisation records.

Prerequisites for continuing enrolment:

- Fees that are due in that year are fully paid up or there is an agreement in place – made by the Business Manager and the parent.
- Behaviour is at an acceptable standard and student adheres to the College Behaviour Policy and Uniform Policy.

Anti – discrimination

Discrimination refers to any behaviour or practice based upon an assumption that one group is superior to another, any behaviour that disadvantages people on the basis of the real or perceived membership of a particular group, and includes behaviour such as less favourable treatment, unfair exclusion and asking discriminatory questions

Mountain View Adventist College aims to provide a fair and supportive environment free from all forms of discrimination based on gender, race, religion or sexuality. The College expects, through the staff being professionally supported, to deliver a safe and supportive environment where all students are comfortable when they come to the College.

Students with Disabilities

Students with disabilities have the same fundamental rights, freedoms and responsibilities as other students that do not have a disability.

Mountain View encourages teachers to create an inclusive program that treats special needs children as full and valued members of their class and school with opportunity to participate in all aspects of school life.

Enrolment procedures for special needs children are the same as for non-special needs children and are the following:

The *Disability Standards For Education* (2005) apply to all schools in NSW that are looking at enrolling a Disabled child. When considering an enrolment into Mountain View a determination should be made regarding the college's capacity to address the students individual needs. This will be achieved by working through an Individual planning process before acceptance of enrolment happens and identifying any adjustments that would be required to give the student the best possible education. It's important to demonstrate to the family that the college is seriously considering all relevant issues and are willing to listen to them. There may be a time when the college will have to turn down an enrolment if the adjustment that is required by the college would impose an unjustifiable hardship on the college, or after careful consideration it is deemed by all parties that the student would not have their needs met in this college. At this time, communication is paramount with all parties before a decision is made. The AIS are always willing to come in and liaise if this is necessary.

If the college has a child with a disability applying for enrolment, they should be provided with all of the students past reports to make a correct judgment call on enrolling the student – past report cards, WISC 11 reports, Speech Pathologist report etc. At all times the parent needs to be communicated with so they are kept up to date with the process. The college will also develop the teachers in what is required by them for supporting this child – mannerisms to avoid, how to write an Individual plan, making sure the student is not discriminated against in any of their school experience. It may also be that students in the class are also spoken to about how to relate to the child.

Initial preparation procedures when the application is successful:

Testing will be arranged, if necessary, and the Learning support teacher will be heavily involved with making sure the classroom teacher understands the needs of the child.

When the results of the previous procedure are received, in consultation with all staff a decision will be made about the child's placement and those responsible for his/her educational needs

The Colleges decision will be shared with the parents for their response and support.

Attention will be given to any IEPs that need to be written to support the child.

Planning & Implementation procedures:

A transition process from home or previous school is the responsibility of the parents with the cooperation of the school (or both schools) to ensure that the process is as successful and as stress-free as possible for the child.

Ensuring other children have information about and training in the most successful ways to interact with a special needs child.

The design and implementation of an IEP (Individual Education Plan) to be prepared by the class teacher and/or support teacher and shared with the parents for their participation and support.

The design and implementation of a strategic plan for behaviour management to be prepared by the class teacher and/or support teacher and shared with the parents for their participation and support.

On-going procedures by Administration

Working with parents, the AIS and other bodies at regular intervals to ensure that the child is continually being managed and taken care of, in a professional and non-threatening manner. Ensuring that all necessary resources are available for staff and parents including brochures on special needs, funding sources, and support groups. This will be the role of each Head of School, working in conjunction with the Principal and Learning Support person.

Monitoring the progress of the special needs child's program by receiving reports from the classroom teacher, the support teacher, support services and the parents.

On-going procedures within the classroom

Assessment will be an ongoing process that incorporates student involvement. It is the process of collecting, organising, interpreting and recording information gained from students to make informed decisions about their IEP, their behaviour, achievements and needs.

Effective day-to-day two-way communication between the College and the parents via communication books, newsletters, notes, phone calls and face-to-face meetings

Ensuring that all general classroom procedures eg homework, class activities and tests, are consistent with the child's IEP and make allowance for their special needs.

Mountain View Adventist College believes that all students should:

- Understand that they are of equal value in the sight of God.
- Have the right to develop and maintain a relationship with God.
- Develop quality human relationships.
- To be given opportunities to develop a positive self image.
- Be given the opportunity to experience success in all aspects of education.
- Be treated fairly and with equality.
- Be encouraged to achieve their God given potential.

The objectives of Integration are:

To provide the opportunity for integrated students to participate in as many College activities as possible and to the fullest extent.

To provide opportunities for integrated students to develop an understanding of their world, and confidence in their ability to produce a positive influence in their lives and the lives of those around them.

To enable integration students to find learning both challenging and satisfying through a range of learning experiences.

To adapt the curriculum to meet the needs and abilities of the integrated student.

To develop in all members of the College community awareness, understanding and consideration of the integrated child.

To foster an awareness of the individual abilities of each integrated student.

To encourage and facilitate integrated students to meet their potential in the educational setting.

Composition/characteristics of the student population

The majority of our students are from ethnic backgrounds. They integrate well together and there is a healthy respect for all cultures. They celebrate their diversity by being involved with Multicultural days and concerts throughout the college. The majority of our students are bused into the college from the surrounding suburbs – as far away as 30km from the college. We also have many students coming from the low socio economic areas of Western Sydney. There is now a huge shift, because of the growth of the local suburbs, into the more affluent families registering their children into the College.

10 School Policies

Student Welfare Policy

Student welfare:

- Encompasses all that the college does to promote and meet the spiritual, personal, social and learning needs of the child.
 - Creates a safe, caring environment in which students are nurtured as they learn.
 - Provides opportunities for students to:
 - a. experience success in their learning
 - b. make a useful contribution to the community in which they live, as well as their college environment
 - c. derive joy from their learning
 - d. work and play in a safe environment free from ridicule, verbal & physical abuse and any kind of behaviour that may hamper their learning
 - Supports the student in wanting an environment that is free from disruption caused by unruly behaviour
 - Encourages the student to value differences within their cultures.
 - Supports the student in all aspects of their learning.
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Student Welfare at Mountain View Adventist College -

Encompasses everything the school community does to meet the personal, social and learning needs of students.

Creates a safe, caring school environment in which students are nurtured as they learn.

Is achieved through the total school curriculum and the way it is delivered.

Incorporates effective discipline.

Incorporates preventive health and social skills programs.

Stresses the value of collaborative early intervention when problems are identified.

Provides ongoing educational services to support students.

Recognises the diversity within the school community and provides programs and support which acknowledge difference and promote harmony.

Recognises the role that the school plays as a resource to link families with community support services.

Provides opportunities for students to:

- Enjoy success and recognition.
- Make a useful contribution to the life of the college.
- Derive enjoyment from their learning.

MVAC partnerships with parents / guardians and the wider school community.

The objectives and outcomes that follow therefore relate to:

- Effective learning and teaching
- Positive climate and good discipline
- Community participation

Aims of Student Welfare

Through the student welfare program, the college aims to:

- Develop a strong foundational belief in the Godhead.
- Develop the self-esteem of all students within the school.
- Develop a set of values to guide behaviour leading to self-discipline.
- Develop positive, caring relationships within the school community.
- Develop an ability to communicate effectively.
- Develop a sense of personal dignity.
- Develop a sense of cultural identity and the tolerance of other cultural identities.

- Address the common needs of all students as well as focusing on the different needs of boys and girls.

Outcomes

- The wellbeing, safety, spirituality and health of students and other community members will be the priority in all areas of the Student Welfare Policy.
- Principles of equity and justice will be evident in plans, programs and procedures.
- The discipline code will provide a clear guideline for behaviour which is known to staff, students and parents.
- The college will be a disciplined, ordered and cohesive community where individuals take responsibility and work together.
- The college will reflect the positive values of the community and will welcome participation of the community in the learning environment.

Responsibilities of Administration:

Principal & Heads of Schools will ensure that:

- A commitment to student welfare underpins all policies and activities of the school.
- The college community reviews policies and practices related to student welfare on a regular basis.
- The colleges discipline Policies are continually being reviewed.
- Students, staff and parents are assisted to develop and put all of the policies into place within the college.
- Expect teaching and support staff to acquaint themselves with the policies within the college relating to student welfare.

Teaching and support staff will:

- Ensure that they are familiar with the Student Discipline Policies.
- Contribute to the provision of a caring, well managed, safe environment for all students and fellow staff members.
- Participate in the learning and teaching process in ways which take account of the aims of this policy.
- Participate in the implementation of the Discipline Policies.

Students will:

- Act according to the support code established by the college.
- Contribute to the provision of a caring, safe environment for fellow students and staff members.
- Participate actively in the learning process.
- Practice peaceful conflict resolution.

Parents will be encouraged to:

- Participate in the learning of their children and the life of the School, including the review of the Student Welfare Policies.
- Share the responsibility for shaping their children's understanding about acceptable behaviour.
- Work with the teachers to establish fair and reasonable expectations of the college.

Student's Rights:

All students are not too young to understand that the granting of rights must be followed by the acceptance of responsibilities.

Students have the right to:

- Be happy and to be treated with compassion.
- Be treated with respect and politeness.
- Be safe. No one should threaten them, hit them or hurt them in any way.
- Expect their property to be safe.
- Obtain maximum benefit from all lessons.
- Expect that educational activities will be beneficial.
- Be by themselves if they so desire. No one should treat them unfairly because they may be different from others.
- Have good health practices respected.
- Have pleasant, well-kept and clean surroundings while in the classroom and in the playground.
- Expect the local community to provide support for the school and have respect and pride in the school.
- Be helped to learn self-control and self-discipline.
- Be heard if others abuse their rights.

Responsibilities of Students at Mountain View

Students have the responsibility to:

- Treat others with compassion, not to laugh at others, tease them or in any way try to hurt their feelings.
- Be polite to all of the school community and treat them with respect.
- Respect the authority of teachers – all adults.
- Use polite language when talking to others.
- Make school safe by not threatening anyone, hitting or hurting anyone in any way.
- Not steal, damage, destroy or interfere with the property of others.
- Be cooperative with teachers and other students to ensure that lessons run smoothly and that all work is kept up to date. Behave so as not to interfere with other's learning.
- Be punctual, to attend school regularly and to contribute to school activities.
- Respect others as individuals and not treat them unfairly because they may have differing beliefs, values or appearance.
- Always be clean and tidy and in full college uniform.
- Keep the school grounds tidy as well as their personal space within the school environment.
- Let teachers know of anything of a dangerous nature within the school that may jeopardise the wellbeing of the student and staff body.
- Behave in a way that will gain respect for the school, especially when going from and coming to school and at out of college activities.
- Learn self-discipline and respect the rights of others.

The following are the guidelines that form part of the Student Welfare Policy.

Guidelines

- Anti-Bullying
- Anti – discrimination
- Students with Disabilities
- Supervision of Students
- Harassment
- Education outside the classroom
- Gender Equity
- Chaplaincy
- Pastoral Care
- Drug Education
- Aboriginal Education
- Counselling

- Weeks of Spiritual Emphasis
- Accident & First Aid
- Sun Protection
- Incident Reporting
- Asthma & Medication
- Critical Incident Management
- Gifted & Talented students
- Immunisation & Infectious Diseases
- Anaphylaxis and students
- Critical Incident Management Policy

The full text of the student Welfare Policy can be asked for at the Office and downloaded as a PDF. All staff access a copy through the Shared File. No changes –other than formatting- have been made in 2016.

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 and redemptive 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.
-

Corporal Punishment

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

Responsibilities of Administration

Principal and Heads of Schools will ensure that:

- A commitment to student management underpins all policies and activities of the college.
- The College community reviews policies and practices related to student welfare on a regular basis.
- The College Support Policy is continually being reviewed.
- Students, staff and parents are assisted to develop and put all of the policies into place within the College.
- Expect teaching and support staff to acquaint themselves with the guidelines within the college relating to student welfare and management.

Teaching and support staff will:

- Ensure that they are familiar with the Student Welfare and management guidelines.
- Contribute to the provision of a caring, well managed, safe environment for all students and fellow staff members.
- Participate in the learning and teaching process in ways which take account of the student needs.

Students will:

- Act according to the support code established by the College.
- Contribute to the provision of a caring, safe environment for fellow students and staff members.
- Participate actively in the learning process.
- Provide their views on student welfare, discipline and college decisions, through their class representatives on the Student Council.
- Practice peaceful conflict resolution.

Parents will be encouraged to:

- Participate in the learning of their children and the life of the college, including the review of the Student Welfare Policies.
- Share the responsibility for shaping their children's understanding about acceptable behaviour.
- Work with the teachers to establish fair and reasonable expectations of the College.

Discipline

Mountain View Adventist College aims to meet the needs of every student through its Behaviour Management Policies. The College encourages each student to adopt and develop a core set of values in harmony with Christian ethics. The two main types of behaviour, positive and negative, are treated through different systems. The underlying focus of each system is restorative justice, where

the relationship between the students and staff is restored where possible through necessary means.

The structured system of behaviour management is aimed at encouraging the student to self-discipline. Students will be instructed in appropriate behaviour and where necessary given assistance to develop the skills needed to modify their behaviour. It is important to note that the College focuses on negatively re-enforcing unacceptable behaviour and positively re-enforcing acceptable behaviour in a Christian manner that restores relationships and individuals.

Key Principles

- A Christian perspective of forgiveness, care and love.
- A restorative approach to all relationships and individuals involved.
- Fairness is always sought.
- Discipline supersedes all other aspects of College i.e. Excursions, sports, etc.
- Consistency in disciplining is required by individual staff and as a corporate body.
- Sensitivity to others' feelings and needs.
- Development of self-discipline.
- Clarity in the expectations of the behaviour management policy by staff and students.
- Senior students and students holding positions of responsibility will be treated differently to junior students.
- Balanced approach between sensitivity and consistency.
- Periodical review of the policy by staff.
- Parents will be involved in the entire process.
- All parties concerned in a matter will be able to voice their view in an open and accepting forum

The full set of these guidelines can be obtained on request from the College Office. All staff can access a copy through the shared file. No changes have been made to these documents in 2016.

Complaints and Grievances Policy

Rationale

The College is committed to providing a quality education for its students and working in an open and accountable way that builds the trust and respect of all in our community.

It is believed that this can be enhanced by listening and responding positively to the concerns of our parents and community members, and by putting mistakes right. Any concerns of a serious nature will be investigated by a senior member of the College staff.

Aims

These guidelines set out the responsibility of the College to:

- Recognise, promote and protect the customer's right to complain about their dealings with the College.

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- Handle all complaints fairly and honestly regardless of who makes a complaint.
 - Treat all members of the community equitably and not show bias to any particular individual or group.
 - Ensure an accessible, timely and well-publicised complaints procedure is in place.
 - Recognise the need to be fair to both the complainant and the organisation or person complained about.
 - Provide a mechanism for responding to complaints in a timely and courteous manner.
 - Determine and implement remedies.
 - Review annually the complaints Guidelines and procedures.
 - Provide adequate resources to support the complaints management process.
 - Record, assess and review complaints on a regular basis to ensure responsiveness and on-going commitment to service improvement.

Implementation

Definition

A complaint is

"An expression of dissatisfaction about the College's action or lack of action or about the standard of a service, whether the action taken or the service provided was by the College itself or a body acting on behalf of the College".

A complaint is not a request for information or clarification on College policy or procedures although these may lead to a complaint.

Record Keeping

The College Principal will keep a log of all complaints with individual files storing all documents related to the complaint including the detail of the complaint, all the evidence gathered that was used to make a determination, the result determination and copies of any communications relating to the investigation of the complaint.

Cost

Complaints at the College will be processed at no cost to the complainant.

Roles and Responsibilities

College Staff member

It is recognised that many concerns will be raised informally, and hence can be dealt with quickly. It is the responsibility for any College staff member with any informal concerns to:

- resolve the concern quickly
- keep matters low-key
- enable mediation between the complainant and the individual concerned

An informal approach is desirable. If concerns cannot be satisfactorily resolved informally, then the formal complaints procedure should be followed.

With formal complaints it is the College staff member's responsibility to:

- recognise, promote and protect the customer's right to complain
- treat a complaint as a clear expression of dissatisfaction with our service which calls for an immediate review and possible adjustment to that service
- deal with the complaint promptly, politely and, when appropriate, confidentially
- respond in the appropriate way - for example, with an explanation, or an apology, or information on any action taken
- learn from complaints and use them to improve service.

Complainant

It is the responsibility of the Complainant to:

- raise concerns promptly, directly and informally with the appropriate member of the college staff
- explain the problem as clearly and as fully as possible, including any action taken to date and an indication of the desired solution
- be as dispassionate and constructive as possible about the complaint. Aggressive, obsessive or abusive behaviour cannot be tolerated as each employee has the right to a workplace free of such behaviour. If this negative behaviour occurs, employees are directed to cease discussion of the problem and report the matter to a supervisor. The supervisor may write to vexatious complainants to inform them that their behaviour is considered to be unacceptable.
- allow the College a reasonable time to deal with the matter, and
- recognise that some circumstances may be beyond the College's control.

Investigation manager

It is the responsibility of the investigation manager to:

- Investigate the complaint in a timely way
- avoid bias and perceptions of a conflicts of interest by transferring the investigation to another party if one becomes apparent
- keep the complainant informed particularly if the investigation is delayed
- Seek further resources if the investigation stagnates

- Maintain good records
- Communicate the finding of a formal investigation in writing.

Who can make complaints

Complaints may be made by students, parents, guardians, other key stakeholders and members of the public.

Right for a support person

The complainant has the right to bring a support person in any meeting where they are required to be present during the complaints and appeals process.

How to make a complaint

Many complaints can be sorted out informally by discussing the issue with the appropriate member of staff. It is suggested that this approach be attempted before formalising the complaint. However, if the issue remains unresolved a formal complaint can be made.

Formal Complaints can be made by:

- Phone
- Email
- Letter
- Contacting the school in person

While anonymous complaints will be investigated it should be understood that further clarification of details and a formal response are not possible and hence the College would prefer the contact details of the complainant.

Who is the best person to hear a complaint?

The Principal is usually the best person to give advice on who could investigate a complaint. If the complaint relates to the Principal the Director of Education, Seventh-day Adventist Schools (Greater Sydney) Ltd. is the best person to help you with the complaint. Contact can be made on:

(Dr) Jean Carter

Executive Director of Education

Greater Sydney Conference

Seventh-day Adventist

4 Cambridge Street

EPPING NSW 2121

Phone (02) 9868 6522

Fax (02) 98684520

Email: JeanCarter@adventist.org.au

Matters that are Outside the Policy

A complaint will become outside the jurisdiction of this Guideline if it becomes a matter for the courts.

The Complaints Process

Stage 1 – Receipt of the complaint

Staff members receiving complaints by phone or in person should determine the appropriate investigating manager and redirect the call or person to that manager. If the manager is not available, the staff member should take a message and deliver the message via email.

On receipt of a complaint by phone or in person the investigating manager should:

1. Record the details of the complaint.
2. Determine the required solution for the complainant.
3. Enquire on the desired level of confidentiality.
4. Record if possible the following contact details: name, address, phone/s and email address.

This information should be used to create a written complaint, a copy of which should be provided to the complainant.

The investigating manager should inform the principal of the complaint who will add the complaint to the complaints log.

If there are any factors, which may affect the perception of the impartiality of the investigating manager, he or she should stand aside on the grounds of a conflict of interest. Factors causing a conflict of interest are, but are not limited to:

- A close relationship to either the complainant or to the staff member being complained about.
- Involvement in the investigation of the informal complaint, and
- Receipt of gifts from either of the parties.

In the event of a conflict of interest the manager's supervisor will appoint a replacement investigation manager.

The investigation manager should contact the complainant to indicate the receipt of the complaint and give an estimated time for the completion of the investigation.

Stage 2 – Investigation

Confidentiality is vital when dealing with complaints. Information about the complaint should be handled on a need-to-know basis. Confidentiality for the complainant is not always possible given the nature of some complaints; however, wherever possible it should be protected.

Every employee mentioned in a complaint should receive a copy of the complaint and be provided with an opportunity to have a right of reply. The investigation manager may choose to interview witnesses or further question the complainant to clarify facts.

Stage 3 - Result Determination

A determination on the complaint should not be considered until all the facts are gathered. Each party to the complaint needs a right of reply. The result could be but is not limited to one of the following:

<i>Result</i>	<i>Explanation</i>	<i>Corrective Action</i>
Complaint justified	Behaviour is outside the policy of the College	Apology should be drafted and counter- signed by the Principal
Complaint justified	Behaviour is within the policy of the College but poorly communicated	Apology may be issued at the discretion of the investigating manager. The implementation of the policy should be edited to prompt staff on more effective methods to communicate in the future
Complaint justified	Behaviour is within the policy of the College however is an unforeseen and inappropriate outcome of the policy.	Apology may be issued at the discretion of the investigating manager. The policy should be revised to ensure the unintended event does not occur in the future
Complaint unjustified	Behaviour is within the policy of the College and has been adequately explained to the relevant parties	

Stage 4 – Communicating the result

Ongoing communication with the complainant is essential to the smooth running of the investigation and the reconciliation of the parties. If the expected time for the determination of a result is extended the complainant should be notified with an explanation of the reason and a new expected date for the result given.

The result of a complaint investigation should be communicated in writing to the Complainant. If the complaint is justified serious consideration should be given to the wording and nature of an apology.

This communication should be termed a preliminary finding giving the reasons for the determination. It also should provide the complainant with an opportunity to provide any further facts relevant to the situation but not as yet considered. The complainant should be given a deadline for this submission.

If a submission is given, these new facts should warrant a review of the result. Once this has been done the letter can be redrafted as a final finding and should communicate the body to which the complainant has a right of appeal if still dissatisfied.

Stage 5 – Right of Appeal

The complainant has the right of appeal on the result of a complaint. This may include the positions of authority within the College, Governance bodies of the College or public oversight bodies set-up by the government. These may include:

- The Principal.
- The Director of Education, Seventh-day Adventist Schools (Greater Sydney) Ltd.
- The College Council.
- The Board of Directors, Seventh-day Adventist Schools (Greater Sydney) Ltd.
- Overseas Students Ombudsman - <http://www.oso.gov.au/>

The review of an appeal should commence no later than 10 days after the submission of an appeal.

If the appeal relates to the cancellation of enrolment the student's enrolment should be maintained until the appeals process is completed.

If the result of the appeal supports the complainant the College will immediately notify the student and implement the decision and any preventative or corrective action resulting from the result of the appeal.

Policy updates and availability

The full set of these guidelines can be obtained on request from the College Office. All staff can access these policies from the shared file. There have been no changes to this policy in 2016.

Anti-Bullying Policy

Statement of Intent

Recognising that bullying and other violent behaviours are endemic to society, this document is the basis for guidelines intended to:

- Create or heighten awareness of the problem.
- Define inappropriate behaviour.
- Set guidelines for dealing with problems which ensure an absence of bullying
- Empower students and staff to make informative decisions whereby bullying behaviour is shown to be unacceptable in our college.

The purpose is to stop bullying behaviour before it reaches the point where the College discipline system is necessary. Mountain View Adventist College should be a safe environment for all students and staff.

Definition

Bullying behaviours are about an imbalance of power where there is deliberate intent to cause harm or distress.

These behaviours can be verbal, social, psychological or physical. They impact on the lives of the person/people being bullied, on those doing the bullying and on those looking on.

Harassment is where there are isolated incidents. Once this escalates to more than once or twice, it then becomes a bullying issue. Although by no means a comprehensive list, bullying behaviours or incidents include:

Physical Bullying

The College's approach to physical bullying is set in the College Discipline Policy for each of the departments.

Non-physical Bullying

- Name calling, 'Put downs' about family, appearance (size, shape, looks, clothing), achievements or abilities, race or religion. This also includes laughing in ridicule or others.
- Lying or exaggerating a situation in order to hurt a person's feelings. This includes making a joke at another person's expense and/or using the pretence " I was only joking!" in order to divert attention from the hurtful intent.
- Sexual harassment. This includes making rude or suggestive remarks and gestures in order hurt or shock another person.
- Annoying others to get attention. This may include forms of teasing or flirting
- Depriving others of equal rights such as taking turns at a game, or monopolising teacher's time or by withholding information in an attempt to gain an advantage.
- Taking other's possessions to inconvenience them. This includes demanding money or privileges to gain an advantage.
- Using social pressure to distance others.
- Making false accusations or repeating criticism about a third party.

Specific Procedures to Address Bullying

Open environment to discuss bullying behaviour by:

- Providing safety for all those reporting.
- Actively listening to the concerns of those reporting.
- Acknowledging the concerns of everyone involved.
- Stating a clear strategy to address the issue.

Educational programs designed as prevention technics and to heighten awareness:

- Staff - through staff meetings.

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- Prefects - through Student Representative Council meetings and through direct assembly and class programs.
 - Parents - through Home and School meetings, that are open to all parents.
 - Students – teaching life skills that resolve and diffuse conflict. Examples of this would be: conflict resolution, empathy training, assertiveness training, negotiation skills, and problem solving.

Clear reporting procedures designed to:

- Be an adjunct to the official discipline system.
- Take the report of bullying seriously - demonstrate to bullies that their behaviour is being observed and assessed.
- Be co-operatively driven and assessed for effectiveness by students and staff.
- Utilise trained students who take on the role of Peer Mediators.
- Record incidents of bullying through a Referral Co-ordinator (Staff member), who will:
 - a. Monitor individual patterns of behaviour.
 - b. Identify particular bullying patterns across the College population.

Stages in monitoring patterns of bullying:

- Problem is dealt with on the spot by prefects and staff.
- Notification that the behaviour has been recorded.
- Interview to discuss behavioural pattern.
- Meditation process.
- Referral for specialised counselling.
- Referral to the Discipline Committee.

Stages in monitoring behavioural patterns of victims:

- Interview to look at the behavioural choices.
- Awareness program to challenge 'helplessness' patterns.
- Training in assertiveness skills.
- Empowering victims to address 'bullies'.

What to do if you are Bullied

Initial coping strategies:

- Try not to show that you are upset. Bullies feel great if they have upset you.
- Try to be assertive look and sound confident.
- Walk quickly and confidently, even if you don't feel that way inside – appearing confident is helpful.
- If students have been bullying you, teasing you or calling you names, reassure yourself that you're OK, and that those students are the ones with the problem.

- Talk to a friend/friends about it.
- Avoid “risk” situations where possible, or stay close to adults or friends.
- Consider whether you have been bullying yourself, e.g. have you been name-calling, annoying, threatening, showing off, etc. If you have, change your own behaviour.
- If you feel or think that you are different in any way, be proud of it – individually and diversity (with the College guidelines) are important.
- Consider talking to the College Chaplain – this person can help you do develop skills which can be useful in bullying situations.

Further coping strategies

Report it to a teacher or prefect. Remember that the bullying will continue if those responsible think they can get away with their behaviour. Bullying can be stopped!

If bullying continues after reporting it to a teacher or prefect, talk to the College Chaplain, who will record the incident and monitor the situation.

What to do if someone else is Bullied

Procedure to follow:

- Report it: The person bullied may be too scared to tell anyone
- Remember that **nobody** deserves to be bullied
- Show the bully that you and your friends strongly disapprove of his/her actions.
- Give support to students who are bullied.

Policy Updates and availability.

The Policy can be accessed by the public or parent body by asking the Admin Office. All staff can access the full documentation through the share file. There have been no changes to this policy in 2016

11 School determined improvement targets

Priority Areas for Improvement for 2017 (Schools in National Partnerships should include items from their school plan)

Recommendations	Strategies	Timeframe
To continue the use of evidence based data to enhance the literacy/numeracy skills of all students	For all teachers to begin using Explicit instruction in their lessons	All 2017
To identify new ways of collecting data for all classes and use to increase their literacy and numeracy	All k-6 use DIBELS All k-10 use PAT Maths/Comprehension/Spelling All stage 1 and 2 use GRR All stage 2 and 3 use Cars n stars	Throughout 2017

To be more vigilant in Senior school with the handing in of assessments on time	All senior staff discuss any tardiness with deputy and all work together to support students who are methodically late	Throughout 2017
Train more staff in the area of coaching and walk thrus	All staff being given the opportunity to walk into a peer classroom for observation	End of 2016 – onward into 2017
To increase our NAPLAN growth for the 2 year period: ie: yr 3-5, yr5-7, yr7-9	Intense and explicit teach methods for literacy and numeracy. Spend more time looking at SMART data from previous years	May 2017
To measure the progress of Kindergarten children throughout the year and identify early, their gaps of knowledge	Teachers use the Early Literacy Tool and plot the data throughout the year	ongoing in 2017
Tier 3 interventions used to provide individual instruction in literacy and numeracy	Use of para professional to deliver this program	Ongoing throughout 2017
Intense pre lit program used in Prep class to increase student readiness for kindergarten	Pre lit taught to all Prep students by the classroom teacher and the aid	Ongoing 2017

Achievement of Priority Areas listed for improvement in the 2016 report (Schools in National Partnerships should include achievements of items from their school plan)

Priority Areas for Improvement for 2016

Recommendations	Strategies	Achievement timeframe and how we achieved
To professionally develop staff in using all available and relevant data to inform future student learning	PL for all staff in analysing and using data to inform learning and developing a thorough understanding in formative assessment practices Have AIS come and unpack SMART Data	Middle of Term 2 2016. AIS came for a professional development course and showed staff how to use SMART data to fully inform their teaching.
Staff to review the speed in which they give feedback to the students for their assessment tasks	Teachers have a plan in their daybook/program when to give official feedback – have it built into their programming	Throughout 2016 – all staff have been encouraged to give feedback quickly to students and each Head of School has been keeping anecdotal evidence of this happening
To increase awareness of student lateness and truancy	Create on SEQTA an SMS message that goes to all parents if students not at school	By the end of term 2 2016 – All parents now receive an SMS by 10am every day, to let them know if their child has not

	by 10am	turned up, or was late.
Staff to become more comfortable with peers doing walk thrus	All staff being given the opportunity to walk into a peer classroom for observation	End of 2016 – onward into 2017. This practice is now embedded into the Junior school and in 2017 will be implemented into the Middle and Senior School.
To decrease the amount of kindergarten students below benchmark in literacy and numeracy	Intense and explicit teach methods for literacy and numeracy.	End of 2016. This is now embedded into the program from 9am-11.30am every morning, with “morning routine” a part of their program.
For all k-6 staff to implement Explicit teaching practices to develop literacy skills	Teachers attend workshops to see this modelled	ongoing into 2017
Tier 3 interventions used to provide individual instruction in literacy and numeracy	Use of para professional to deliver this program	Ongoing throughout 2016. The college has employed a para professional to work with Tier 3 students for 5 days per week x 4 hours per day.

12 Initiatives promoting respect and responsibility

For many years the Junior School are involved in the National Day of Thanksgiving

The students also do a NAIDOC program for a Chapel

All Year 11 students are given the opportunity to go on an Overseas Mission trip for 10 days in October. They become involved in serving the local community in any way they can

Year 8 have a STORMCO PROGRAM that they do in the term break, that involves all Middle school staff and students and all the local community are involved and are given invitations to attend every day. In the afternoon the students take a bus and clean yards for elderly.

13 Parent, student and teacher satisfaction

In 2016 we did a student and a teacher satisfaction survey, but no parent survey.

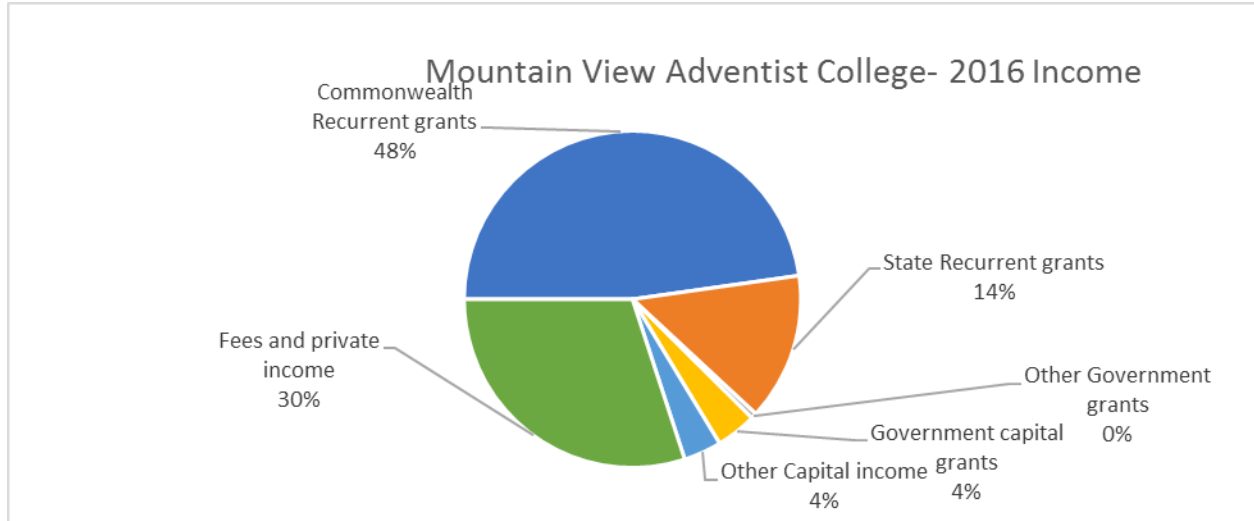
The students commented on how much they love being at Mountain View as it's like their family- there was around an 85% satisfaction rating.

Staff enjoy being a part of the college but ask for more input into areas that involve them ie: class budgets. The college will address their needs in the 2017 year.

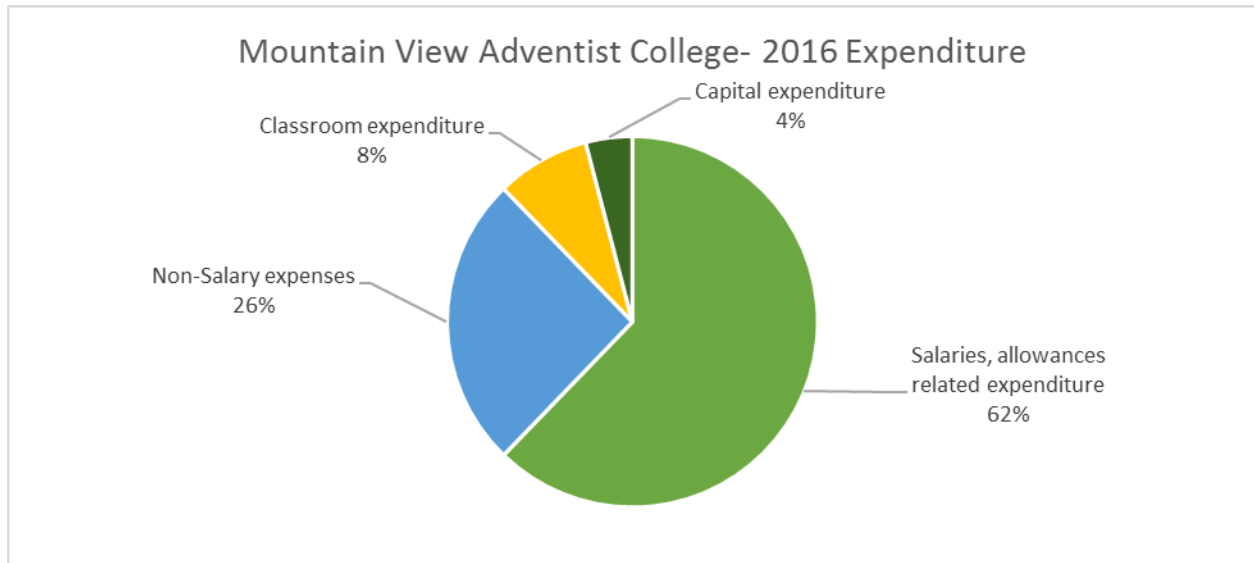
14 Summary financial information

The schools company will complete this section for all SDA schools.

Income



Expenditure



15 Public disclosure of educational and financial performance

The 2016 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)

- 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