



NSW Education Standards Authority

**Annual Report
2019**

Reporting on the 2018 Calendar Year

Mountain View Adventist College

Owned and Operated by

Seventh-day Adventist Schools
(Greater Sydney) Ltd

1 A message from key school bodies

Principal's Message

Mountain View Adventist College provides a caring learning environment where each child is valued and supported in their learning. It is a place that opens up a world of opportunity for students, a place that celebrates diversity and faith, a place for academic, cultural and sporting achievement.

The school focuses on the development of the whole child in a caring Christian environment and we are thankful for the opportunity to make a difference in the lives of students as we partner with parents.

There is a great capacity for acceptance and connectedness at Mountain View – connectedness to each other, connectedness to family and connectedness to God. This sense of connectedness and belonging provides an environment in which students lives can be transformed. Staff believe that their role is more than to provide knowledge. It is to build character and soul by developing the whole person, by developing young men and women who will give back to their community.

2017 saw the College being recognised for substantially above average growth in numeracy and literacy by the Australian Curriculum, Assessment and Reporting Authority (ACARA) based on NAPLAN tests. These gains in student learning are due to a focus on explicit instruction and an unwavering commitment to the development of the whole child.

It is a blessing to be working in a community of cooperative and supportive staff, students and families.

Student Leaders

College Prefects from Junior, Middle and Senior schools have been active in leading the student body along with House Captains. Their efforts have set a positive tone in the school and there is a strong sense of community amongst the students and teachers.

The student leaders have worked collaboratively on specific issues to benefit the student body and the broader community. Within the school they have run chapels, support groups for fellow students, taken worships and led out in community events.

Working with Chaplains and teachers, the student leaders have raised funds for charities and also supported the Year 11 students in their preparation for the service trip to Vanuatu.

2 Contextual information about the school

Mountain View Adventist College is a co-educational Pre-kindy to Year 12 comprehensive school located in Doonside, Western Sydney. Established in 1968 and made operational as a tiny, two-room primary school in 1969 by the Seventh-day Adventist Church, the school now caters to the educational needs of 670 Kindy to Year 12 students and 30 pre-Kindy students. 71% of students have a language background other than English and 3% of students are Indigenous.

The school serves the wider community regardless of religious affiliation and is a harmonious multi-cultural community. With an ethos of serving others, students are involved in a variety of projects from tin food drives for ADRA Blacktown to the annual overseas service trip to assist schools in the Pacific Islands.

A large bus fleet that picks up children from Penrith to the Liverpool and Fairfield area, as well as locally. This provides a broad diversity in the socio-economic status in the College community.

A large number of students come from non-English speaking backgrounds therefore the focus on literacy and numeracy has been crucial. In 2017 the College was invited to be part of the Literacy and Numeracy Action Plan, Phase 2, through funding and support from Association of Independent School, focusing particularly on Kindergarten to Year 2. The use of well researched approaches to learning along with the use of student data to inform decisions about effective teaching have resulted in significant growth in literacy and numeracy across the school.

The school improvement goals identified in the School Improvement Plan and supported by the Quality Adventist Schools Framework have resulted in improvements in student focused learning and continue to be a strong base for future growth.

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	5.5%	14.5%	80%
Year 5	16.7%	12.5%	70.8%
Year 7	3.5%	19.3%	77.2%
Year 9	0%	19.1%	80.9%

Writing

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	0%	0%	100%
Year 5	16.7%	25%	58.3%
Year 7	7%	36.8%	56.2%
Year 9	19.1%	25.5%	55.4%

Spelling

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	3.6%	0%	96.4%
Year 5	6.1%	16.3%	77.6%
Year 7	1.8%	8.9%	89.3%
Year 9	0%	10.6%	89.4%

Grammar and Punctuation

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	1.8%	12.7%	85.5%
Year 5	10.2%	30.6%	59.2
Year 7	7.2%	23.2%	69.6%
Year 9	2.1%	19.1%	78.8%

Interpretative Comments

For the third year in a row, Mountain View was acknowledged by the Australian Curriculum, Assessment and Reporting Authority for having achieved above average growth in literacy. This has been the result of the direct explicit instruction and the use of student data to inform next steps in learning. While there are still areas for significant growth, results are improving. Reading and spelling are consistently strong across the Year groups and Year 3 achieved 100% above the national minimum standards in writing.

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	0%	14.5%	85.5%
Year 5	10.2%	28.6%	61.2%
Year 7	3.6%	28.6%	67.8%
Year 9	0%	6.4%	93.6%

Interpretative Comments

Numeracy results were varied across the year levels. There were no students below national minimum standard in Years 3 and 9, with the vast majority above national minimum standard. The reflects reflect significant growth for Years 3, 5 and 9 students, growth that is above the national average.

3.2 Record of School Achievement

Item	Students
Number of Students studying in Year 10	53
Number of ROSAs issued by NESA in 2018	1

3.3 Results of the Higher School Certificate Examination 2018

Comparison of 2018 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
Ancient History	6	School	17%	0%	17%	50%	17%	0%
		State	9%	27%	26%	21%	10%	4%
Biology 2 unit	6	School	0%	0%	0%	67%	33%	0%
		State	9%	28%	33%	20%	6%	4%
Business Studies 2 unit	16	School	0%	19%	19%	63%	0%	0%
		State	8%	29%	27%	22%	10%	2%
Chemistry 2 unit	2	School	0%	0%	50%	50%	0%	0%
		State	9%	33%	28%	19%	9%	2%
Community and Family Studies 2 unit	17	School	0%	0%	18%	47%	35%	0%
		State	4%	25%	33%	23%	11%	3%
Design and Technology 2 unit	5	School	0%	0%	20%	0%	80%	0%
		State	12%	35%	37%	13%	3%	1%
English (Standard) unit 2	31	School	0%	0%	3%	58%	35%	3%
		State	1%	14%	35%	34%	12%	3%
English (Advanced) unit 2	7	School	0%	14%	43%	43%	0%	0%
		State	14%	49%	27%	8%	1%	0%
Food Technology 2 unit	10	School	0%	0%	40%	50%	10%	0%
		State	10%	22%	29%	23%	11%	3%
Information Processes and Technology 2 unit	9	School	0%	0%	44%	11%	44%	0%
		State	9%	30%	30%	19%	8%	4%

Subject	No of students		Performance band achievement by number and/or %					
			Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
Legal Studies 2 unit	7	School	0%	14%	29%	29%	14%	14%
		State	12%	32%	28%	13%	10%	4%
Mathematics General 2 2 unit	15	School	0%	20%	53%	27%	0%	0%
		State	7%	20%	26%	26%	15%	5%
Mathematics 2 unit	2	School	0%	0%	100%	0%	0%	0%
		State	22%	29%	26%	15%	5%	2%
Mathematics Extension 1 2 unit	1	School	E4 0%	E3 0%	E2 100%	E1 1%		
		State	33%	47%	16%	4%		
Music 1 2 unit	12	School	0%	42%	42%	17%	0%	0%
		State	21%	44%	25%	8%	1%	0%
Personal Development, Health and Physical Education	20	School	5%	0%	10%	50%	35%	0%
		State	7%	26%	27%	25%	10%	3%
Studies of Religion I 1 unit	4	School	0%	0%	0%	25%	75%	0%
		State	9%	28%	34%	23%	6%	1%
Studies of Religion II 2 unit	34	School	0%	6%	24%	35%	24%	12%
		State	7%	34%	30%	20%	7%	2%
Visual Arts 2 unit	7	School	0%	0%	57%	43%	0%	0%
		State	12%	41%	39%	8%	1%	1%

Interpretative comments for Higher School Certificate results

In all subjects except Ancient History, student performance is below the state in the top two bands. This tends to be reflective of student attainment in NAPLAN and is influenced by the background of the students, most of whom come from language backgrounds other than English. The college is expecting that, with the improvement in the younger years with the focus on direct explicit instruction, this will flow through to the Year 12 cohort, so that there will be improved results. Strategies to further support Stage 6 students and teachers will be put in place in 2019.

Comparison of 2018 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
Ancient History	6	2018	17%	0%	17%	50%	17%	0%
	4	2017	0%	25%	50%	25%	0%	0%
	7	2016	0	14%	29%	43%	14%	0
Biology 2 unit	6	2018	0%	0%	0%	67%	33%	0%
	17	2017	0%	24%	35%	24%	18%	0%
	16	2016	0	44%	31%	25%	0	0
Business Studies 2 unit	16	2018	0%	19%	19%	63%	0%	0%
	13	2017	0%	0%	8%	62%	30%	0%
	8	2016	0	0	50%	25%	25%	0
Chemistry 2 unit	2	2018	0%	0%	50%	50%	0%	0%
	8	2017	0%	0%	63%	37%	0%	0%
	6	2016	0	0	34%	66%	0	0
Community and Family Studies 2 unit	17	2018	0%	0%	18%	47%	35%	0%
	13	2017	0%	0%	39%	54%	8%	0%
	13	2016	0	8%	39%	39%	16%	0
Design and Technology 2 unit	5	2018	0%	0%	20%	0%	80%	0%
	2	2017	0%	50%	0%	50%	0%	0%
	5	2016	0	0	60%	20%	0	20%
English (Standard) unit 2	31	2018	0%	0%	3%	58%	35%	3%
	33	2017	0%	0%	21%	64%	12%	3%
	31	2016	0	0	36%	58%	6%	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 (Advanced) unit 2	7	2018	0%	14%	43%	43%	0%	0%
	33	2017	0%	0%	21%	64%	12%	3%
	0	2016	0	0	0	0	0	0
Food Technology 2 unit	10	2018	0%	0%	40%	50%	10%	0%
	0	2017	0	0	0	0	0	0
	0	2016	0	0	0	0	0	0
Information Processes and Technology 2 unit	9	2018	0%	0%	44%	11%	44%	0%
	12	2017	0%	33%	42%	17%	8%	0%
	4	2016	0	0	100%	0	0	0
Legal Studies 2 unit	7	2018	0%	14%	29%	29%	14%	14%
	12	2017	0%	8%	42%	50%	0%	0%
	11	2016	9%	18%	55%	18%	0	0
Mathematics General 2 2 unit	15	2018	0%	20%	53%	27%	0%	0%
	20	2017	5%	10%	35%	35%	10%	5%
	19	2016	5%	42%	21%	32%	0	0
Mathematics 2 unit	2	2018	0%	0%	100%	0%	0%	0%
	9	2017	22%	11%	45%	22%	0%	0%
	0	2016	0	0	0	0	0	0
Mathematics Extension 1 2 unit	1	2018	E4 0%	E3 0%	E2 100%	E1 1%		
	2	2017	E4 0%	E3 100%	E2 0%	E1 0%		
	11	2016	9%	18%	55%	18%		

Subject	No of students		Performance band achievement by number and/or %					
			Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
Music 1 2 unit	12	School	0%	42%	42%	16%	0%	0%
	8	2017	0%	62%	25%	0%	0%	12%
	14	2016	0	22%	64%	14%	0	0
Personal Development, Health and Physical Education	20	School	5%	0%	10%	50%	35%	0%
	16	2017	0%	12%	12%	0%	44%	32%
	18	2016	0	0	39%	34%	17%	11%
Studies of Religion I 1 unit	4	2018	0%	0%	0%	25%	75%	0%
	0	2017	0	0	0	0	0	0
	0	2016	0	0	0	0	0	0
Studies of Religion II 2 unit	34	2018	0%	6%	24%	35%	24%	12%
	42	2017	0%	10%	26%	31%	26%	7%
	32	2016	0	6%	9%	37%	37%	3%
Visual Arts 2 unit	7	2018	0%	0%	57%	43%	0%	0%
	42	2017	0%	10%	26%	31%	26%	7%
	32	2016	0	6%	9%	37%	37%	3%

Interpretative comments for Higher School Certificate result trends over time

Higher School Certificate result trends over time tend to be inconclusive due to the small class size which skews validity. For classes larger than 10, such as Studies of Religion and English, results are influenced by the cohort as staffing has not changed over the three years indicated in the table. The trends indicate a continued need to understand student achievement, confidence levels and application, so that the College can make further adjustments to the program to ensure that students are able to achieve results reflective of their ability. The College will also re-examine the subjects offered to try and cater more effectively for student interest and ability.

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: 98%

5 Professional learning and teacher standards

5.1 Professional Learning

Areas of professional learning	Teachers (number)
Leaders	
GSC Learning Support	4
GSC Primary Curriculum Meetings	4
GSC Secondary Curriculum Meetings	10
ASA Leaders Conference	2
Governance	1
AIS LNAP Masterclass	15
ADSAFE Focus group	5
QAS Training	2
Executive Leadership – x 5	20
P-6	
AIS - Literacy Modules x 7 sessions	133
AIS - Numeracy Modules x 7 session	133
AIS DIBELS Assessment	19
Unaided Writing Training (NAPLAN Marking Criteria) & Marks book	19
Comprehension Training	19
Unaided Comprehension Training	19

Comprehension Training 2	19
Teacher Professional Learning	19
K-6 Physical Action & Health Conference	1
Teacher Learning Literacy	1
Disability Provisional Workshop	2
Kindergarten Screening data and class placements	3
Autism Spectrum	1
LNAP Conference	2
AIS – Data Collection PD	1
National Consistent Collection of Data: Moderation and support	1
LNAP Module Training Explicit Instruction, Assessment and Early Literacy/ Numeracy Concepts	19
Science and Technology	14
7-12	
AIS- Planning and Programming Year 12 revised science syllabus	2
AIS - Stage 4 STEM	1
AIS – English Year 12 Common Module ‘Texts and Human Experience’	1
AIS – English Year 12 ‘Richard III and Looking for Richard’	1
AIS Mathematics Conference	1
AIS Technology Mandatory	1
Analysing HSC data	24
NESA – Assessment & Common Grade Scale stage 5	30
NESA – Assessment stage 6	30
Musical Futures	1
7 steps workshop – language and writing	1
Mathematics HOD Workshop	1
UNSW Randomise assignments	2

UNSW Mathematics Teachers PD	2
Mandatory Agriculture & Food Technology (200)	2
English Conference	1
Studies of Religion Conference	1
Stage 6 Science	4
SEQTA Training (7-12) session 1	24
SEQTA Training (7-12) session 2	24
Maths PD	1
SEQTA Email Training	24
Secondary KLA Clusters - CASE	28
Combined	
AIS Consultant – Engaging and assessing	45
AIS Consultant – QAS	45
AIS Consultant – QAS SI Team	9
AIS Consultant – Thinking routines	45
AIS Consultant – Assessment	48
Computer Security	45
LDA (Learning Difficulties Australia) Seminar	3
OneNote Training	45
PBL Training	3
First Aid /renewal	45
Work Health & Safety Modules x 5	225
Consciousness PD	1
Wellbeing seminar	2
Invictus Conference	2
Invictus Seminar	8
Live More Happy	45
Student Anxiety	39
Unity In Christ	45

Unity in Identity	45
Unity in Language	42

Total Staff PD experiences: 1,482
Total Cost: \$15,866

Average cost per teacher for each professional learning activity: \$10.70
(NB A number of PD costs were met by Head Office.)

5.2 Teacher Accreditation Status

Accreditation Level of Teachers	Numbers of teachers
(i) Conditional	0
(ii) Provisional	15
(iii) Proficient or higher	31
	46

6 Workforce composition (comment on Indigenous staff)

Teaching staff are from a variety of cultural backgrounds and there is one Indigenous teacher. Approximately one third are early career teachers. There are 45 teaching staff plus the Principal, and three of these staff are part time.

7 Student attendance rate and non-attendance

7.1 Average Year Level Attendance

Year Level	Average Attendance (%)
Kindergarten	86.69
Year 1	90.47
Year 2	88.12
Year 3	89.33
Year 4	90.95
Year 5	85.16
Year 6	87.81
Year 7	89.26
Year 8	86.60
Year 9	79.69
Year 10	78.63
Year 11	79.85
Year 12	84.83
Total school attendance average	85.96

7.2 Management of non-attendance

Rolls are marked each morning and if a child is absent an SMS message is sent to the parent or carer by 10am. Parents then are aware if their child has truanted or will text back if their child is unwell or away for the day with parental / carer permission.

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 Heads of School will talk to the students as well as the parents about what is required.

The roll teacher will continue monitoring student attendance on the school data base 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 a child has more than 15% days absent, we will discuss this with the School Liaison officer, and they will visit the family.

7.3 Retention from Year 10 to Year 12 (where relevant)

Percentage retention rate: 80%

8 Post School Destinations (secondary schools only)

(report on the destination of all students 17 and over who left school during 2018)

University - 55%

TAFE - 7%

Workforce - 18%

Unknown - 20%

9 Enrolment Policies and characteristics of the student body

Applications

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

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

Please Note: Individual SDA schools may vary in the starting age of students. Mountain View Adventist College starts school on January 30, 2018.

Immunisation Requirements

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

The school will then:

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

Processing Applications

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

Composition/characteristics of the student population

The majority of students are from multi-cultural backgrounds, particularly Pacifika, Indian and Asian. Students integrate well together and there is a healthy respect for all cultures, with diversity being celebrated throughout the college. With cultural diversity, there is also a wide range of faiths practiced by students and their families.

The majority of our students are bused to school 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 shift, because of the growth of the local suburbs, with more affluent families enrolling their children in the College.

10 School Policies

Student Welfare Policy

Summary of policies for Student Welfare

1. Rationale

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

2. Aim

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

3. Implementation

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

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

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

There have been no changes made to this policy during 2018.

Discipline Policy

1. Rationale

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

2. Aim

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

3. Implementation

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

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

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

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

The following sentence has been added to this policy during 2018

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

Anti-Bullying Policy

The school's guidelines provide processes for responding to and managing allegations of bullying including identifying types of bullying, specific procedures to address bullying and reporting guidelines.

Non-staff members of the school community can obtain full text copies of the Anti-Bullying policy by request from the School Administration Office. The School Office can be contacted on 02 9622 2424. All staff can access the full documentation through the online share file.

No changes have been made to the Policy during 2018

Complaints and Grievances Policy

1. Purpose

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

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

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

2. Company Commitment

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

a. Director

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

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

b. Principal

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

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

c. Staff

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

- treating all people with respect, including people who make complaints;
- complying with the Company Complaints Handling Guideline;

- keeping informed about best practice in complaint handling;
- assisting people who wish to make complaints to access the complaints handling guideline;
- assisting those handling complaints to resolve matters promptly;
- providing feedback to their principal/director on issues arising from complaints; and
- implementing changes arising from individual complaints and from the analysis and evaluation of complaint data.

3. Guiding Principles

Facilitating Complaints

People focus

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

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

People making complaints will be:

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

No detriment to people making complaints

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

Anonymous complaints

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

Visibility and transparency

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

Accessibility

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

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

Respond to Complaints

Early resolution

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

Responsiveness

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

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

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

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

Objectivity and fairness

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

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

Confidentiality

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

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

Manage the Parties to a Complaint

Empowerment of staff

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

Managing unreasonable conduct by people making complaints

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

When people behave unreasonably in their dealings with either a school or the company, conduct can significantly affect the progress and efficiency of the school or company's work. As a result,

any conduct that negatively and unreasonably affects a school or the company will be proactively and decisively managed by staff.

4. Complaint Management System

Stages of Managing a Complaint

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

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

Receipt of Complaints

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

The record of the complaint will identify:

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

Acknowledgement of Complaints

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

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

Initial Assessment and Addressing of Complaints

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

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

- severity;
 - complexity;
 - health and safety implications;
-

- impact on the individual or wider school community; and
- potential to escalate.

Addressing complaints

The methodology for addressing the complaint may include:

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

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

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

5. Providing Reasons for Decisions

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

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

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

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

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

7. Three Levels of Complaint Handling

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

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

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

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

8. Accountability and Learning

Analysis and Evaluation of Complaints

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

Regular reports will be run on:

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

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

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

Monitoring of the Complaint Management System

The complaints management system will be monitored to:

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

Continuous Improvement

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

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

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

This is a new Policy introduced during 2018.

11 School determined improvement targets

Priority Areas for Improvement for 2019

Component	1.3 Pastoral Care		Date Review Completed		
Recommendations/Reflections from Component Review	Strategies to address Improvement	SMART Goals Success Indicators	Personnel	Implemented	Completed Achieved
<p>Values were identified as a whole school and values are an important part of the “soul” of the school, but a program has not been implemented</p> <p>Pastoral care practice review has not been completed and a program has yet to be designed and implemented.</p> <p>There is a lack of common understanding as to the purpose and structure of the current pastoral care system.</p>	<p>Complete the Pastoral Care Review.</p> <p>Research effective Pastoral Care and student wellbeing programs.</p> <p>Provide Professional Learning in the area of Pastoral Care and Wellbeing including:</p> <ul style="list-style-type: none"> • Invictus 7-10 • Smarter Stronger program as part of the Indigenous Leadership program • Counsellor led workshops • Peer Support • Positive Behaviour Intervention Strategies (PBIS) <p>Establish a Wellbeing Committee to guide the Pastoral Care and Wellbeing review and subsequent development and implementation of protocols.</p> <p>Implement Bounce Back for 5-6, Invictus for 7-10 in 2019.</p> <p>Implement peer support buddies for Prep & Year 6, Kindy and Year 4, Year 7 and 11 in 2020.</p>	<p>A Wellbeing Framework is collaboratively written for P-12.</p> <p>A school wide PBIS framework is developed and understood by all staff. PBIS protocols are implemented, focusing on prevention and tiered intervention.</p> <p>Reactive discipline issues have decreased.</p> <p>Learning Support teachers and Counsellors work closely together to support students with special needs.</p>	<p>Wellbeing Committee</p> <p>HOS</p>		

Component		2.4 Student Learning & Engagement		Date Review Completed	
Recommendations/Reflections from Component Review	Strategies to address Improvement	SMART Goals Success Indicators	Personnel	Implemented	Completed Achieved
Teacher and student surveys and focus groups in early 2019 indicate that engagement must be a continued focus to support student growth – both academic and social/emotional.	<p>Whole school PLC on engagement</p> <p>Use of spirals of inquiry approach to implementing and evaluating the success of engagement strategies.</p> <p>Peer observations and collaboration to effectively implement engagement strategies, provide support and accountability.</p> <p>Establish Student Representative Council as a student voice in learning and engagement.</p> <p>Establish House Leaders in Junior and Middle School to supplement Senior School leaders, and broaden the House focus to sport, academic and service to further engage students in school spirit.</p>	By the end of 2020 we have collaboratively researched, engaged with, learnt about, trialled and implemented a wide variety of proven and tested engagement teaching and learning strategies so that students are active, reflective and successful learners in partnership with confident and passionate teachers.	<p>Principal</p> <p>Heads of School, Stage and KLA Leaders</p> <p>SRC Coordinator</p> <p>Sport Coordinators, Chaplains, HOS</p>		

Component		3.1 Learning and Improvement Culture		Date Review Completed	
Recommendations/Reflections from Component Review	Strategies to address Improvement	SMART Goals Success Indicators	Personnel	Implemented	Completed Achieved
<p>Staff are willing to learn however there is inconsistent implementation of learning to improve student outcomes.</p> <p>Literacy continues to be a challenge</p>	Establish Professional Learning Communities to embed a culture of collaborative learning and improvement. PLC's will run on a 3-week cycle.	Teachers are proactively engaged in learning communities to improve student engagement and outcomes, with a focus on	<p>Principal</p> <p>Heads of School, Stage and</p>		

Component		3.1 Learning and Improvement Culture		Date Review Completed	
Recommendations/Reflections from Component Review	Strategies to address Improvement	SMART Goals Success Indicators	Personnel	Implemented	Completed Achieved
for students, with widening gaps in high school. Significant gains have been made with the implementation of direct explicit instruction as part of LNAP.	<p>Implement structures to support the leadership of learning across the school including clarifying roles of leaders of learning and implementing. Numeracy coordinator in K-6, a Teaching and Learning Coach P-6, a Stage 3 Coordinator, and 7-12 Academic Dean to focus on improving literacy engagement and outcomes.</p> <p>Empower leaders of learning through professional learning and coaching including the LNAP Leadership program, Marzano Institute and individual PD aligned to the school strategic plan.</p> <p>Analyse data to track growth in learning and changes in mindset. Analysis supported by AIS Literacy and Numeracy Consultants, AIS School Improvement Team consultant, ASA Quality Assurance Officer.</p>	<p>literacy and numeracy.</p> <p>Each staff member sets, implements and evaluates a personal professional learning goal. The same process is followed for a stage or department goal and a whole school goal.</p> <p>Students are partners in learning with their teachers.</p>	<p>KLA Leaders</p> <p>LNAP Coach, Numeracy Coordinator, Academic Dean</p>		

Achievement of Priority Areas listed for improvement in the 2018 report

Recommendations	Strategies	Achievement
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	The use of data to inform decisions about strategies to use to meet the needs of students has become embedded in the junior school and is gaining traction in the middle and senior schools. A more consistent understanding and use of explicit instruction has continued to make a positive impact on student literacy and numeracy skills as evidence by the growth in NAPLAN results.
All teachers apply a broader range of teaching strategies to engage the students in Secondary school	For teachers to research a broader range of teaching strategies to engage a wider range of students	Teachers have participated in significant professional learning on engagement strategies and have broadened their repertoire. The consistent use of a wide range of strategies that effectively engage students is an area for continued focus in 2019.
By the end of 2018, the college has developed a highly motivating, inclusive adult learning culture so that all stakeholders feel a part of the Educational Environment.	Research PD for Admin staff. Ensure Admin staff have regular meetings, with a member of executive being involved for reporting purposes.	The professional learning culture of the College is becoming more inclusive and a focus on collaboration and the implementation of Professional Learning Communities in 2019 will be of benefit.

<p>That the College adopt ways to address student alienation, because of lack of friends/cyber bullying/in school bullying</p>	<p>That all staff and students are “reading off” the same page and agreeing to what needs to happen;</p> <ul style="list-style-type: none"> • Chapels and worships about bullying/ resilience/manners/ courtesy • review bullying protocols • Heads address bullying as it happens • Conduct focus groups across stages to see where the major difficulty for some students lies • Have Counsellors talk to students via a Chapel program 	<p>A common and aligned understanding across the school has been partially achieved.</p> <p>In 2019 explore the use of the framework ‘positive behaviour intervention strategies’ to help improve a sense of belonging for students.</p>
<p>To sustain all 2017 strategies into the future years</p>	<p>Continue PD and LNAP program for P-6 and support secondary staff in PAT testing, NAPLAN and continual research into new methods of learning and teaching.</p>	<p>There has been a continued focus with P-6 teachers successfully engaging in LNAP, and K-2 teachers participating in very effective instructional coaching that is improving student outcomes. A school wide focus on literacy, with a particular focus on vocabulary and comprehension will be valuable to continue in 2019.</p>

12 Initiatives promoting respect and responsibility

The College has a variety of initiatives for promoting respect and responsibility in the student body including:

Multicultural Events

Diversity is celebrated at Mountain View Adventist College and there are a number of key school wide events that promote cultural respect including Multi-Cultural Day and iNight.

Week of Worship activities

All students participate in ‘Week of Worship’ programs where for one period per day over the course of a week, students engage in a chapel program designed to build self-esteem, confidence and respect in the context of a relationship with Christ.

Weekly Chapel program

Students participate in a weekly Chapel program that affirms resilience and participation with their

community through a range of speakers presenting on topics as diverse as making healthy choices, spiritual development, interpersonal relationships and personal responsibility.

NAIDOC

NAIDOC is celebrated in a special program for Chapel and in class activities and creates awareness about being respectful of our First Nation Peoples.

Service Opportunities

All students have opportunities to be involved in service to the community that are age appropriate. For example, Prep to Year 12 students collect food for the local Blacktown ADRA Centre, Year 8 help run a local community initiative in the holidays called STORMCO, while Year 11 students are given the opportunity to go on an Overseas Service trip in October. These service opportunities provide opportunities to be responsible in giving back to community.

Awards

Awards are given each week in standing assembly acknowledging not just achievement, but also respect, effort, responsibility and compassion.

Home Room

Each morning in Home Room students worship together and participate in activities associated with the values of the College including respect and responsibility.

Character First

All Kindy to Year 6 students are involved in a program called Character First that facilitates a growth in understanding of values. This includes a focus on respectful relationships and responsibilities to others.

Student Leadership opportunities

Year 12 students all have the opportunity to take worship for staff and students. Year 12 students also take a Chapel program where they talk to the other students about their journey and how they have got to where they are now.

Each week in Chapel, all students from Kindergarten to Year 12 have the opportunity to be involved in the program by leading out in introductions, singing, music special items and speaking. These opportunities help the students become respectful of the rest of their team and grow in their own abilities to serve others in the capacity that they have been given.

13 Parent, student and teacher satisfaction

In 2018 a voluntary perception survey was conducted by Insight SRC which included sections on organisational climate, teaching climate, student wellbeing and community engagement. The survey compared to the school to 2,500 schools nationally to give insights into areas of strength and growth.

A perceived area of strength for the College was Community Engagement, with the school falling within the mean for all Australian schools at 74.9%. Staff feedback about school climate indicated that role clarity and professional growth are areas of opportunity. There is a strong sense of cooperation and a high value on people.

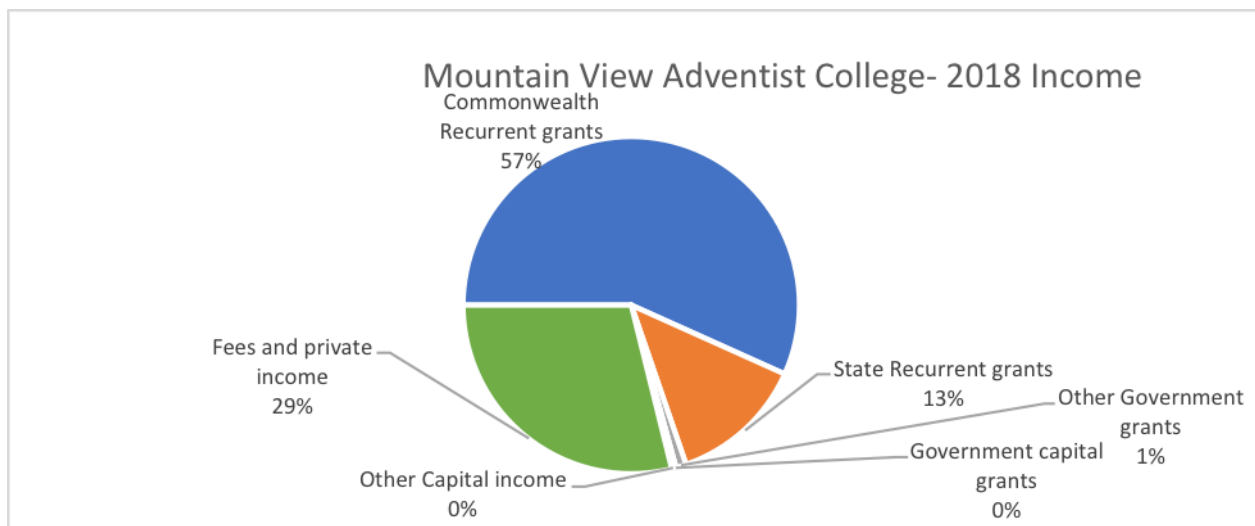
Students indicated that teachers were encouraging of them as learners and that there was a strong focus on literacy and numeracy. Areas for growth were particularly around supporting the emotional wellbeing of students, who stated that they had a strong desire to learn but were not necessarily confident as a learner.

While a small percentage of parents responded to the survey, they reported that student engagement, peer relations and community engagement were perceived strengths.

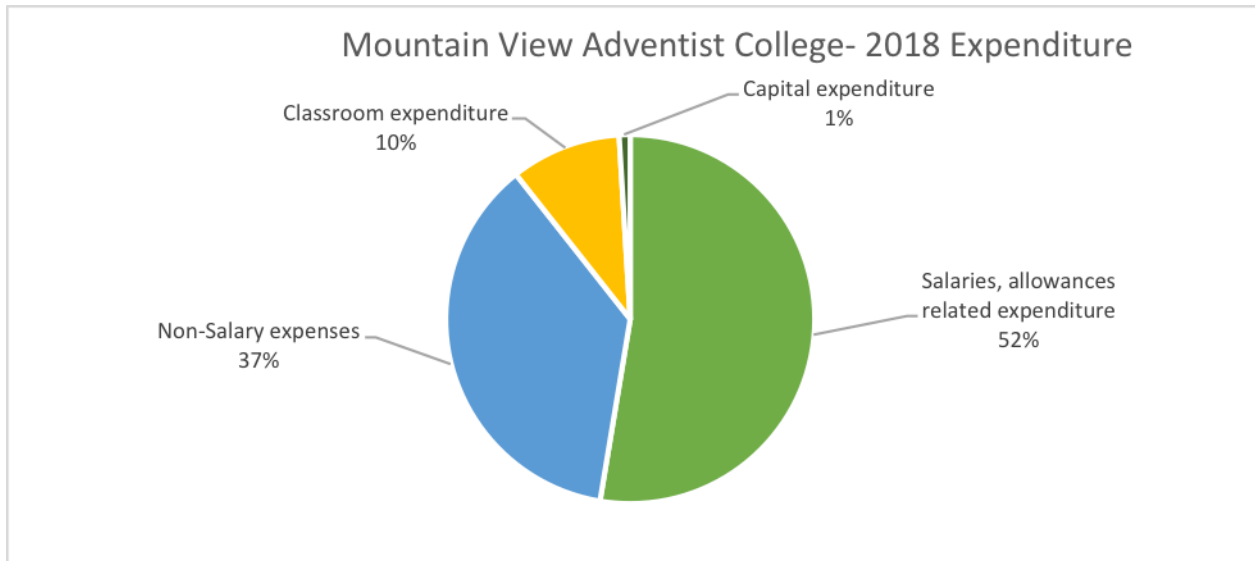
14 Summary financial information

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

Income



Expenditure



15 Public disclosure of educational and financial performance

The 2018 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