



NSW Education Standards Authority

Annual Report 2017

Reporting on the 2016 Calendar Year

Sydney Adventist School Auburn

Owned and Operated by

Seventh-day Adventist Schools
(Greater Sydney) Ltd

1 A message from key school bodies

Principal's Message

Sydney Adventist School Auburn (SASA) has been serving families with quality education since 1917. Students are given a thorough grounding in all Key Learning Areas and are challenged to discover their full potential in a variety of ways. The School is known for its care for individual student needs and the school community has a family feel about it.

In 2016 the School focused on implementing a sound culture that all stakeholders could understand and believe in. The teachers spent time teaching students about the ideals that the school has in which were called The SASA Way. This set of 10 ideals has been imbedded in to school culture and sets a platform of expectation for all who enter the gates.

Teachers professional development also focused on improving programming and assessment processes. The school enlisted the support of translators to assist with communicating more effectively with the parent body.

School Council

It is a privilege and a delight to be associated with Sydney Adventist School Auburn as a former school parent and currently as chairman of the School Council.

As a parent, I have seen wonderful changes in the lives of the kids who have attended and who continue to attend SASA. The growth in their faith in Jesus and in their personal development has been profoundly positive. For this reason, our family will always recommend SASA.

In my role as chairman of the School Council I am sometimes asked what does the School Council do. The School Council is made up of representatives from parents, teachers and the Sydney Adventist School's administration and we support SASA through governance and guidance of the deployment of the schools' strategic plan. We assist in developing budgets and ensuring the School is financially viable. Most importantly we support the Principal in developing and implementing a set of policies that help create a school environment that nurtures each and every child in the school.

Sydney Adventist School Auburn is a beacon of faith, hope and love in the Auburn community.

Barton Champness
Chairperson

Student Representative Council

The Student Representative Council (SRC) is made up of one or two School Captains and two student elected representatives from each of Years 1-6. A staff member is appointed to be a representative on the SRC and their role is to encourage, help facilitate actions, put forward ideas and to liaise between the SRC members and staff. Meetings are held twice a term at lunchtime. The students attending the SRC are encouraged to make suggestions on how we further improve the schools' programs and resources. The delegated teacher will then take the discussion to the Principal and fellow colleagues to discuss. This process is followed so that the students feel that they have a voice in the school and it is run. All requests are listened to and responded to accordingly. The students requested a pyjama day to raise money for school resources. The SRC members arranged for all students to come to school in their pyjamas. They sent out the flyers and

collected the money. The SRC suggested a buddy bench to be placed in the playground and this will be going in by the end of the term.

The Parent and Community Association (P&C) Committee

The P&C Committee has the responsibility of bringing the home and school together. The committee is made up of P&C elected members – the Principal, Uniform Shop representative, Treasurer, Secretary and a P&C representative for the School Council. The P&C representative is a member of the School Council and reports on the P&C activities at the School Council. The P&C meet once or twice a term. The efforts of the P&C are appreciated as they plan many fundraisers that provide resources to the School for teachers and students.

2 Contextual information about the school

Sydney Adventist School Auburn is a Prep to Year 6 primary school that is held in high esteem by the community for its commitment to the Christian education of the children and for a kind and caring staff. It is small in size but big in Christian spirit. The size and structure of our school allows for each child to be treated as a special individual and each student is given the opportunity to develop long lasting friendships. Our School values its families and encourages parent involvement in various school programs.

At Sydney Adventist School Auburn, the students are nurtured in a safe and caring environment. They are encouraged to reach their full potential both academically, spiritually and emotionally by developing positive relationships with others.

The focus of our School is to develop each child to reach their full personal potential in all areas of learning. It is important that they develop a Christian faith and a moral character, and acquire social confidence and responsibility. Value for one's self, respect and acceptance of others and wise decision-making are just a few of the skills and attitudes that demonstrate the special character of our School.

Sydney Adventist School Auburn has a set of 10 ideals that were coined in 2015 and were implemented in 2016. These ideals represent the culture of the school and it is to be expected that all stakeholders involved in the school will adhere to these ideals and understand them. The students are taught the ideals at the beginning of the year and these are continuously referred to throughout the year. It provides a benchmark and expectation for attitudes, mindsets, behaviour and most of all the value of loving and respecting God.

3 Student performance in National and State-wide tests and examinations

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	18%	29%	53%
Year 5	67%	0%	33%

Writing

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	0%	55%	45%
Year 5	33%	67%	0%

Spelling

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	27%	27%	54%
Year 5	0%	67%	33%

Grammar and Punctuation

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	18%	27%	45%
Year 5	33%	33%	34%

Interpretative Comments

Year 3

In 2016, eleven students were studying in Year 3. The NAPLAN trend data indicates that in Reading there has been an increase in student achievement but is still below the state and independent schools. More than half of the cohort performed better in Spelling compared to the other subjects. Students achieved above the state average in grammar and punctuation.

- Areas of strength are Grammar and Punctuation, Writing and Reading with half the class scoring in the top 2 bands.
- In Reading, identified areas to work on included; Inference: Interprets information to make an inference in a simple narrative, connecting ideas, direct locate – identifying a fact in a persuasive letter.
- In Grammar and Punctuation areas to work on included: Identifying a model verb, selecting a subject verb contraction, identifying correct punctuation in direct speech, identifies correctly punctuated contraction, identifies the correct reference for a pronoun.
- Two areas of development in Writing is vocabulary and sentence structure.
- Spelling – areas where students scored low were spelling a consonant digraph, spelling an inflectional Ending, identifying errors.

Year 5

In 2015 there were three students enrolled in Year 5. With such a small cohort, it is not valid to compare to the state or other independent schools. Each individual student did their best and looking at their individual scores we could see their areas of strengths and weaknesses.

These students did better in Spelling and 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	9%	27%	64%
Year 5	33%	33%	34%

Interpretative Comments

Year 3

The cohort in Year 3 performed well in Mathematics with around 60% scoring above the national standard.

Year 5

One student scored in band 8 and another in band 7 in numeracy.

5 Professional learning and teacher standards

5.1 Professional Learning

Areas of professional learning	Teachers (number or group)
Anaphylaxis Training & CPR	12
Phonics Training – Get Reading Right	2
Formative Assessment Strategies	8
Best Practice in Teaching Literacy	8
School Governance	1
Instructional Leadership Masterclass 1: Evidence-based Practices in Literacy and Numeracy	2
Edu Tech International Conference Expo	1
Future Leaders Conference	1
Phonemic Awareness	8
English Syllabus	7
Pre-Lit	3
Get Reading Right Dem lesson	7
Using Data & Evidence for Effective Leadership	1
Future School Expo	1
QAS Cyclic Review Training	1
Boosting Creative Thinking across the Curriculum with music and sound	2
Autism Spectrum – Sue Larkey	3
Child Protection	14
WHS Manual Handling, Risk Management Safety	14
PELL online	1
Learning Support – Special Education Essentials	2
Ipad training	1

Total Staff PD experiences: 22

Average cost per teacher for professional learning: \$400

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	8
(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	
(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	
	Total number of teachers in school	8

6 Workforce composition

In 2016 at Sydney Adventist School Auburn, there are 6 full time teaching staff, 1 part-time relief teacher and a full-time Principal. Out of these staff members, there are five female teachers and one male on staff, the Principal being female. Two teachers' backgrounds are South African and three are Australian.

Ancillary staff consist of a full-time Secretary/Bursar who is of Australian decent. We have two bus drivers, one is Fijian and the other Tongan. Our groundsman is Samoan and our school assistant is Maori. There is one full-time teacher's aide for the Prep class who is female and is of Portuguese decent but has lived in Australia for over 40 years.

None of the staff have an Australian indigenous background.

7 Student attendance rate and non-attendance

7.1 Average Year Level Attendance

Year Level	Average Attendance (%)
Kindergarten KW	94.3%
Kindergarten LS	94.5%
Year 1	94.3%
Year 2/3	94.7%
Year 4/5/6	94.0%
Total school attendance average	94.36%

7.2 Management of non-attendance

The teachers mark the roll by entering attendance details on the school SEQTA database. They mark the roll by 9.15am. The secretary then calls the parents of absent students and then enters information to resolve the attendance. If a student is absent for an extended period of time, contact is always made with the family. The parents are reminded of and given a copy of the Attendance Guidelines.

When the child has an unacceptable record of attendance, the following steps are taken:

- Class teachers are instructed to inform the office once a student's attendance falls below 85%.
 - A parent interview is arranged and a plan formulated to ensure the student attends school regularly.
 - In the case that the plan is not adhered to, the Principal will report the matter to Community Services and organise a Director General Case Conference.
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8 Enrolment Policies and characteristics of the student body

Student Attendance Policy

Rationale

It is the law that all children of compulsory school age must attend a registered school. Compulsory school age is up to the completion of Year 10 and at least 15 years of age. If a student wanting to leave school has completed Year 10, and are under 17 years of age, they must show that they are enrolled in an approved training program or have paid work. 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

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

Implementation

This school 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, the previous school (if applicable) for children over 6 years old.
2. Where a student 17 years and younger leaves the school and their destination is unknown, a home-school liaison officer from the Department of Education, Employment and Workplace relations 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.
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 Guideline

Rationale

Sydney Adventist School Auburn 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 school's standards and regulations, show respect for the Word of God and to attend the regular religious classes and activities of the school.

Aims

Ensure that:

- To provide a systematic enrolment procedure to ensure fairness to all.
 - Every effort is made to provide opportunity for both girls and boys to participate in all activities at the school.
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- The school attempts to accommodate disadvantaged students in any way possible.

Implementation

1. All applications for admission are processed by the Principal.
 2. There is an enrolment form for Prep students. Parents must fill this out for their child if they want them to attend Prep.
 3. Prep students going in to Kindergarten the following year will be required to fill in a K-6 enrolment form. There is an enrolment criteria guideline that is followed by the Principal.
 4. There is an enrolment form for students enrolling in to Kindergarten to Year 6.
 5. The School Council has determined that, as a general rule, pupils should have turned five years of age before commencing Kindergarten and six years of age for Year 1 and pro rata for subsequent years.
 6. Students who turn five by 31 July are accepted in to the school.
 7. Students enrolling into Prep need to be 4 by 31 July the year they enrol. Students are accepted only on the condition they are the correct age when starting Kindergarten, the following year.
 8. The Principal has the discretion to reject an application if they feel the student would be too young for Prep or Kindergarten.
 9. The school endeavours to enrol all children from Adventist families in the serviced area of the community.
 10. When parents contact the school about a new admission, they will speak to the Secretary who will send out a prospectus pack. The enrolment form needs to be filled out and handed in to the office. A meeting with the Principal and the parents and child will be arranged.
 11. Before the interview with the Principal the Secretary will make sure that copies of birth certificates and immunisation records are attached to the enrolment application form and that the enrolment fee has been paid.
 12. During the interview, the Principal will answer questions from parents, discern whether they are Adventists or not, check if any court orders apply, sight and copy reports from previous schools or educational or medical specialists, discuss transportation needs of the student to and from the school, inform them of the fee schedule and discuss responsibility for fee payment and show them the appropriate uniform for their child. The Principal will also discuss the SASA Way ideals and make them clear to the parent.
 13. After the interview the Principal will decide whether to enrol the students/s and if unsure of a decision will discuss it with the deputy. If a decision is made to enrol the student, then the Principal will send a letter of offer to the successful applicant. Some families may request for the letter to be emailed.
 14. Any major concerns or questions the Principal may have about the enrolment of a student will be discussed with the School Council at the next meeting.
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15. Once the letter of offer is sent, the enrolment application will be given to the Secretary who will enter the students name in MAZE and into the Admission Register.
16. Applications for enrolment need to be kept in the students record folder filed in the server room. The Principal and Secretary are responsible for making sure this happens.
17. All students who enrol in the school are written in to the school register by the Secretary.

Approval and reviews

The Enrolment Guideline was approved by the Council on 14/09/2016. It is scheduled for review in July 2020.

Re-Enrolment Guideline

Rationale

The school will have a process for re-enrolment in to the school. If a student has been expelled or their enrolment terminated for any reason, then the school will follow procedures to ensure the child has the chance to return. Each year parents/carers will need to re-enrol their child in to the school so that the school has current details.

Aims

- To provide an opportunity for all students to re-enter the school.

Implementation

1. If a child has left the school and would like to return, then the parents need to fill in a new enrolment application form and hand it in to the office.
 2. Pre-requisites for continuing enrolment – continued enrolment at the school is subject to the student adhering to the school rules and enrolment policies, number of students attending the school and spaces available due to capacity caps (For more information see the enrolment policy guidelines and the behaviour management policy).
 3. Re-enrolment in to the school is also subject to payment of fees being up to date.
 4. The parent needs to provide a school report from the current school the child is attending.
 5. An interview is then arranged with the Principal who will ask questions about how the child is behaving at the current school and to also go over the school ideals with the family.
 6. After the discussion and interview with the family the Principal will make the decision to re-enrol the student. If it is a difficult decision due to certain circumstances, then the Principal may choose to discuss the matter with the School Council at the next meeting.
 7. Current families of the school will need to fill in a re-enrolment form sent home with the students that indicates whether the child will return the following year or not. This form is returned to the school office as soon as possible. This is done in Term 3. The Secretary is responsible for printing copies of the re-enrolment form and for getting them out to the families. They are also responsible for chasing them up and for notifying the Principal if there are any difficulties getting the forms returned.
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8. If a student is returning the following year, then the Secretary will leave the students name as current in the MAZE database so that the child's details will roll over in to the next class the following year.
9. It is the SEQTA champions responsibility to see that all students are rolled over to the correct class list each year before the first day of school starts.

Approval and reviews

The Re-Enrolment guideline was approved by the Council on 14/09/2016. It is scheduled for review in July 2020.

Composition/characteristics of the student population

Students at Sydney Adventist School Auburn come from many different cultural backgrounds. These include Australian, Chinese, Indonesian, Fijian, Tongan, Sri Lankan, Turkish, Lebanese and Indian. The school accepts overseas students. When we do get enrolments from overseas, they are predominately from China. The students represent a variety of faiths and beliefs. Approximately 12% of the student population are Seventh-day Adventists.

In 2016 there were a total of 109 students in Kindergarten to Year 6. We have a Prep class that had 35 (23.4fte) students in total with a maximum of 26 attending per day. There are 5 teachers teaching K-6 and one teacher teaching Prep.

9 School Policies

All School policies and guidelines are available for viewing from the School Office at any time. Policies and procedures are reviewed over a 5-year period by the School Council.

The following policy summaries are just a small sample of what is available.

Safe and Supportive Environment Policy

Rationale

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

Aims

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

Implementation

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

1. Making sure buildings and facilities are secure and evacuation procedures are in place
 2. Having in place a rigorous supervision protocol including a risk management analysis for onsite and off-site activities.
 3. Having in place codes of conduct that will ensure the rights and responsibilities of students and staff, the application of behaviour management, a student leadership system, the management and reporting of serious incidents.
 4. A process for receiving complaints/grievances from students, and/or parents/guardians.
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5. 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.
6. Guidelines for formal and informal communication with all stakeholders.

Student Welfare Policy (Manual 5.6.2)

Student Welfare

Rationale

Student welfare guidelines are essential for the development of self-worth in students and fosters their personal development as such it is an important aspect of the Sydney Adventist School Auburn holistic program to assist students to reach their full God given potential. It also means the school supports the students in all aspects of their learning.

Aims

Ensure that we:

- 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.

Implementation

1. The school will develop programs that will meet the personal, social and learning needs of the students.
 2. The school will have effective discipline.
 3. The school will have effective monitoring of student attendance and strategies for improving unsatisfactory attendance.
 4. The school will develop early intervention programs for students at risk.
 5. Student, family and community support networks are formed.
 6. Provide opportunities for students to enjoy success and recognition, make a useful contribution to the life of the school and enjoy their learning.
 7. Teachers and staff of the school will be devoted to developing students' social skills and supporting them to be resilient and responsible citizens.
 8. The SASA way will be used as a support to developing the character of students. This will be implemented by the teacher and school wide including parents.
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Approval and reviews

The Student Welfare guideline was approved by the Council on 14/09/2016. It is scheduled for review in July 2019.

Changes made to the policy during 2016

The Student Welfare policy had no changes to it but the procedures were updated in to a new format but with the same information.

A full copy of the student welfare policy and procedures can be obtained upon request from the school principal.

Discipline Policy (Manual 5.7.1; 5.7.2)

BEHAVIOUR MANAGEMENT POLICY

Train a child in the way that he should go and when he is old he will not turn from it. Proverbs 22:6

It is the school's responsibility to partner with the parents to train children to have a Godly character. The most basic of these characteristics is respect and obedience. This is encouraged at school through a range of positive rewards and consequences. There is no corporal punishment used at Sydney Adventist School Auburn.

All children are treated with respect and are treated fairly. Parents are notified either in writing or by phone if their child has had a detention or been sent to the Principal's office.

SCHOOL VALUES

We value relationships

All people are treated fairly, with respect and kindness, care and compassion.

We appreciate diversity

Understanding and tolerance, acceptance and inclusion are our practice.

We act with integrity

Ethical behaviour is upheld. With responsibility, accountability and honesty we acknowledge the rights of all.

We engage in service

We seek to develop good citizenship and serve our community.

We encourage achievement

Perseverance, initiative, resilience and the pursuit of excellence are affirmed. Scholarship is prized.

We celebrate Christianity

We aim to model the love of God in the practice of Christian life.

The SASA Way

WE LOVE AND RESPECT GOD

We will be involved in worship and share our love for Him with others.
1 Peter 2:17

WE LOVE LEARNING AND STRIVE TO ACHIEVE OUR BEST

We are purposeful, engaged and enthusiastic learners, always striving to develop our skills and talents. We do our best in class and we do not interfere with the learning of others. We will be curious about the world God created.
Hebrews 11:6

WE ALWAYS 'HAVE A GO'

We make good choices and are confident to try new things. We show perseverance when things get tough.
Colossians 3:23

WE HAVE A JOYFUL AND POSITIVE MINDSET

We are humble in victory, graceful in defeat, and always thankful for the abilities and opportunities we have. We are happy and enjoy ourselves at school.
Philippians 4:4

WE RESPECT EACH OTHER AND OUR SCHOOL

We accept and value diversity. We are trustworthy, show tolerance and are understanding towards others. We greet each other, and all visitors to our school. We are proud to wear our uniform, and always look neat and tidy.
1 Peter 2:17

WE RESPECT OUR TEACHERS

We speak nicely to our teachers and follow their instructions.
1 Peter 2:17

WE ARE RESPONSIBLE

We keep our school tidy; we do not walk past rubbish. We arrive at school and to class on time. We take care of our property and respect things that belong to others.
Galatians 6:4-5

WE HELP, SUPPORT AND INCLUDE EACH OTHER

We always look for ways to build and lift others up. We treat others the way we want to be treated.
Luke 6:31

WE VALUE SAFETY

We act safely and do not risk our health and well-being, or the welfare of others.
Psalms 121:7

WE ARE PART OF OUR COMMUNITY

We have many cultures but stand together as one community. We are willing to help those in need.
Philippians 2:1-3

POSITIVE REWARDS

A range of awards is given to encourage students throughout the year. Awards are issued for behaviours such as helping others, demonstrating good sportsmanship, establishing positive work habits and displaying the school values.

Listed below are the various awards given to students throughout the school year.

Gold Slip Awards

Throughout the week, students who are seen demonstrating positive behaviours may be given a Good as Gold slip. This slip will indicate the positive behaviour exhibited by the student and will be placed in the child's diary.

SASA Good As Gold Slip	
_____ was on his / her best behaviour today . A member of staff saw them:	
<input type="checkbox"/> Helping another child in class / on the playground	<input type="checkbox"/> Caring for our school
<input type="checkbox"/> Demonstrating respectful behaviour in chapel / assembly	<input type="checkbox"/> Being obedient and respectful
<input type="checkbox"/> Trying hard in class	<input type="checkbox"/> Showing kindness
<input type="checkbox"/> Demonstrating the SASA Way	<input type="checkbox"/> Other _____
Please speak to your child and praise them for their pleasing behaviour. We are happy to have children who care for others and have good behaviour at our school. Thank you for your continued support.	
Principal / Teacher: _____	Parent Signature: _____

Principal Awards

Each fortnight, the Principal issues awards of excellence to students from each class. Students who receive this award are recognised in the school newsletter and certificates are presented at assembly every second Monday.

Merit Awards

Class teachers present Merit Awards at assembly each Friday. Merit awards can be given for a range of reasons, including; good work, being helpful, good sportsmanship, acts of kindness, encouraging others, etc.

The SASA Way Spirit Award:

At the end of each term the class teachers choose a student whom they feel has displayed the 10 ideals of the SASA way the best. They give the names to the Principal who makes special certificates and gives a small gift to the students at assembly the last week of the term.

NEGATIVE BEHAVIOURS

Teachers will follow their own discipline strategies in their classrooms. Some teachers will use, 'Class Dojo' to record both positive and negative behaviours in the individual classrooms. If the offence is of a serious nature the class teacher will record the offense on SEQTA under the "Pastoral Care - Red Rose". This facility has a cumulative nature and all staff are able to enter data about each child's behaviour as the year progresses. The staff are therefore able to keep a detailed account of each child's serious offenses.

If the incident occurs during playtime or before/after school, the teacher on duty is responsible for following up the incident. The teacher will need to record the behaviour on the "Pastoral Care - Red Rose", give a Reflection Slip and discuss the incident with the Principal or Coordinator. Any staff who do not have access to SEQTA are to record the incident on the Incident Report Folder in the staffroom. All incidents need to be investigated within an appropriate time frame.

Reflection Slip

The Reflection Slip will be sent home under the teacher/Principal's discretion. The slip may be sent home for a variety of reasons, including, but not limited to; hurting someone with words or body, swearing, breaking the classroom or school rules or showing disrespect.

Reflection slips may be sent home for minor infringements in behaviour. Other displays of bullying, physical violence or bad language may result in a one day, in-school suspension and/or white level monitoring.

<u>SASA Student Reflection Time Slip</u>	
_____ had Reflection Time today.	
Reason for Reflection Time:	
<input type="checkbox"/> Damaging school property	<input type="checkbox"/> Using bad language
<input type="checkbox"/> Hurting a student with a physical action	<input type="checkbox"/> Showing disrespect to a teacher
<input type="checkbox"/> Other _____	
Please speak to your child about their behaviour. Extra punishment is not necessary, as they have already made amends and have discussed the unacceptable behaviour with a Teacher/Principal. Please sign this slip to let the school know that you have spoken to your child. Thank you for your continued support.	
Principal/Coordinator: _____	Parent Signature: _____

If a student receives a Reflection Slip the teacher will record the details of the incident on the Reflection Time Slip and place it in the students' diary. The Principal/Coordinator must sign the slip and discuss the incident with the student. The student's parents must also sign the Reflection Slip to indicate that they have reviewed the incident with their child. The student must then show the signed reflection slip to their class teacher the next morning.

All Reflection Slips are to be administered as soon as the facts can be identified. Reflection time needs to be administered as soon as possible.

Repeated misbehaviours and/or serious incidents may also result in an in-school suspension.

IN-SCHOOL SUSPENSION

Students may be given an immediate in school suspension for the day, for serious offences such as violence, bullying, racism, offensive language or disrespect towards a member of staff.

Behaviour Examples:	Reflection Slip +
Disobeying the teacher and/or breaking classroom rules	Depending of the severity, the student may be sent to another classroom or office to calm down.
Being disruptive in the classroom	Continuous disruptive behaviour may result with an in-school suspension and/or White Card Monitoring
Violence:	Reflection Slip +
Hitting, punching, kicking, biting, choking or spitting at another student	Student will be sent straight to the office for investigation and possible in-school suspension. No violence will be tolerated. Student may be placed on a White Level Monitoring Card for two weeks. During this time the Principal, class teacher, duty teachers and child's parents will closely monitor the student.
Hitting, punching, kicking,	Student will be sent straight to the office for investigation. The student's

biting, choking or spitting at a member of staff	parents will be called and they will be sent home for the remainder of the day. Student will then be placed on a White Level Monitoring Card.
Bullying:	Reflection Slip +
Verbal	The member of staff who witnessed the incident or had the incident reported to them would investigate the issue. Student may be given a time-out on the school bench. Students showing physical violence towards others will be sent to the Principal immediately.
Physical	
Offensive language: including written and verbal	Reflection Slip +
Swearing	Depending on the severity of the words used the staff member may discuss with the student why we do not speak these words. A higher level of repeated offensive language may result with a one-day in-school suspension and White Level Monitoring.
Teasing	Reflection Slip +
Verbal words of an unkind nature being hurtful to another student	Depending on the severity of the incident the student should apologise and discuss with the staff member what they would do differently next time.

MONITORING CARDS

Repeated misbehaviours or serious incidents may result with a Levelled Monitoring Card. The Levelled Monitoring Cards are designed to have the home and school working in collaboration to ensure the student's improvement in attitude and behaviour.

White Level

If a child displays repeated misbehaviours such as violence, bullying or swearing, they may serve an in-school suspension for one day and be placed on White Level Monitoring. This Monitoring Card will document the student's daily progress. Before this process begins, the student's parents will be notified by the Principal to explain what is expected of both the child and the parents while the child is on monitoring.

The Principal, class teacher, duty teachers and parents will document the student's behaviour and sign the White Monitoring Card each day. Parents are encouraged to comment on the Monitoring Card each night. If the White Monitoring Card is not returned to school then the student will sit in the office during recess and lunch breaks. Parents will also be contacted to ensure they are aware that the Monitoring Card was not returned to school.

The student will stay on White Level Monitoring for two weeks. If the student's behaviour shows no improvement or deteriorates, the parents will be called to have a meeting with the classroom teacher and the Principal. If a student receives a Reflection Slip while on White Level Monitoring, then they will instantly move up to the next level of monitoring. The child will be sent home and will be put on Blue Level Monitoring when they return.

All students can only be placed on White Level Monitoring once in a term. If further incidents occur after they are removed from monitoring they will immediately progress to Blue Level Monitoring.

Blue Level - Suspension:

Students who are placed on Blue Level Monitoring will have their parents called into the school to discuss their child's behaviour.

The student will be suspended from school for the first two days of their Blue Level Monitoring. This suspension will be served at home. On the third day of Blue Level Monitoring, the student will return to school and be able to enter the classroom for regular classes. The Principal, class teacher, duty teachers

and parents will document the student's behaviour and sign the Blue Monitoring Card each day. Parents are again encouraged to comment on the Monitoring Card each night. . If a student receives a Reflection Slip while on Blue Level Monitoring, then they instantly move up to the next level of monitoring. The child will be sent home and will be put on Red Level Monitoring when they return.

The time for Blue Level Monitoring is one week, including the two days of suspension. If there is no improvement in the student's behaviour during this one-week, the student will move to Red Level Monitoring. Additionally, students can only be placed on Blue Level Monitoring once in a term. If further incidents occur after they are removed from monitoring they will immediately progress to Red Level Monitoring.

Red Level - Suspension:

Students who are placed on Red Level Monitoring will have their parents called into the school to discuss their child's behaviour with the classroom teacher and Principal. Parents are made aware at this time that Red Level Monitoring is the last step the school will take before expulsion.

The student will be suspended from school for one week. On the second week of Red Level Monitoring the student is to return to the classroom; they will be on Red Level Monitoring for one additional week. During this second week the student will go to the Principal's office during recess and lunch breaks. The Principal, class teacher and parents will document the student's behaviour and sign the Red Monitoring Card each day. Parents are again encouraged to comment on the Monitoring Card each night. If a student receives a Reflection Slip while on Red Level Monitoring they will be sent home and the child's parents will be required to come to school and meet with the classroom teacher and Principal.

The time for Red Level Monitoring is two weeks. The first week will be suspension from school. The second week is the last chance for the student to demonstrate an improvement in their behaviour.

Expulsion:

If a child is on Red Level Monitoring and their behaviour does not improve, the student's parents will be required to come and meet with the classroom teacher and Principal to discuss the child's removal from the school.

If a student has been on White, Blue and Red Monitoring and their behaviour has improved for a time but is deteriorating, the parents will be called in to meet with the classroom teacher and the Principal to discuss the child's removal from the school.

NB: These steps may not necessarily be followed consecutively. If misbehaviour is of a very serious nature, the child may go immediately to an appropriate level of monitoring. This will occur in consultation with the classroom teacher, Principal and parents.

With younger students in Prep to Year 1 the monitoring system may need to be adjusted accordingly. The Principal, teacher and parents will work on this together.

Changes made to the policy during 2016

The changes made to the policy were on the behaviour points. These were deleted and replaced by the SASA Way spirit award.

A full copy of the student discipline policy and procedures can be obtained upon request from the school principal.

Anti-Bullying Policy

Anti-bullying and Harassment Guideline

Rationale

Educational activities outside the normal setting are great motivators of students and provide excellent opportunities for wider experience, however they do represent greater risk to safety for student. As such Sydney Adventist School Auburn will follow the Schools' Company's Guidelines on EOTC activities.

Aims

Ensure that:

- All students feel safe and accepted without being bullied.
- All staff follows guidelines to provide a safe and supportive environment for all students.
- Bullies are dealt with appropriately and follow the schools discipline policy.

Implementation

1. Let it be clear that there is zero tolerance on bullying at Sydney Adventist School Auburn.
2. Every grade looks at life skills and examples of bullying. Teachers constantly talk about treating other nicely and refer to the way Jesus would want us to be like. The SASA way ideals are also taught to students to encourage positive relationships.
3. All reports of bullying are taken seriously. This includes cyberbullying.
4. If a student reports that they are being bullied by another student to their teacher then their teacher is to let the Principal know immediately.
5. The Principal will then investigate the situation and call the parents of the suspected bully to come in for a meeting to discuss the allegation.
6. The Behaviour Management Policy outlines consequences for bullying, which is in line with other offences.
7. The bully may end up on monitoring and given therapy with the school psychologist.
8. The teacher is to report the behaviour on SEQTA under the rose.
9. If a student is a repeat offender then they may be given a behaviour plan to follow and it will be recorded on SEQTA by the teacher of the student.
10. The Principal will discuss the situation with the parents of the child being bullied and inform them that the situation is being monitored and dealt with.

Approval and reviews

The anti-bullying and harassment guideline was approved by the Council on 14/09/2016. It is scheduled for review in July 2019.

Changes made to the policy during 2016

The format of the policy procedures changed but there were no changes to the policy document.

A full copy of the Anti-bullying procedures can be obtained upon request from the school principal.

Complaints and Appeals Policy

Rationale

The School 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.

We believe 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 school staff.

Aims

This policy sets out the responsibility of the school to:

- Recognise, promote and protect the customer's right to complain about their dealings with the school.
- 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 policy 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 school's action or lack of action or about the standard of a service, whether the action taken or the service provided was by the school itself or a body acting on behalf of the school".

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

Roles and Responsibilities

School 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 school 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 school 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 school 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 school a reasonable time to deal with the matter, and
- recognise that some circumstances may be beyond the school's control.

Who can make complaints

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

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 school would prefer the contact details of the complainant.

Matters that are Outside the Policy

A complaint will become outside the jurisdiction of this policy 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.

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 school	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 school 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 school 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

Each Complainant has the right of appeal on the result of a complaint. This may include the positions of authority within the school, Governance bodies of the school 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 School Council
- The Board of Directors, Seventh-day Adventist Schools (Greater Sydney) Ltd.
- The NSW Ombudsman's Office
- ESOS Provider Support and Compliance Unit

Evaluation

This policy will be reviewed as part of the School's policy review cycle.

This policy was last ratified by the School Council in June 2008 and is due for review in July 2017.

A full copy of the complaints and appeals policy procedures can be found upon request from the Principal.

Changes made to the policy during 2016

No changes were made to the policy and procedures during 2016.

10 School determined improvement targets

Priority Areas for Improvement for 2017

Student Achievement

- Develop a sound culture of data analysis by reviewing regularly student achievement in literacy and numeracy.
- Early Literacy and Numeracy Action Plan Phase 2 – Australian Independent Schools working on improving literacy and numeracy in K-2 classes over a four year period.

Student Learning and Engagement

- Track levels of student engagement throughout the year.

Leading the Learning and Improvement Culture

- Develop a sound culture of data analysis by reviewing regularly student achievement in literacy and numeracy.

Achievement of Priority Areas listed for improvement in the 2016 report

Item	Achievement
Curriculum <ul style="list-style-type: none">• IT training and e-learning opportunities for teachers focused on oral language and improving student vocabulary• Develop a Literacy policy	<ul style="list-style-type: none">• This priority was achieved and is ongoing.
Vision, Mission and Values <ul style="list-style-type: none">• To implement and embed the SASA way in conjunction with the school's Vision, Mission and Values statement. The students understand what these are and are taught the language	<ul style="list-style-type: none">• This priority was achieved and is ongoing.

11 Initiatives promoting respect and responsibility

In 2016 the students took part in a Fun Run to raise money for a family in Cambodia who had no home to live in. The students raised enough money for the family to build a home and it taught them that what they do can affect people less fortunate than them in other countries.

The SASA Way was implemented in 2016 and part of that focused on respect and responsibility. One of the ideals is that we respect our teacher and our school. This encourages students to look at after school property and also to pick up their rubbish. Another ideal is about being responsible. It encourages students to be responsible for their belongings and for each other.

Some students took part in church services last year where they had to show respect and reverence in church. They were responsible for knowing their parts in the service and for being there on time.

12 Parent, student and teacher satisfaction

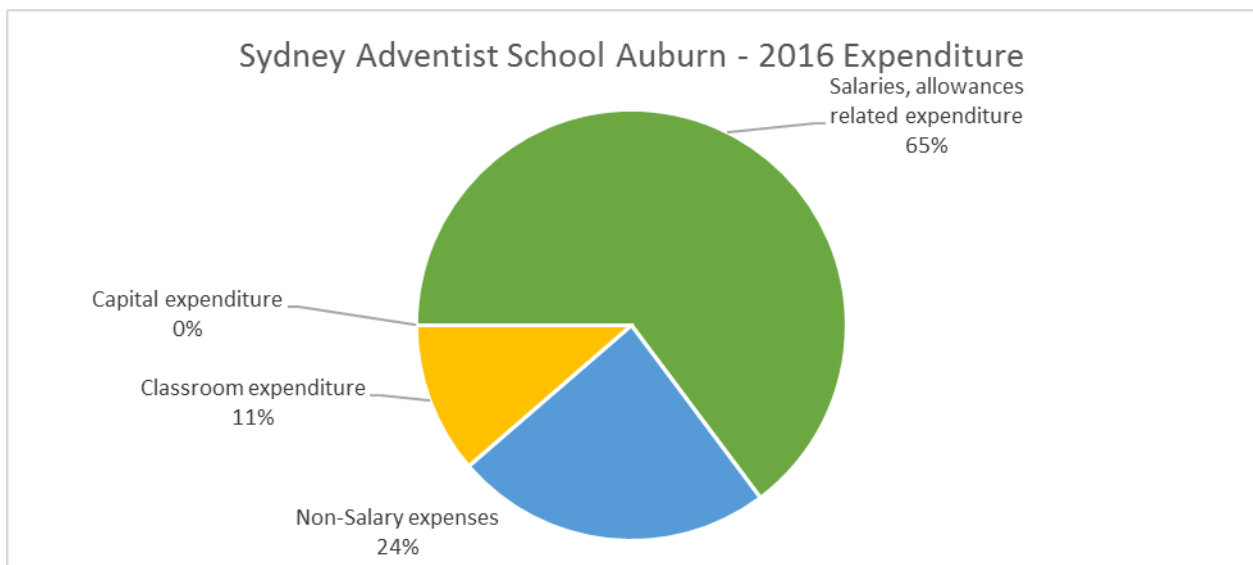
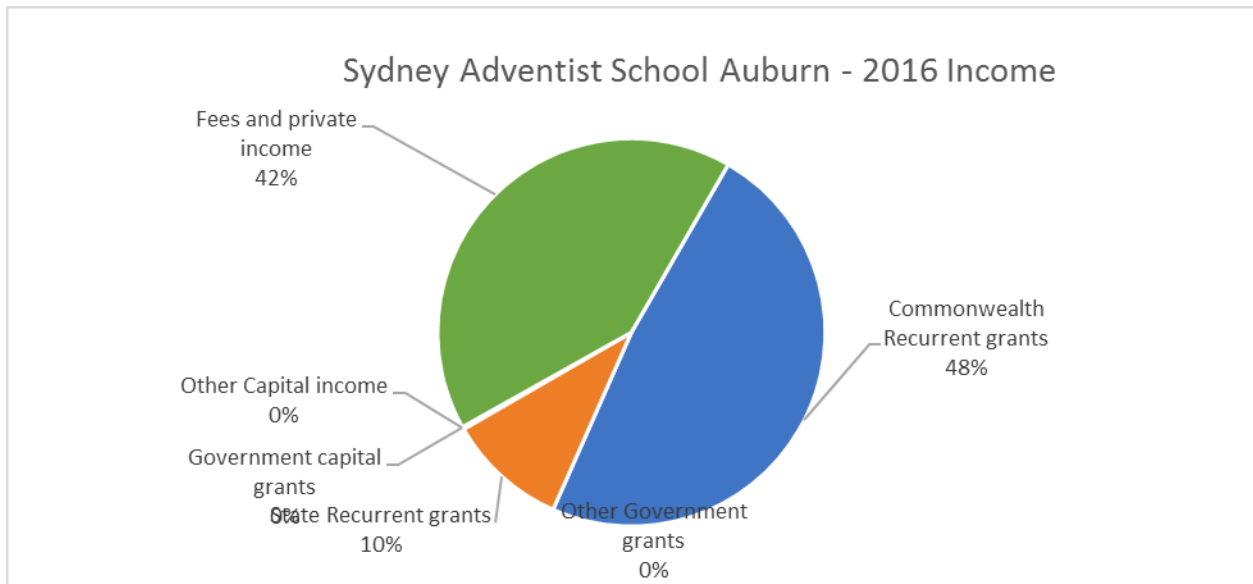
Student surveys in 2016 indicated that K-2 students were happy with the school, they feel that their teacher helps them with their learning, their teacher encourages them to do their best and that they find learning fun. Year 3-6 students indicated that they are happy with their teachers but would like some more feedback. From these survey results the teachers have been working in the areas that the students were most unhappy with.

Staff were surveyed in the middle of the year on leading the learning and improvement culture, student learning and engagement and student achievement, learning and teaching. The survey results were very positive. Some staff felt that parents do not respond well with online feedback. They also feel that the school could offer more extra-curricular and co-curricular activities for students. 90% of staff believe that the school promotes consistent practices for teaching, learning and assessment through collaboration in some areas.

There were 61 parent responses for our quality assurance surveys last year. Over half of the parents felt that the school has a positive and productive relationship with most families and that teachers are managing students well in the classroom. 57% of the parents strongly agree that teachers develop learning programs that incorporate student's interests and learning styles and they felt that the school promotes an environment of respect and trust among teachers, students and parents. Four parents disagreed that the school provides an environment that allows students to voice their thinking, challenges, questions and concerns. This will be a priority area for the school in 2017. Teachers will be learning more about the Habits of mind and encouraging students to think deeper and to feel that they have a stronger voice in the school.

13 Summary financial information

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



14 Public disclosure of educational and financial performance

The 2016 Annual report will be published on the school's website and available on request from the school 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
