



Nurture for today • Learning for tomorrow • Character for eternity

Board of Studies, Teaching and Educational Standards

Annual Report

Reporting on the 2015 Calendar Year

Sydney Adventist School Auburn

Owned and Operated by

Seventh-day Adventist Schools
(Greater Sydney) Ltd

1 A message from key school bodies

1.1 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 2015 the School targeted an improvement in assessment and reporting with a focus on what constitutes an A-E grade. Teachers participated in professional development on implementing the new Science and Technology syllabus and also the new History Syllabus. They focused on writing units to reflect the intention of the syllabus curriculum.

As a Christian School staff also focused on sharing faith by sending out cards that said to parents that we prayed for them and also strategies were implemented to connect more with the local churches. Some students were able to attend church worship services and do special performances.

1.2 School Council

It is a privilege and a delight to be associated with SASA as both a parent and 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.

SASA is a beacon of faith, hope and love in the Auburn community.

Barton Champnes
Chairperson

1.3 Student Representative Council

The Student Representative Council (SRC) is made up of the 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.

1.4 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 our 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.

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	0%	37%	63%
Year 5	27%	55%	18%

Writing

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	12%	25%	63%
Year 5	45%	55%	0%

Spelling

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	25%	25%	50%
Year 5	27%	46%	27%

Grammar and Punctuation

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	25%	37%	38%
Year 5	27%	36%	37%

Interpretative Comments

In 2015, nine students were studying in Year 3 and eleven students in Year 5. Over 50% of the Year 3 students were above the national minimum standard in Reading and Writing. On average 85% of Year 3 students are on or above the national minimum standard. On average 69% of Year 5 students are on or above the national minimum standard. It is a concern that 45% of the students in Year 5 were below the national minimum standard in Writing. This is an area that the school would like to focus on and improve in. Overall it is a pleasing result for the cohort sitting the test.

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	25%	50%	25%
Year 5	27%	55%	18%

Interpretative Comments

In numeracy the results show that around 73% of the students in Year 3 and 5 are at or above the national minimum standard. The school would like to focus on improving Numeracy results so that all students in Year 3 and 5 are at or above the national minimum standard.

5 Professional learning and teacher standards

5.1 Professional Learning

Areas of professional learning	Teachers (number or group)
Anaphylaxis Training & CPR First Aid Training	6
NSW Mathematics Syllabus familiarisation	6
Science and Technology familiarisation	6
Children with Challenging behaviour	1
Staff Wellbeing	6
Phonological Awareness	3
History Syllabus Familiarisation	6
Fundamental Movement Skills	1
Autism and Mainstream – Sue Larkey	1
School Governance	1

Total Staff PD experiences: 37

Average cost per teacher for
professional learning: \$300

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	7
(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	7

6 Workforce composition

At Sydney Adventist School Auburn we have 5 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. We have one part-time teacher who is Australian and the Principal is 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. We have two full-time teacher's aides and one is Brazilian and the other Portuguese. 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	88%
K/1	92%
Year 2/3	92%
Year 4/5/6	89%
Total school attendance average	90%

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 9.30am. 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.

9 Enrolment Policies and characteristics of the student body

9.1 Enrolment Policy

Sydney Adventist School Auburn is a member of the system of Seventh-day Adventist Schools providing quality education in a caring Christian environment.

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. Every effort is made to provide opportunity for both girls and boys to participate in all activities and, as far as possible, the School attempts to accommodate disadvantaged students.

All applications for admission are processed by the Principal. Parents of students in Prep will be expected to complete a full enrolment form for Kindergarten.

The School Council has determined that enrolment into Kindergarten is open to pupils who turn five years of age by the 31st July of that year. Students enrolling into Prep need to be four years of age by the 31st July of the Prep year.

The school endeavours to enrol all children from Adventist families in the serviced area of the community.

Procedure

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 with the parents and child will be arranged.

The Principal will:

- Answer questions
- Discern whether they are Adventists or not.
- Check if any court orders apply, if parents are separated or divorced.
- Sight and copy reports from previous schools or educational or medical specialists.
- Make a copy of their Birth Certificate and their Immunisation records.
- Discuss transportation needs of the student to and from the School.
- Inform them of the fee schedule and discuss responsibility for fee payment.
- Show them the appropriate uniform for their child.
- Send a letter of offer for all successful applications.

The Secretary will:

- Place the students' name in the Admission Register and enter them in to MAZE before they commence school.

For Kindergarten only

Arrange for future students to come in for an Orientation Day in November to:

- Assess the child's readiness for school on the first day
- Orientate the parents to Sydney Adventist School Auburn's routines and allow new students to spend a morning in the classroom with their teacher.

Student Withdrawals

When a parent or guardian decides to withdraw a student from the school, it is necessary for the parent or guardian of the student to officially inform the Principal of the decision and of the last day that the student will be attending the School. There generally should be one terms notice of intent to withdraw a student from the school or the parent or guardian will be expected to pay the terms fee in full.

Re-enrolment

If a student has previously withdrawn or had their enrolment terminated by the School, re-enrolment may be considered by the Principal using the following procedure:

- New application is submitted.
- A school report from the present school is attached.
- The decision on such an application may be based on, a positive recommendation from the present school's administration.
- The final decision on re-enrolment is made by the Principal.

Re-registration

All students will need to complete the re-registration process for each calendar year. To complete registration for the new year, parents will need to fill in a re-enrolment form that will be sent out in Term 3. Registration day is at the beginning of each new year and parents need to sign consent forms and pay fees.

9.2 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 would be Seventh-day Adventists.

In 2015 there were a total of 94 students in Kindergarten to Year 6. We have a Prep class that had 36 students in total with a maximum of 26 attending per day. There are 4 teachers teaching K-6 and one teacher teaching Prep.

10 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.

10.1 Student Welfare Policy

Summary of policies for Student Welfare

These include policies covering topics such as:

- A safe and secure environment for students, including school excursions, security, management
- Child protection policies
- Administration of medicines to students
- Creating a culture promoting holistic development, including for example, codes of conduct, resilience, and anti-bullying, and
- Pastoral care policies, which may include access to counselling services, health, and homework.

Code of Conduct

We believe at Sydney Adventist School Auburn that:

- Everyone has the right to work and learn without being disrupted by others.
- Everyone has the right to be treated courteously and respectfully.
- Everyone has the right to work and play in a clean and safe environment.

“Treat others the way you would like to be treated.” Matthew 7:12

Anti-bullying

It is the intention of the school for all staff and students to be trained in anti-bullying policies.

The anti-bullying policy is intended to:

- Create or heighten awareness of the problem.
- Define inappropriate behaviour.
- Set guidelines for dealing with problems that encourages the systemic and early intervention in matters relating to bullying behaviours
- To create a discipline culture that empowers students and staff to be proactive in addressing bullying issues

Sydney Adventist School Auburn should be a safe environment for all students and staff.

Location of Policy

A copy of the Student Welfare Policy can be found in the Policy folder situated in the staff room. It is part of the Safe and Supportive Environment Policy and can be obtained on request from the School office.

Changes in the Policy

No changes were made to the policy in 2015.

10.2 Discipline Policy

Summary of policies for Student Discipline

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 reflection time 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

(These are 10 ideals that everyone at Sydney Adventist School Auburn respect and act out each day)

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"/> 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.

Behaviour Points

Each week, behaviour points will be allocated to students who have exhibited excellent behaviour throughout the week. If they have had a detention/reflection slip or been absent for more than half of the week, they will not be eligible for the behaviour point. Teachers will record student's points and the recipient's names are read out in assembly on Friday.

Behaviour Award levels of achievement are as follows:

Term 1 Pewter, Term 2 Bronze, Term 3 Silver, Term 4 Gold.

When a student achieves the required number of points they will qualify to attend the Behaviour Celebration at the end of the term; the Behaviour Celebration will be hosted by the Principal. Points are issued for good behaviour each week of the term. Students will also receive one point when they obtain a Principal Award. Any student who does not reach the Total Points by the end of the term may choose to use a redemption point. Each student has one redemption point available per term.

	Possible Weekly Points	Principal Award Point	Optional Redemption Point	Total Points Required
Term 1	10	1	1	11
Term 2	10	1	1	11
Term 3	10	1	1	11
Term 4	10	1	1	11

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.

SASA Student Reflection Time Slip	
_____ 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, biting, choking or spitting at a member of staff	Student will be sent straight to the office for investigation. The student's 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.

Location of Policy

A copy of the Behaviour Management Plan can be found in the Policy folder situated in the staff room. It is part of the Safe and Supportive Environment Policy and can be obtained on request from the School Office.

Changes in the Policy

The changes made to the discipline policy in 2015 were to the monitoring guidelines. The timelines were revised and changed as it was decided that the process was too drawn out from when a student first goes on monitoring to possible expulsion.

10.3 Anti-Bullying Policy

Statement of Intent

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

- Create or heighten awareness of the problem.
- Define inappropriate behaviour.
- Set guidelines for dealing with problems, which ensure forms of bullying.
- Empower students and staff to ensure it reaches the point where the school discipline system is necessary.

Sydney Adventist School Auburn should be a safe environment for all students and staff.

Definition

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

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

Bullying incidents can be isolated or repeated. Although by no means a comprehensive list, bullying behaviours or incidents include:

Physical Bullying

Where a student is physically hurt – kicking, punching, slapping etc

Non-physical Bullying

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

Specific Policies and Procedures to Address Bullying

Open environment to discuss bullying behaviour by:

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

Educational programs designed as prevention techniques and to heighten awareness:

- Staff - through staff meetings.
- Student Representative Council – through meetings and through direct assembly and class programs.
- Parents - through P&C meetings, that are open to all parents.
- Students – teaching life skills that resolve and diffuse conflict. Examples of this could be: conflict resolution, empathy training, assertiveness training, negotiation skills, and problem solving. Can be accomplished through visiting stage productions in the school.

Clear reporting procedures designed to:

- Be an adjunct to the official discipline system.
- Take the report of bullying seriously - demonstrate to bullies that their behaviour is being observed and assessed.
- Be co-operatively driven and assessed for effectiveness by students and staff.
- Report incidents of bullying to the teacher or Principal who will
 - a. Monitor individual patterns of behaviour.
 - b. Identify particular bullying patterns across the school.

Stages in monitoring patterns of bullying:

- Problem is dealt with on the spot by principal or staff.
- Notification that the behaviour has been recorded.
- Interview to discuss behavioural pattern.
- Meditation process.
- Referral to the School Council.

Stages in monitoring behavioural patterns of victims:

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

What to do if you are bullied:

Initial coping strategies:

- Try not to show that you are upset. Bullies feel great if they have upset you.
- Try to be assertive look and sound confident.
- Walk quickly and confidently, even if you don't feel that way inside – appearing confident is helpful.
- If students have been bullying you, teasing you or calling you names, reassure yourself that you're OK, and that those students are the ones with the problem.
- Talk to a friend/friends about it.
- Avoid "risk" situations where possible, or stay close to adults or friends.
- Consider whether you have been a bully yourself, e.g. have you been name-calling, annoying, threatening, showing off, etc? If you have, change your own behaviour.
- If you feel or think that you are different in any way, be proud of it – individuality and diversity (with the school guidelines) are important.
- Consider talking to the School Chaplain – this person can help you develop skills which can be useful in bullying situations.

Further coping strategies:

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

If bullying continues after reporting it to a teacher, talk to the School Chaplain/Principal, who will record the incident and monitor the situation.

What to do if someone else is Bullied:

Procedure to follow:

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

The school administration undertakes to:

- Seek feedback from staff – both through Staff Meetings and personal approaches.
- Seek feedback from students - through School Captains and the Student Representative Council.
- Involve the School Chaplain to assist with the mentoring of bullies and those bullied.
- Monitor any changes in the reported discipline incidents.

Location of Policy

A copy of the Anti-Bullying Policy can be found in the Policy folder in the staff room and in the front office and can be obtained on request from the School office.

Changes in the Policy

No changes were made to the Anti-Bullying policy in 2015.

10.4 Complaints and Grievances Policy

Summary of policies for reporting complaints and resolving grievances

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

<i>Result</i>	<i>Explanation</i>	<i>Corrective Action</i>
Complaint justified	Behaviour is within the policy of the school 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

Location of Policy

A copy of the Complaints and Grievances Policy can be found in the Policy folder in the staff room and in the front office and can be obtained on request from the School office.

Changes in the Policy

There were some changes made to the Complaints and Grievances Policy in 2015.

11 School determined improvement targets

11.1 Priority Areas for Improvement for 2016

Curriculum

- IT training and e-learning opportunities for teachers focused on oral language and improving student vocabulary.
- Develop a Literacy policy

Vision, Mission and Values

- 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.

Church

- Develop strategic ministry initiatives.

11.2 Achievement of Priority Areas listed for improvement in 2015

Item	Achievement
<p>Sharing Faith</p> <ul style="list-style-type: none"> This includes developing meaningful values that are embedded in school culture. Encouraging staff and students to engage in service activities. 	<ul style="list-style-type: none"> This priority area is going to be carried through to 2016 by implementing the SASA way and working on more service activities.
<p>Assessment and Reporting</p> <ul style="list-style-type: none"> Teachers provide opportunities for more group work where children are researching information together or individually to include in class, group or individual projects. Spend staff meeting to make clear what constitutes A-E grades and what each grade "looks" like. Developing staff training on using the new reporting system and implementing it. 	<ul style="list-style-type: none"> This is evident in teacher programs, student work and feedback. Observation of classes also indicates the improvement in group work. The A-E grades were looked at and this priority area was achieved but will be reviewed each year and added to the English policy for consistency. The teachers were trained in using SEQTA and reports were sent out in Semester 2.
<p>Church</p> <ul style="list-style-type: none"> Develop strategic ministry initiatives. Increase connection with local churches. 	<ul style="list-style-type: none"> The priority area developing strategic ministry initiatives is a work in progress. We had the local pastors visit for a meeting and lunch. This has started a connection with churches, which will continue. It is achieved but will continue as a focus next year.

12 Initiatives promoting respect and responsibility

The promotion of respect and responsibility are at the core of our school values and practice. In 2015 the School worked on developing a set of 10 ideals that would become a crucial aspect of school life at Sydney Adventist School Auburn. It is called The SASA Way (meaning the way we do things at SASA). All stakeholders were involved in the process of creating the document and it was planned that in 2016 the students would learn the 10 ideals and start to develop them.

The School holds a Week of Spiritual Emphasis each year and in 2015 was held in Term 2. A chaplain from another school took the 3 day worship time and focused on the promises that God makes to us.

Each class participated in different service activities throughout the year, including visiting the local nursing home and writing cards for the sick people in families. The students participated in Jump Rope for Heart fundraising and also assisted in the running of our annual alphabet day.

As part of the School Discipline Policy the teachers use positive encouragement to promote good behaviour in students. The 'gold slip' was continually handed out to students caught doing the right thing in class or around the school. The teachers also give out regular awards in the form of a special certificate.

13 Parent, student and teacher satisfaction

In 2015 the school conducted a survey of teachers, parents and students. This was an online survey. There were only 5 parents who completed the online survey. This was a trial and it was decided to revert to paper surveys in future and when we have parent teacher interviews so the survey can be completed whilst the parent waits to see the teacher.

The survey conducted had 9 focus areas. These areas were An explicit improvement agenda, Analysis and discussion of data, A culture that promotes learning, Targeted use of school resources, An expert teaching team, Systematic curriculum delivery, Differentiated teaching and learning, Effective pedagogical practices and School-Community partnerships.

A survey amongst teachers indicated some words they would use to describe the school are family, Christian, community, friendly, caring, helpful and supportive. There was positive feedback from teachers in all areas apart from Analysis and Discussion of Data and also Targeted Use of School Resources.

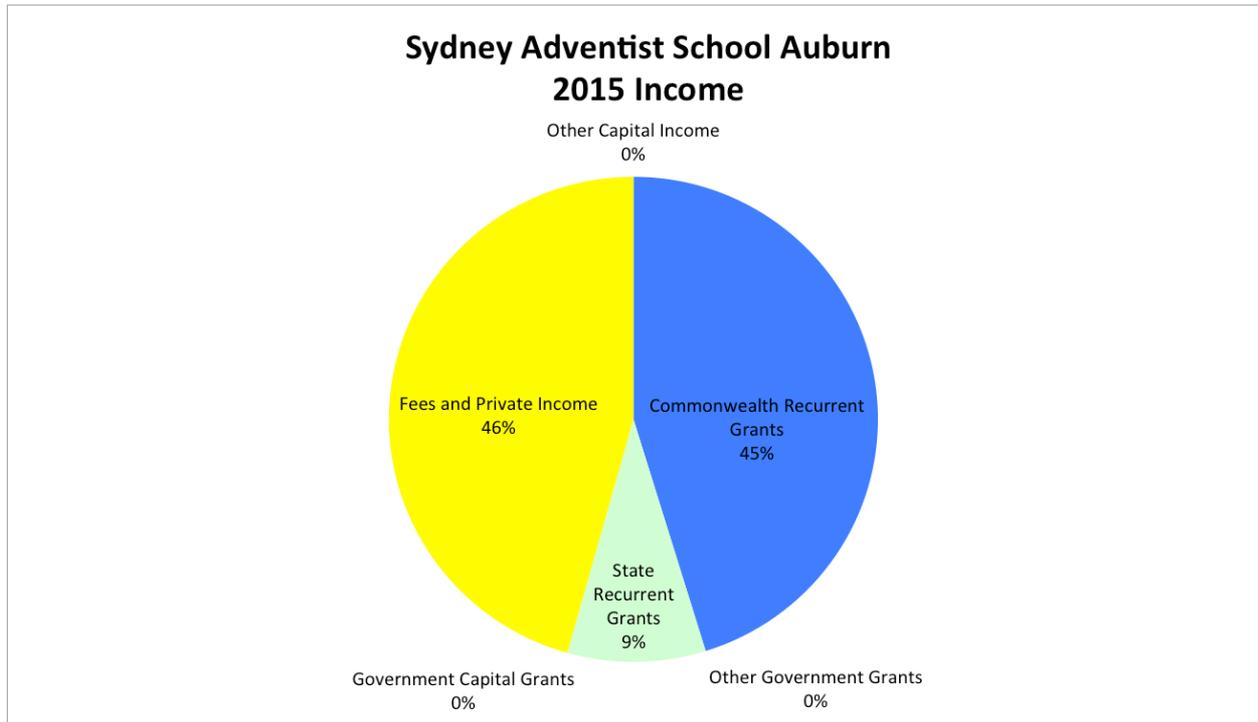
The parent feedback was positive in the survey. One parent requested parent/teacher interviews during mid term to discuss their child's progress and to set goals so that by the end of the term they can see if their child has achieved the goals. This was valuable feedback and something the school will discuss.

There were 27 students who completed the survey. Some students felt that they were not given work that is of interest to them. And some felt the teacher does not find out what they already know before learning. Two areas the school is focusing on improving. The other area that some students disagreed on was treating each other with respect. Some feel there is some bullying happening in the school. The school administration and teachers are working on implementing a values system that will reflect ideals of how to treat others with respect and how we want our students and families to behave when attending the school.

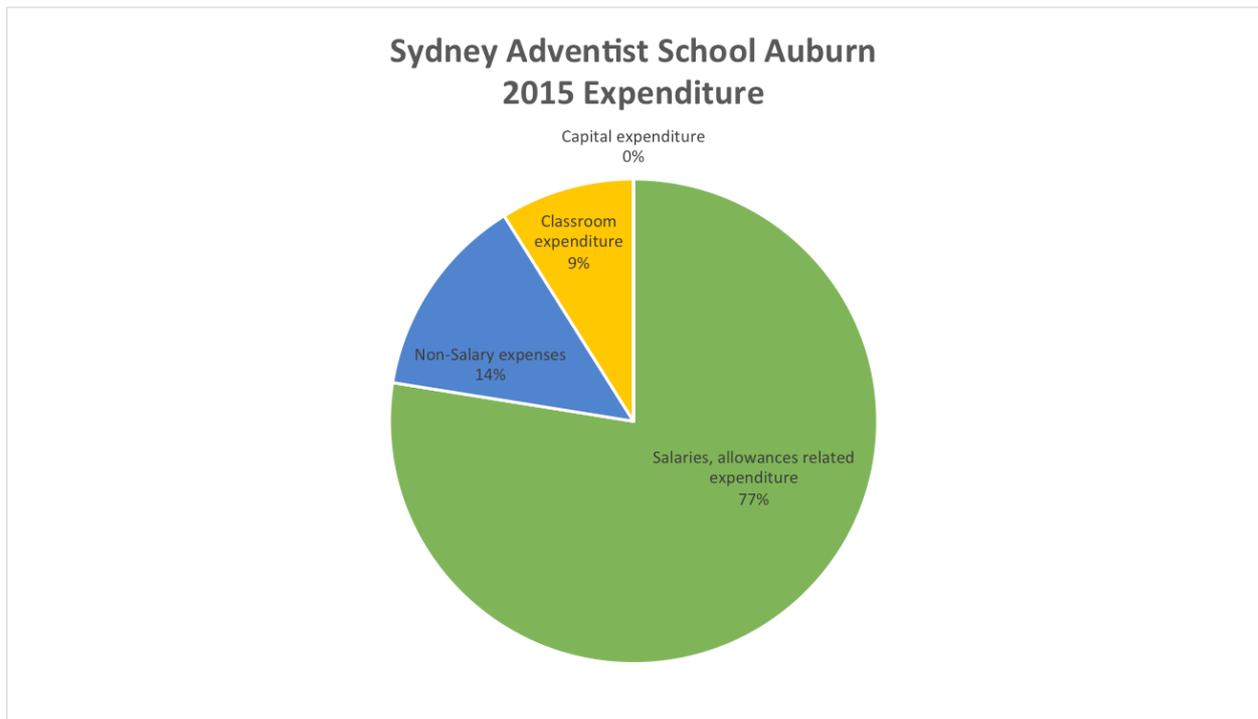
As a result of all surveys the school will be focusing on the Analysis and discussion around data to improve student outcomes. It will also implement a values system. This will be focused on and implemented in the following year.

14 Summary financial information

14.1 Income



14.2 Expenditure



15 Public disclosure of educational and financial performance

The 2015 Annual report will be published on the school's website and available on request from the school office.