



NSW Education Standards Authority

**Annual Report
2018**

Reporting on the 2017 Calendar Year

Tweed Valley Adventist College

Owned and Operated by

Seventh-day Adventist Schools
(NNSW) Ltd

1 A message from key school bodies

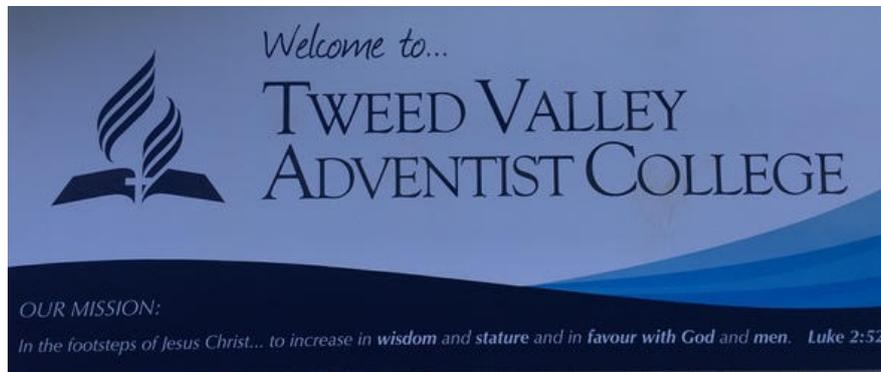
1.1 College Advisory Council Chairperson Statement

The School Advisory Council (Council) supported the College Administration in a number of ways this year.

Construction began in January for four classroom primary building project. Having signed off on the tender process in 2016, our next task was to oversee the construction through the BGA Committee. Construction was nearly completed by the year end, ready for 2018 occupancy. This building is in accordance with our staged masterplan.

We approved the upgrade of the IT spine with a 10GB fibre optic link between the primary and secondary schools and hubs throughout the school. The previous link between the schools was a microwave radio link which struggled under heavy traffic and regularly went down, which cut off phone internet and email in the primary school. The new fibre link is very fast and reliable. Finally, we supported the initiative to make our Mission Vision and Values more prominent in the school. Eight pillars were constructed around the campus to showcase our values and a welcome sign on entry displays our mission statement.

The Council wish to congratulate the College administration and teachers for delivering another year of Christian Education and thank parents and students for a successful 2016.



1.2 Principal's Statement

2017 was a very challenging year for Tweed Valley Adventist College. A very positive start to term one was followed by the arrival of Cyclone Debbie on 30 March (week 9). 13 rooms were affected by the flood levels which reached 1.75 meters in the lower rooms. We are grateful for flood insurance which many other businesses and residences of Murwillumbah did not have. The claim exceeded \$600,000 and involved many months of cleanup, construction and replacement.

In term three we introduced a Mrs Balym as Head of Primary, as Mr Stanton pursued further study. She brought a strong emphasis on learning and was able to assist with the implementation of the exciting new Literacy Program we had purchased called DD-Code. We are very proud of our Senior Students and congratulate them for achieving strong HSC results in 2017 and wish them God's richest blessings as they begin their careers. We congratulate our boys' secondary senior and junior touch football teams for winning the South Queensland Adventist schools tournament for the ninth consecutive year and the secondary senior boys for winning the North Coast Independent Schools Touch Football Competition for four years in a row.

The College is committed to continual improvement and we moved forward in the areas of school culture, early primary literacy and the articulation of our Mission Vision and Values. I would like to thank Mrs Wilson and Mr Stanton and Mrs Balym for their Christian leadership and the teachers and staff for their commitment to our Christian Mission and an 'all round' education program at Tweed Valley Adventist College.

1.3 Student Representative Council (SRC) Statement

The Student Representative Council (SRC) at Tweed Valley Adventist College is made up of a cross section of students, comprising of a male and a female student from Year 7 up to Year 10, including the male and female Year 11 Prefects and the male and female Year 12 College Captains and Prefects. The basic purpose of the SRC has been to represent the interests and needs of students within the school in order to guide in decision making and school improvement. The SRC has functioned in an advisory capacity to the College Administration and has focused on considering and making recommendations in the following areas;

1. Decisions on school issues – Eg. School rules, uniform design and policy, school facilities, and student wellbeing.
2. Building relationships and school culture – Eg. Lunchtime activities, inter-school activities, and student communications.
3. Responding to student concerns and needs – Eg. Improving student facilities, reporting to students, and confronting bullying.
4. Bringing about changes – Eg. Raising and donating money and student action teams.

The SRC has functioned according to regular board meeting procedures with agenda's, minute taking, motions, reports and elected positions. The College Captains acted as the Chairmen for the SRC meetings, with a Treasurer and Secretary elected from within the SRC (usually from the Prefects).

Some of the achievements that the SRC were either solely or largely responsible for in 2017 include the following;

- The positioning and painting of the School Values Pillars
- The coordination of a new car park space near the MPC to allow for more vehicles
- Raising approximately \$2500 during a “Crazy Hair” Mufti day fundraiser event for a TVAC Staff member suffering from cancer.
- The move towards a digital Class Awards System to replace the paper Class Awards System
- The facilitation of toast breakfast’s 3 days a week during Term 4
- As well as the consideration and recommendation of a new school bubbler system, a tidy up of the Cameron Walsh Memorial, and other initiatives related to school improvement

The SRC has provided a constructive environment for student input into the direction and development of positive school culture and has also provided an educational introduction to the mechanisms of board meeting processes and procedures. Feedback from students involved in the SRC, and the student body at large, concerning the work of the SRC and the significance of their contributions to school culture have been overwhelmingly positive. The SRC has fostered an attitude of involvement, participation, enthusiasm and initiative and has been a valuable aspect of Tweed Valley Adventist College’s culture.

Mr Blair Lemke – SRC Coordinator

2 Contextual information about the school

Tweed Valley Adventist College (TVAC) is a co-educational Pre-Kindy to Year 12 school owned and operated by the Seventh-day Adventist Schools (NNSW) Ltd. TVAC has operated on its current site in Murwillumbah for more than 40 years with 209 students Kindergarten to Year 12 (August 2017 census), 10 Pre-Kindy students and 33 staff (in full time and part time positions). TVAC is a low SES, low fee school with a developed niche emphasis on pastoral care.

Murwillumbah has a population of 6,342 but services a region of more than 10,000 people. Economic indicators reveal that it is a lower socio economic community and this is reflected in the school SES of 93. Unemployment is 8.9%. (4.5% NSW). The median individual income is \$419.00 per week and the median household income is \$770.00 per week, 25% lower than the NSW AVG and well short of the national average weekly income of \$1,145.70.

52% of people on Newstart Allowance received benefits for more than 12 months and only 65.6% of households in our region have broadband Internet connection. We have a number of families who do not have internet at home and this makes it challenging to deliver educational options in a rapidly changing technological society. We are hoping the NBN rollout will improve this situation.

Murwillumbah has an ageing population with the average age of 43 years of age, which is seven years higher than the national average. Only 10.8% of residents have obtained a degree which is well below the national average of over 25%.

The following statistics from <http://murwillumbah.localstats.com.au> provide an overview of the community.

- 83.9% of people living in Murwillumbah were born in Australia. The other top responses for country of birth were 3.3% England, 1.8% New Zealand, 0.9% India, 0.5% Scotland, 0.5% Netherlands, 0.3% Germany, 0.3% United States of America, 0.3% Ireland, 0.3% South Africa, 0.3% Northern America, 0.2% Italy, 0.2% Philippines, 0.2% Canada, 0.1% Papua New Guinea.
- 92.4% of people living in Murwillumbah speak English only. The other top languages spoken are 1.0% Punjabi, 0.6% Other, 0.4% German, 0.3% Spanish, 0.3% Dutch, 0.3% Italian, 0.1% Bengali, 0.1% Mandarin.
- The religious makeup of Murwillumbah is 25.5% Catholic, 21.7% No religion, 21.1% Anglican, 8.3% Religious affiliation not stated, 4.9% Presbyterian and Reformed, 3.7% Uniting Church, 2.8% Christian, 1.9% Hinduism, 1.8% Seventh-day Adventist, 1.6% Other Religious Groups.
- 43.6% of people are married, 30.2% have never married and 11.8% are divorced and 3.7% are separated. There are 544 widowed people living in Murwillumbah.
- 49.9% of the people living in Murwillumbah over the age of 15 and who identify as being in the labour force are employed full time, 34.6% are working on a part time basis. Murwillumbah has an unemployment rate of 8.9%, which is considerably higher than the national average of 5.7%.
- The main occupations of people living in Murwillumbah are 16.5% Professionals, 15.2% Technicians & trades workers, 13.6% Labourers, 12.3% Sales workers, 12.3% Clerical & administrative workers, 11.9% Community & personal service workers, 9.3% Managers, 7.5% Machinery operators & drivers, 1.5% Occupation inadequately described/ Not stated.
- The main industries people from Murwillumbah work in are 15.5% Health care and social assistance, 13.7% Retail trade, 8.2% Education and training, 8.1% Accommodation and food services, 8.0% Construction, 7.9% Public administration and safety, 6.1% Manufacturing, 5.1% Transport, postal and warehousing, 4.5% Professional, scientific and technical services.
- 35.9% of homes are fully owned, and 29.2% are in the process of being purchased by home loan mortgage. 30.6% of homes are rented.
- The median rent in Murwillumbah is \$235 per week and the median mortgage repayment is \$1709 per month.
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These statistics combine to produce a rich diversity of people in our community and our school enjoys the benefits of this diversity.

* Tweed Valley Adventist College does not receive National Partnerships Funding.

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	6.3	93.7
Year 5	0	7.1	92.9
Year 7	8.3	16.7	75
Year 9	0	11.1	88.9

Writing

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	0	5.9	94.1
Year 5	7.1	21.4	71.5
Year 7	30.8	23.1	46.1
Year 9	26.3	10.5	63.2

Spelling

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	0	11.8	88.2
Year 5	0	7.1	92.9
Year 7	7.7	7.7	84.6
Year 9	15.8	15.8	68.4

Grammar and Punctuation

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	17.6	17.6	64.8
Year 5	7.1	7.1	85.8
Year 7	7.7	7.7	84.6
Year 9	15.8	5.3	78.9

Interpretative Comments

Reading

Primary

Year 3 and Year 5 - We are very proud of these results with 0% below national minimum standards. We have placed lots of emphasis on quality teaching practices with the inclusion of explicit teaching of reading comprehension through modelled, shared and guided reading. We will be focussing on getting all of our students above national minimum standards with further intervention and focus on phonics in early years to raise competency early.

Secondary

The Secondary School has set a target of 85% above national minimum standards that we are looking at meeting in future testing using a variety of new approaches. We are happy with results that are already at this level and would like to challenge ourselves to make this the benchmark for our future cohorts.

At TVAC we aim to have all students reading at or above the national standard, however, at times, we have students we continue to work with to meet the minimum standard. In Years 7 and 9 we had one student who failed to reach the required standard and we will continue to work with them using a variety of methods to facilitate improvement.

Writing

Primary

Year 3 - We are very proud of the Year 3 writing results with only 5.9 % of students at National Minimum Standards and the rest above. This is a result of our quality Early Years programs that focus on early Literacy skills. It is our Goal to bring this up further with the introduction of The Literacy Code and the Seven Steps to Writing Success Program.

Year 5 - These are average results that clearly show room for improvement. There was a big difference in results to Year 3 so further analysis of our writing program will be done. During 2016 and 2017 the program focused on genre writing. It is our Goal to bring this up further with the introduction Seven Steps to Writing Success Program.

Secondary

Our Year 7 and 9 writing results were disappointing in 2017 and as a consequence we have trained our Teaching and Learning Coordinator in NAPLAN marking. We are also working with our current students to develop their attitudes and confidence. Nearly all of the students below the minimum standard were non-attempts and as the cohort size was 13 and 19 respectively these high levels of non-attempts skewed the results.

Spelling

Primary

Year 3 and Year 5 - We are very proud of these results. We had been using Sound Waves program that was a developmental approach to teaching spelling. We aim to further increase these results with the introduction of the Spelling Sensations Program that takes on a differentiated, developmental and explicit teaching approach. Through our own school testing and results it has already shown improvement.

Secondary

In Year 7 one student failed to meet the minimum standard and we are continuing to work with them, using some new methods this year in a renewed effort attain the standard. In Year 9 three students failed to reach the standard, however two of the three have improved since Year 7 testing and the third unfortunately was a non-serious attempt due to a poor attitude. Teachers have focussed on improving the Academic Culture over the last year and improvements have already been noticed.

Grammar and Punctuation

Primary

Year 3 - These results are not as strong as what we would hope for and we will be reviewing the current programs. We have introduced The Literacy Code from Pre Kindy which will aim to improve literacy across the board.

Year 5 - These are average results that show room for improvement. We have been reviewing current programs and allocated extra time to the explicit teaching of Grammar and Punctuation. These in now the emphasis in the transfer to sentence structure in writing rather than in isolation.

Secondary

The 7.7% below in Year 7 represents the same student who is below in all of their Literacy levels.

In Year 9, the 15.8% represents 3 students with one student improving markedly since Year 7 testing and the remaining two students were non-attempts.

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	11.8	5.9	82.3

Year 5	6.7	13.3	80.0
Year 7	0	23.1	76.9
Year 9	0	22.2	77.8

Interpretative Comments

Numeracy

Primary

Year 3 and Year 5 - These results show significant room for improvement and a review of current programs. It is evident that the early years leading to Year 3 need the most improvement. For this reason, we have moved to Envision Maths Program which places a larger emphasis on early number sense.

Secondary

While it is noteworthy that all of our students are above the minimum standard we will continue to work towards our goal of having all students reach our goal of 85% above the minimum standard through increased exposure to problem solving experiences.

3.2 Record of School Achievement

Item	Students
Number of Students studying in Year 10	21
Number of ROSAs issued by NESA in 2017	0

3.3 Results of the Higher School Certificate Examination 2017

Comparison of 2017 results compared to the state

Subject	No of students		Performance band achievement by %					
			Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
Ancient History	15	School	6.7	6.7	26.7	26.7	26.7	6.7
		State	8.8	27.2	25.0	19.5	11.5	6.6
Business Studies	15	School	0	26.7	13.3	6.0	0	0
		State	8.2	28.0	28.5	21.4	8.1	4.5
Chemistry	5	School	0	0	0	60	40	0

Subject	No of students		Performance band achievement by %					
			Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
		State	7.5	33.2	28.4	19.3	7.9	1.3
CAFS	7	School	0	0	42.9	14.3	28.6	14.3
		State	4.2	25.4	37.0	20.1	7.9	3.4
English (STD)	4	School	0	0	0	50	25	25
		State	0.9	15.1	38.9	31.0	9.4	4.2
English (ADV)	11	School	0	0	72.7	27.3	0	0
		State	15.2	48.4	28.1	6.8	1.0	0.4
Mathematics General 2	9	School	0	0	33.3	33.3	22.2	11.0
		State	6.8	18.7	24.7	23.6	16.8	8.3
Mathematics	6	School	0	0	50	33.3	16.7	0
		State	23.5	30.0	21.5	15.6	6.2	2.9
Hospitality Exam (Kitchen Ops and Cookery)	3	School	0	0	66.7	0	33.3	0
		State	3.6	26.2	32.4	16.8	7.9	1.7
Economics	1	School	0	100	0	0	0	0
		State	14.5	34.5	24.7	18.2	4.7	2.9
SOR1	1	School					100	
		State	15.5	34.3	32.1	13.5	3.8	0.5
Textiles	1	School	0	0	100	0	0	0
		State	13.8	36.7	26.7	15.9	5.1	1.6
		School						
		State						
		School						
		State						

Interpretative comments for Higher School Certificate results

HSC courses are delivered by the Compressed Curriculum model at TVAC for all subjects other than English and Mathematics which are offered by the traditional HSC model. This provides for a larger range of subjects for Senior students but means that most subjects are offered on a two year cycle. Our HSC results have been pleasing over the last few years but particularly so in 2016. All students who made an early entry application to university were accepted for 2018.

Comparison of 2017 HSC results as a trend over time

Subject	No of students		Performance band achievement by number and/or %					
			Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
Ancient History	15	2017	6.7	6.7	26.7	26.7	26.7	6.7
	-	2016						
	13	2015	7.7	30.8	30.8	30.8		
Business	15	2017	0	26.7	13.3	60	0	0
	-	2016						
	13	2015	0	53.8	23.1	23.1	0	0
CAFS	7	2017	0	0	42.9	14.3	28.6	14.3
	-	2016						
	8	2015	0	12.5	50	12.5	25	0
English (ADV)	11	2017	0	0	72.7	27.3	0	0
	7	2016		28.6	71.4			
	6	2015			83.3	16.7		
English (STD)	4	2017	0	0	0	50	25	25
	9	2016	0	0	22.2	66.7	11.1	0
	5	2015	0	0	0	80	20	0
Math General 2	9	2017			33.3	33.3	22.2	11.1
	12	2016		16.7	58.3	25		
	4	2015			50		50	
Mathematics	6	2017	0	0	50	33.3	16.7	
	2	2016		50	50			
	5	2015	20	20	60			

Interpretative comments for Higher School Certificate result trends over time

4 Senior secondary outcomes

Percentage of students in Year 12 undertaking vocational or trade training: 20%

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

5 Professional learning and teacher standards

5.1 Professional Learning

Areas of professional learning	Teachers (number or group)
Industrial Technology – Professional Learning	2
Compliance – Bronze Medallion	12
Writing/Literature development	8
Individual Learning Plans	3
English – Curriculum	1
Engagement – study skills for students	Group
Hospitality – Networking	1
IT – Google Certification	1
Engagement – Project Based Learning	4
Science – Curriculum	1
STEM – Edutech	2
Admin – Leadership	3
Assessment – New System/Process for Senior Students	Group
Engagement – Class Management	8
Teacher Health and Wellbeing	Group
Maths – Curriculum	3
Engagement – Critical and Creative Thinking	2
CPR Course	27
First Aid	7

Total Staff PD experiences: 19

Average cost per teacher for
professional learning: \$885 pp

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	22
(ii) teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or	Doctorate Masters degree Graduate Diploma Bachelors degree Diploma	0
(iii) teachers who do not have qualifications as described in (i) and (ii) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed <ul style="list-style-type: none"> - to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis) and - as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity 	These teachers work under the direction of another teacher and are registered as transition scheme teachers with the NSW Institute of Teachers unless he/she is a LOTE teacher	0
	Total number of teachers in school	22

6 Workforce composition

There are six teachers in the Primary School – all female.

There are sixteen teachers in the Secondary School – eight male and eight female.

There is one teacher with an indigenous heritage.

There are two full-time Chaplains – one male and one female.

There are a number of other ancillary staff who contribute to a safe and engaging learning environment.

7 Student attendance rate and non-attendance

7.1 Average Year Level Attendance

Year Level	Average Attendance (%)
Kindergarten	89
Year 1	91
Year 2	93
Year 3	92
Year 4	89
Year 5	88
Year 6	90
Year 7	90
Year 8	88
Year 9	84
Year 10	92
Year 11	84
Year 12	92
Total school attendance average	89

7.2 Management of non-attendance

In New South Wales, 'compulsory school-age' means that all children from six years of age are legally required to be enrolled at and attending school or to be registered for home schooling. After they complete Year 10, and until they turn 17 years of age, students then have the following options. They may also be in:

- full-time further education and training (e.g. TAFE, traineeship, apprenticeship);
- full-time, paid employment of an average of 25 hours per week; or
- a combination of both of the above.

Parents or carers are responsible for making sure that their children comply with these legal requirements. Schools support parents by monitoring student attendance and helping to address attendance issues when they emerge.

At Tweed Valley Adventist College Teachers mark rolls electronically via SEQTA Learning Management System.

An absentee SMS is sent to parents by 10:30am if the child is marked absent on the morning roll.

Students arriving late or leaving early are registered on the roll via Student Services and provided with a late or early leave slip.

The electronic attendance register on the database is coordinated by the College Administration Office.

Students are required to bring a note the next day (or day of next attendance) explaining the absence from school. If this is not received, an absentee follow up letter is posted to parents.

A medical certificate may be required if the absence coincides with an assessment task in Years 10- 12 or if the absence is protracted in nature.

Parents are contacted if there is a pattern of non-attendances or lateness.

Chronic lateness and absences are followed up and reported to the AIS Student Welfare advisor and attendance plans put in place through interviews with parents, student, and Head of School.

All absence notes are filed in the College Administration Office Strong Room and archived for the appropriate period.

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

Percentage retention rate: **56%**

8 Post School Destinations (secondary schools only)

18 students graduated in 2017

- 2 are attending university

- 1 is in an industry traineeship

- 6 are attending ARISE and commencing tertiary study in 2019

- 3 are working for a gap year and commencing tertiary study in 2019

- 2 have apprenticeships

- 2 are in full time employment

- 2 are seeking employment

9 Enrolment Policies and characteristics of the student body

Enrolment Policy

1. Introduction

Tweed Valley Adventist College (TVAC) is a comprehensive co-educational pre-Kindy to Year 12 school owned and operated by Seventh-day Adventist Schools (NNSW) Ltd, and provides an education underpinned by religious values and operating within the policies of NESA. All enrolment applications will be processed in order of receipt and consideration will be given to the applicant's support for the ethos of the school, siblings already attending the school and other criteria determined by the school as outlined in the TVAC Enrolment Procedures document. Once enrolled, students are expected to act consistently with the school's ethos and comply with the school rules to maintain the enrolment. Parents are also expected to be supportive of the ethos of the school.

2. Implementation

All applications will be processed in accordance with the guidelines below:

- 2.1 All documentation required by the school as outlined in the TVAC Enrolment Pack to be completed and submitted by the relevant student/'s parent/legal guardian.
- 2.2 Completion of school tour and interview with school Principal/Assistant Principal.
- 2.3 Completion of TVAC standardised assessment processes (if required)
- 2.4 Payment of deposit.
- 2.5 Approval by the TVAC Enrolment Committee.
- 2.6 Completion of fee agreement processes.

In the context of the above processes, no person will be discriminated against in enrolment on the grounds of their sex, age, race, religion, ethnicity, disability, sexual preference or marital status. (Disability Discrimination Act 1992).

Guidelines for Dealing with Applications for Enrolment on Behalf of Students with Disabilities

3. Introduction

The Disability Standards for Education 2005 (Standards) apply to a school's dealings with all students with disabilities (i.e. those enrolled at the school even if they have not yet commenced) and also prospective students with disabilities (i.e. those for whom an approach has been made regarding admission). These guidelines provide a structure to help schools comply with the Standards in the context of the enrolment process for students with a disability as defined under the Disability Discrimination Act (DDA).

Some general comments:

- 3.1 These guidelines are intended to be flexibly applied to suit the circumstances of each application.
- 3.2 The Standards and DDA have been developed to advocate for the student with the disability and a school may need to consider their approach accordingly. The school should seek advice on the appropriate interpretation of the Standards.
- 3.3 When considering any application for enrolment, a determination should be made regarding the school's capacity to address the student's individual needs. This can be achieved by working through the individual planning process to identify the reasonable adjustments that would be required to facilitate the student's access to and participation in the educational opportunities provided by the school. This process requires lateral thought to identify solutions.
- 3.4 It is important to demonstrate to the family that the school is seriously considering relevant issues; is willing to listen to their views; will seek assistance in finding solutions; is willing to be flexible and think laterally about solutions; and is making genuine efforts to find ways to meet the student's needs.
- 3.5 A collaborative approach where the school, family and relevant experts work together to identify the adjustments required and jointly seeking solutions is most likely to produce positive results for all parties.
- 3.6 When considering adjustments, prepare a detailed analysis for the initial years of the student's schooling and consider the student's potential needs in the years following enrolment.
- 3.7 It is wise to seek special education advice in analysing the student's needs and developing the potential range of adjustments.
- 3.8 At all stages of the enrolment process, including if the school makes inquiries of a third party, care should be taken to protect the privacy of the applying student and family in accordance with the school's privacy policy and the Privacy Act. Seek the parent's permission to speak with preschools, other schools and/or specialists.
- 3.9 Objective notes should be recorded regarding all discussions and interviews with parents, and kept on file. Records should also be kept of any decisions made about adjustments for the student.

4. Requirements imposed by the Standards

Schools must treat students with disabilities on the same basis as students without disabilities. This generally means:

4.1. Providing comparable choices/options so that the student with a disability can seek admission and apply for enrolment as well as being able to access and participate in courses/programs, and use of facilities/services

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4.2. Providing reasonable adjustments.

Adjustments are measures/actions that identify the type and level of support required by the student with a disability to access and participate in all aspects of school life.

An adjustment is reasonable if it balances the interests of all parties affected. Issues which are relevant to the balancing process include:

4.2.1 the impact of the disability on the student's access to educational opportunities.

4.2.2 the views of the student and/or associate (this includes parents/guardians)

4.2.3 the effect of the proposed adjustment on the student i. ability to achieve learning outcome ii. ability to participate in the curriculum iii. independence

4.2.4 the effect of the proposed adjustment on others including students and staff

4.2.5 the costs and benefits of making the adjustment

Whilst this appears to enable schools to make judgements about what is reasonable, it is important to identify the adjustments necessary for the student to access and participate in the school before determining what is reasonable. This might necessitate advice from an independent expert.

Developing a reasonable adjustment requires an informed judgement using input from the student, parents, student's specialists, school staff and possibly special education advice to support the school.

The process required by the Standards is to:

1. Consult with the student/associate about the disability, and about any adjustment identified, including whether the adjustment is reasonable, whether it will achieve the aims of allowing the student to be treated on the same basis as students without disabilities, and whether there are other options.
2. After assessing whether there are other appropriate options and whether the adjustment may need to be changed over the period of the student's education, decide whether to make the adjustment. A school does not have to make a reasonable adjustment if (despite the fact that it is reasonable as set out above) doing so would impose an unjustifiable hardship on the school. Determining whether there is an unjustifiable hardship involves a similar, but not identical, balancing process.

4.3 Provide the adjustment within a reasonable time. Students and their families are expected by the Standards to provide relevant information about the disability and how it affects the student, and about the issues on which the school consults with them, in a timely way. Schools are therefore entitled to ask for that information which is relevant to considering a reasonable adjustment. Not all medical or specialist reports are relevant to making an adjustment and therefore may not be provided by the family.

Note: The Standards provide an overview of the process required under the law. For effective implementation this process needs to be refined into smaller steps as outlined in the guidelines. © The Association of Independent Schools NSW 2011 p.7

Guidelines

5. Schools should follow the guidelines listed below.

In their prospectus (or similar document) provide information about the school's:

- 5.1. entry requirements
- 5.2. educational and other offerings (including sport, camps, music)
- 5.3. approach to progression through course and programs which is consistent with the object of the course
- 5.4. To enable a person with a disability to make informed choices and supply relevant information. The enrolment application form should contain an acknowledgment that the family has received and read this information.
- 5.5. Ensure that the enrolment process does not disadvantage a person with disabilities (e.g. because information is not easily accessible).
- 5.6. Ask all students/families (e.g. in enrolment application forms) to identify any specific needs they have which may impact on their education and/or participation in the programs and opportunities provided by the school.
- 5.7. Invite the student and parents to attend an interview/meeting at the school as part of the enrolment process before making any decision about the enrolment. At the interview discuss if the student requires any special services or facilities which the school would need to provide to assist the student. It may be of assistance to obtain information from a third party (such as AIS and/or the student's specialist support personnel) about the student's needs related to any identified disability. It is essential to obtain all relevant information as quickly as possible as schools are expected to process the application from a student with a disability in the same/ similar timeframe as would apply to any other student. A collaborative team approach to planning to use the combined expertise of the family and their specialist/s with the school and their advisors is recommended.

- 5.8. Document the people involved and the issues raised in a format which allows objective notes on possible adjustments, agreed actions and a timeline. This format can be used on an on-going basis to document the individual planning process and will be a protection for the school in the case of a complaint.
- 5.9. Request the family to provide information about the student's needs as part of the individual planning process. Relevant information will assist in identifying any adjustments and could include:
- 5.9.1. previous school or preschool reports, noting current achievements and areas of need or psychologist's report documenting functional skills and recommended strategies for working with the student speech pathologist's report documenting receptive and expressive language skills and any recommendations for programs or technology in the classroom
 - 5.9.2. occupational and physiotherapy reports documenting self help skills and mobility, including assistive technology reports recommending equipment and access audits regarding access to premises
 - 5.9.3. medical specialist reports identifying issues which need to be considered by the school or vision and hearing reports documenting level of functioning and recommended strategies
- © The Association of Independent Schools NSW 2011 p.8
- 5.10 Where appropriate, invite the family to bring relevant specialists (for example special educators, preschool staff, therapists, psychologists and medical specialists) to visit the school to discuss specific needs or issues and participate in developing potential adjustments to address the specific needs or issues.
- 5.11 Assess the school's physical environment, and the likely impact of any adjustments required (including, but not necessarily limited to, the financial impact). Provide a tour of the school with the student, parents and where relevant, specialists, to identify issues and potential solutions. If a student with a physical disability has difficulty with the environment a specialist paediatric occupational therapist should undertake an access audit to have a comprehensive assessment of the difficulties with the site.
- 5.12 Request feedback and suggestions from relevant staff within the school and external special educators about the possible impact of the adjustments required by the school if the student was enrolled.
- 5.13 Seek information about possible levels of Australian Government funding and access to other support services. Contact the AIS to obtain a list of the documentation required for applications for funding and the range of available funding programs.
- 5.14 Consult with the family and the student's specialist, where appropriate, about possible adjustments.
- 5.15 Keep the family informed about the progress of the application.
-

- 5.16 If the decision is taken to enrol a student with a disability, any strategies which need to be put into place to accommodate the student's special needs should be identified before communicating the enrolment decision.
- 5.17 If the school considers that it may have to decline the enrolment, involve the principal or his/her representative before the decision is communicated to the family.
- 5.18 If the school considers that it may have to decline an enrolment, seek advice from the AIS or a specialist in the area before informing the parent of the preliminary decision.
- 5.19 Any preliminary decision regarding the school's ability to meet the child's special needs must be justifiable. For example, where the school declines to enrol a student with a disability, it must be able to demonstrate that it is unable to meet that student's needs without imposing unjustifiable hardship, having regard to the student's current condition and prognosis.
- 5.20 Before making a final decision about the required adjustments, or before declining an application for enrolment, communicate the preliminary decision to the family and invite their input to the school. The onus is on the school to demonstrate why they are declining the enrolment.
- 5.21 Discuss the process the school will use to manage ongoing or emerging issues which require further adjustments, with the family. Based on the process for determining reasonable adjustments, the ongoing use of a collaborative team approach involving school, home and relevant experts is likely to deliver mutually agreed outcomes.
- 5.22 Provide a review mechanism for dealing with any issues or disputes between family and school about decisions made.

Schools should also provide professional development to assist staff – for example in the use of appropriate language and ensuring all staff are informed that the school will consider the enrolment applications for students with or without a disability. Professional development should also include information on the school's policy on the prevention of harassment and victimisation of students with disabilities and their associates.

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Where adjustments are to be implemented to support individual students with disabilities, professional development of staff to ensure the adjustments are provided in a consistent, appropriate and timely manner is advised.

The Standards also have implications for participation in all school activities, curriculum implementation and access to support services. Again, there are consultation and adjustment requirements on schools. Accordingly, the enrolment process must be closely aligned with the school's management of these areas (for example through a special needs department or coordinator). It is critical to consider the adjustments in these areas before deciding whether to enrol a student. The AIS can assist with this.

Finally, the Standards require schools to have strategies and programs to prevent harassment or victimisation of students with disabilities, and students who have an associate with a disability.

Prerequisites for Continued Enrolment:

1. Satisfactory completion of the school's initial probationary enrolment period (the school term of enrolment post an initial approval).
2. Ongoing demonstration of capacity to meet the school's published academic performance, attendance, behaviour and financial agreement expectations.

The TVAC Student Enrolment Guidelines document should be read with the TVAC Enrolment Procedures. The full texts of both are available upon request from the school office.

Evaluation

These guidelines will be reviewed as part of a three-year school review cycle.

Composition/characteristics of the student population

Students at Tweed Valley Adventist College are predominantly from Anglo-Saxon origins. There are very few students with first generation ethnic descent. Around 38% of the students are Seventh-day Adventists and the majority of the rest of the students come from either other or non-religious homes.

10 School Policies

Student Welfare Policy (Manual 5.6.2)

Summary of policies for Student Welfare

Tweed Valley Adventist College endeavours to promote a healthy, supportive and secure environment for all students; to build resilience in students and to develop strategies to reduce vulnerabilities. It also seeks to build student/school connectedness and increase coping skills.

Considerable resources are directed toward student welfare that includes two chaplains (one of whom is a qualified Social Worker). The following initiatives have also been introduced to cater for student needs and welfare. Peer support, Student Awards and recognition, Drug Education, Sex Education, Chapels and assemblies on topics such as: boundaries, Transition Programs, Mentoring camps, Resilience camps and Service camps etc.

Location of the full text of the policy

The full text of the Student welfare policy 2017 can be accessed by request from the principal.

Changes made to the policy during 2017.

No changes were made to this policy in 2017.

Discipline Policy (Manual 5.7.1; 5.7.2)

Summary of policies for Student Discipline

The TVAC Discipline Policy has been thoughtfully constructed to put roadblocks in front of students when they are making poor choices. Misdemeanours and consequences are published in a series of levels which increase in severity through to expulsion. Students have a clear understanding of what is required and a knowledge of what will happen if they make a poor choice. During a discipline discussion, the student usually knows beforehand what the consequence will be.

Rationale:

The purpose of the TVAC Discipline Levels is to aid in the development of a refined character and provide clarity to students and teachers about behaviour expectations and consequences. Applying biblical principles of 'justice and mercy' it is intended that the consequences will provide sufficient reason to reflect on poor choices without breaking the spirit.

For the moment all discipline seems painful rather than pleasant, but later it yields the peaceful fruit of righteousness to those who have been trained by it. Hebrews 12:11 ESV

The 'Discipline Levels' document is provided to students at the beginning of each year or upon enrolment. It is also emailed to parents at the beginning of each school year. It provides a list of misdemeanours and the subsequent consequences. It allows behaviours to escalate through the stages of suspension, expulsion and exclusion. Clear guidelines for natural justice and appeals are outlined.

While the use of these levels will be consistently administered throughout the college, teachers and administration may exercise their professional judgement in the delivery of these levels when considering the circumstances of an event.

In addition to the discipline levels for correction, the College also uses a merit system where students are awarded points for positive behaviours.

Location of the full text of the policy

The full discipline policy is available by request to the Principal.

Changes made to the policy during 2017

No changes were made to this policy in 2017.

Anti-Bullying Policy

Safe and Supportive environment at TVAC.

TVAC used to have a separate bullying policy, however, it was found to be confusing for students and teachers trying to delineate whether the bullying behaviour was to be handled by the Discipline Policy or the Bullying Policy. Therefore, the Bullying Policy was incorporated into the Discipline Policy where a clear description of bullying behaviour is listed in levels with subsequent consequences.

Location of the full text of the policy

The full text of the school's Discipline Policy is provided to all families upon enrolment can be accessed by request from the principal.

Changes made to the policy during 2017.

No changes were made to this policy in 2017.

Complaints and Grievances Policy

Summary of policies for reporting complaints and resolving grievances

Complaints will be managed in accordance with the Managing Complaints and Grievances Policy of Seventh-day Adventist Schools (NNSW) Ltd. The policy uses procedural fairness in dealing with complaints and grievances and includes processes for raising and responding to matters of concern identified by parents and/or students.

Location of the full text of the policy

The full text is available on request from the principal.

The Information Brochure, *Addressing Concerns and Complaints About a School* is also available from the principal on request.

- a review of a policy or procedures
- training for staff or students
- monitoring behaviour of staff, students, or parents
- counselling and/or mediation for parties involved

Serious complaints

Serious complaints need to be put in writing and given to the principal. If you are still having concerns about a matter, or a complaint about a principal, the complaint will be referred to the SDA Schools (NNSW) Ltd Head Office at Wallsend.

Your complaint will be documented and referred to the relevant person. You will be contacted about the matter.

Appeal

If you have been involved in an investigation into your complaint, and believe that the procedures followed or outcomes are not fair, you may apply in writing to the principal in the first instance, and if a resolution is not achieved, apply to the SDA Schools (NNSW) Ltd Head Office at Wallsend for a review of the matter.

Record keeping

Records of complaints, interviews, and other relevant documentation relating to a complaint will be kept at the school in a restricted access complaints file. Serious complaints may be kept at the SDA Schools (NNSW) Ltd Head Office at Wallsend.

The Policy and Procedures

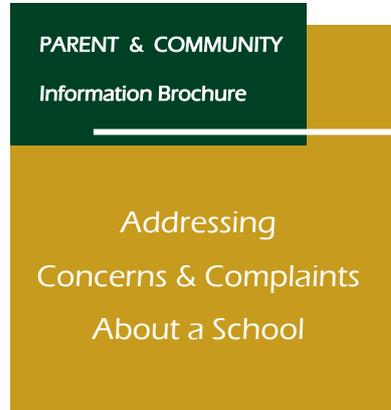
This leaflet is a summary of the SDA Schools (NNSW) Ltd *Policy for Managing Complaints and Grievances*. On application a copy will be sent to you.

MATTERS NOT DEALT WITH UNDER THIS POLICY

- CHILD PROTECTION ISSUES
- EMPLOYMENT ISSUES
- ENROLMENT

Other policies and procedures apply to the above matters

Seventh-day Adventist Schools (NNSW) Ltd
PO Box 7, WALLSEND 2287
Ph: (02) 4951 8088
Fax: (02) 4913 5349



SEVENTH-DAY ADVENTIST SCHOOLS (NNSW) LIMITED

Introduction

Seventh-day Adventist Schools (NNSW) Ltd is committed to providing a safe and supportive school environment where all individuals are treated with dignity, courtesy and respect and the risk of harm is minimized.

There are occasions where a parent, community member, staff member or student may be concerned about a matter which results in a complaint. A complaint is a statement that a situation is unsatisfactory, unreasonable or unacceptable.

Complaints are to be addressed in a timely and confidential manner. All parties involved should act respectfully and with dignity. Minor matters should be resolved quickly by discussion between the appropriate persons.

What can a complaint be about?

A complaint can be about:

- the services provided by the school
- policies, procedures or practices of the school
- behaviour or decisions made by staff

Exclusions

The following matters are not dealt with under this policy:

- Child Protection
- Employment of staff
- Enrolments

Principles for handling complaints or grievances

The principles of procedural fairness include your right to:

- have an opportunity to be heard
- know the procedures for handling complaints or grievances
- confidentiality
- state what you hope to achieve from making a complaint or grievance
- discuss a potential time line for resolution of the complaint
- be notified of the outcome about the determination of the complaint
- be informed of the review process

How to make a complaint

You should first talk to your child's teacher if your complaint is about a class matter. Make an appointment with the school.

If you are not satisfied with the result, contact the head of school or principal.

If your complaint is about a principal, contact the Executive Director of the SDA Schools (NNSW) Ltd Head Office at Wallsend.

You may be required to put your complaint in writing, including specific details. It can be arranged for a person to help you if you require this.

Procedures for managing your complaint

1. Informal resolution

You should first try to talk to the person with whom you have an issue. If you feel you cannot approach that person, or you are unhappy with their response, you should approach the principal.

2. Receiving and assessing your complaint

Your complaint will be assessed to determine the level of seriousness, whether it is a special case, and appropriate action to take. A serious case could include a breach of legislation, policy or procedures that could lead to disciplinary/remedial action or conduct of a criminal nature.

Resolution of your complaint

After you make your complaint, the school will record the details and arrange for an interview with you. You are entitled to bring a support person with you if you wish. Other persons who have the same complaint may also be involved in the interview. The school will investigate the complaint and advise you of the outcome.

Possible outcomes

A complaint may be sustained, that is, the investigation indicates that the cause of the complaint most likely occurred. If the complaint is sustained, the following are some possible outcomes:

- agreement between the parties
- apology, either written or verbal
- disciplinary action for a staff member or a student

Changes made to the policy during 2017

No changes were made to this policy in 2017.

11 School determined improvement targets

Priority Areas for Improvement for 2018

- 1.1 Special Character
- 3.3 Human Resources
- 4.3 Wider Community
- 4.4 Professional Partnerships

Achievement of Priority Areas listed for improvement in the 2017 report

2.7 Professional Learning

This component was identified as an area that we can find opportunities to improve upon. Appropriate professional development was provided as needed and teachers are strongly encouraged to prepare a presentation for colleagues to share the learning. PD was targeted this year to provide professional learning opportunities. The group area of PD for our Primary school focused on developing literacy skills for students with a 'seven steps to writing success' program. In the secondary school, PD was provided for our new teachers in classroom management with a Bill Rogers workshop.

3.4 Finances, Facilities and Resources

Enrolment was identified as a means of strengthening financial capacity. A financial allocation was established for professional development to dovetail with the professional learning plan. A \$1.1 million primary building project commenced in January to provide four new classrooms, a break-out room with wet area and learning support room. Renovations were undertaken to produce a new mathematics classroom, a sport and IT office and gymnasium.

A new school app (iPhone and Android) was introduced to increase the quality and quantity of communication parents. A healthy canteen initiative was introduced through a partnership with a local vegetarian restaurant, providing cheap, healthy meals.

4.2 Church

The identified area of improvement was in finding more opportunities to engage students in more service projects. In addition to the the projects already undertaken, such the Year 11 Vanuatu trip, a community garden (for the community, not by the community) was incorporated into our Agricultural program to provide significant produce for the Murwillumbah Soup Kitchen and other community needs.

1.3 Sharing Faith

The component review indicated that this is an area of strength for TVAC. An evangelism series was held in August, three Week of Spiritual Emphasis were run (two secondary and one primary) and five of our graduating year 12 students enrolled to study the ARISE Bible College.

When Cyclone Debbie wreaked havoc on Murwillumbah on 30 March, members of staff joined to prepare and deliver thousands of meals to families in need. The College MPC became a depot to receive and distribute furniture donated to families who had lost much.

The College Secondary Choir performed at a number of venues throughout the year, brightening the lives of many audiences.

Effort was made to visualize our values and mission statement through the construction of pillars and a welcome sign.

An active college Facebook and Instagram page showcases the activities and achievements of the College, promoting our mission and values to the community.

Strong participation in Bible studies has been encouraged and appreciated by staff.

12 Initiatives promoting respect and responsibility

TVAC teachers and staff promote and model a culture of respect and responsibility. It has been observed that these two important attributes are diminishing in our society and we are committed to instilling these qualities in our students to increase their potential in life. The following initiatives were in place in 2017.

A secondary school camps program:

- Year 7 Midginbill Hill – high school orientation and team work (3 nights)
- Year 8 Mentoring Camp (separate boys and girls) (4 nights)
- Year 9 Resilience Camp – Nymboida River (4 nights)
- Year 10 Outdoor Ed. Camp – Fraser Island (8 nights)
- Year 11 Vanuatu Service Expedition (2 weeks)

Spiritual Emphasis Activities

Students have participated in a two Week of Spiritual Emphasis (WOSE) programs where for one period per day over the course of a week, students engaged in a chapel program designed to build self-esteem and confidence in the context of a relationship with God.

Weekly Chapel program

Students participate in a weekly Chapel program which affirms resilience and participation with their community through a range of speakers presenting on topics as diverse as addictive behaviours relating to drugs and alcohol, community living and standards, spiritual

development, interpersonal relationships, environmental awareness and personal responsibility. Chapel presenters include a range of school and community speakers.

Pastoral Care Program (Chaplaincy & Counselling)

Students have access to a school chaplain, which within the context of an active Christian school environment is most welcome by many of the students and their families as a way of providing appropriate direction and support across a range of respect and responsibility related issues.

Students have access to a qualified counsellor at the school to assist them to negotiate the various stages of personal development and the dilemmas which at times confront both children and young people.

The pastoral care program at TVAC is not restricted to the chaplaincy and counselling team. All teaching staff are encouraged to develop mentoring relationships with their students as a way of providing that link between relationships and learning which is so often the vital key to students achieving success and happiness at school.

Regular School Program

The school is committed to nurturing the whole person. All learning activities at TVAC are designed to develop the intellectual, emotional, spiritual, social and physical capabilities of each student. The aim of TVAC is to develop students with a strong level of resilience who, through integrity developed over their time at the school, are committed to serving their community.

Students attending TVAC are supported through a whole of school structure which encourages students to attain their individual best through traditional Science, Mathematics, English, Technology, Music, PDHPE and Art programs together with learning support, an ICT program which allows all students at the school access to three computer laboratories (Mac, PC and Google Chrome) as required, and a comprehensive literacy and numeracy program.

13 Parent, student and teacher satisfaction

In 2017 Tweed Valley Adventist College participated in the Australian Adventist Schools SRC surveys where all students and staff were surveyed. The results were helpful in allowing us to better meet the needs of our school community. A decision has been made to include parents in the next round of surveys (2018) to broaden the feedback.

The survey respondents identified that the school is strong in its mission and implementation. The Communication initiatives through social media, SMS and email have been well received and a general acceptance of the school mission and purpose has been demonstrated through the record attendance of school events such as the Scent Concert (Yr 11 Fundraiser for

Vanuatu), the Primary Christmas Concert, the Yr 6 Graduation, Parent Teacher interviews and the College Speech Night.

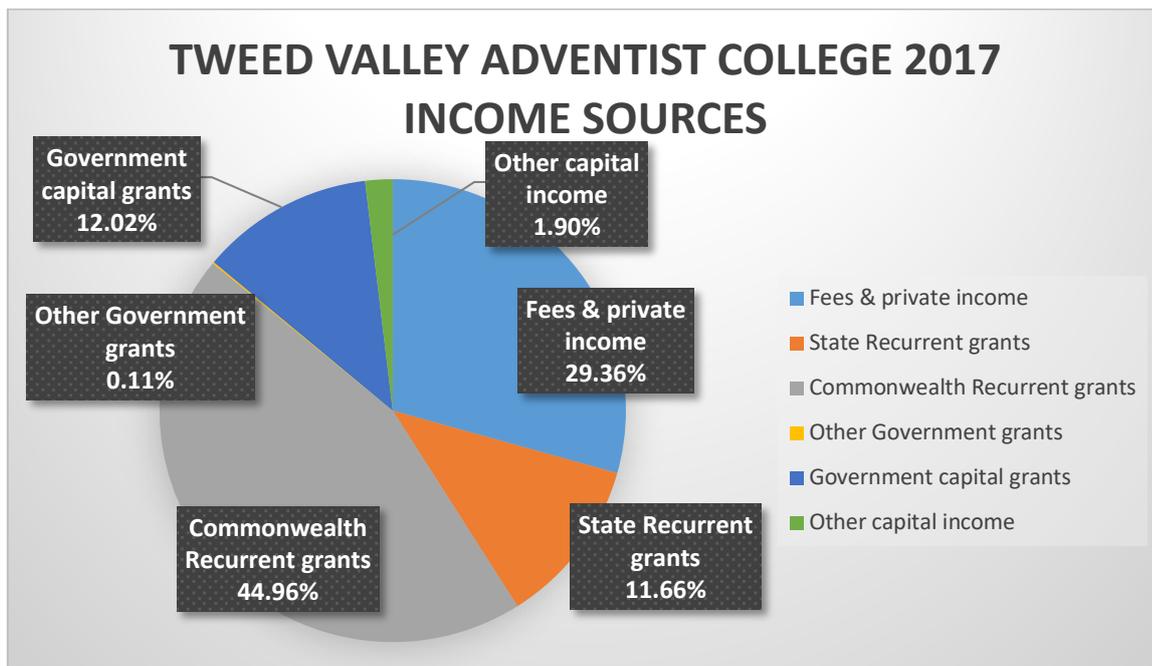
Secondary lunchtime sport competitions were a welcome inclusion for improving school culture with high participation and student positive interaction between students and teachers. Tweed Valley Adventist College faced a lot of hardship in 2017 with the passing of a loved community member and Cyclone Debbie. Through this adversity staff were drawn closer and surprisingly, morale remained strong through the trials.

I thank the students, teachers and parents of the Tweed Valley Adventist College Community for making it a happy place to study and work.

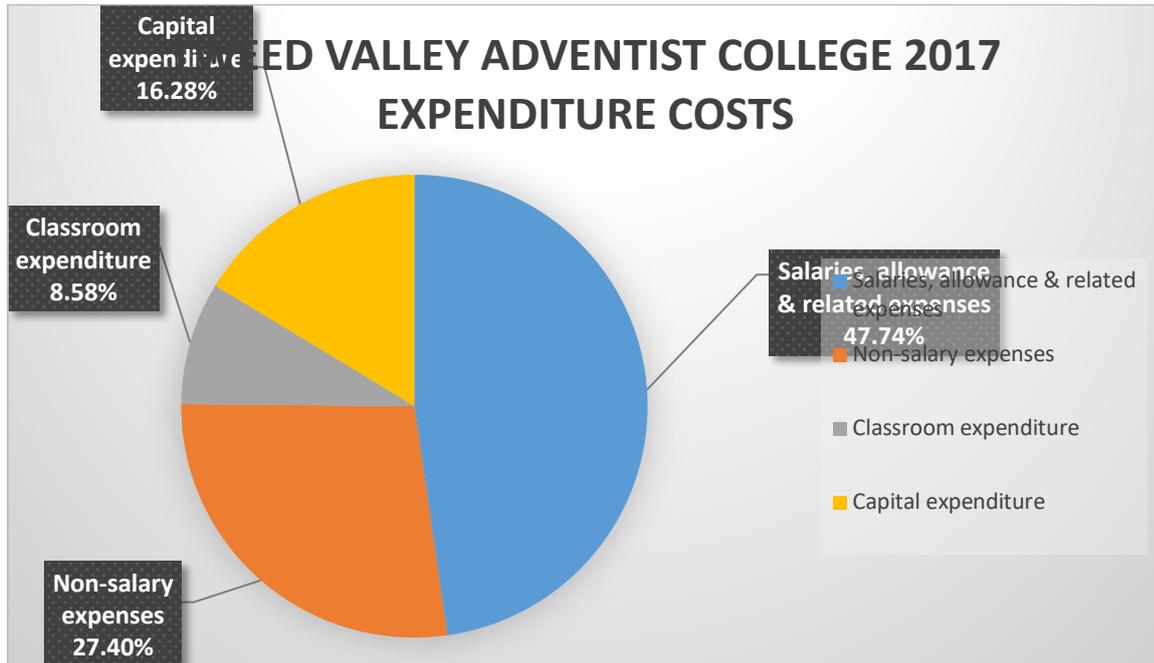
14 Summary financial information

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

Income



Expenditure



15 Public disclosure of educational and financial performance

The 2017 Annual report will be published on the College’s website and available on request from the College office.

SECTION 2

CHECKLIST

Commonwealth legislation (Schools Assistance Act 2008) includes the following requirements not listed as part of NESAs requirements for registration and accreditation.

Please tick that your school complies with the following. (please delete the least applicable box)

- Participates in National Student Assessments – NAPLAN
- Provides national reports on the outcomes of schooling
- Provides individual school information on performance
- Passes on the NAPLAN reporting to parents showing student results against key national information
- Annually reports on school performance information and makes the report publicly available
- Implements the National Curriculum as it becomes available
- Has an annual certificate of financial accountability from a qualified accountant
- Annually reports on each program of financial assistance provided under this Act
- Participates in program evaluations