



NSW Education Standards Authority

**Annual Report
2021**

Reporting on the 2020 Calendar Year

Tweed Valley Adventist College

Owned and Operated by

Seventh-day Adventist Schools
(NNSW) Ltd

1 A message from key school bodies – (School Advisory Council and Student representative Council)

In mid January we started hearing about a concerning new corona virus that was coming out of Wuhan China and things quickly escalated from there. It wasn't long until Australia received its first confirmed case on January 25 and how quickly things changed here and around the world. Cases in Italy, the United Kingdom and Spain started to skyrocket and were closely trailed by an alarming death rate as so many of our elderly were lost to this virus.

In Australia we witnessed the best of times and the worst of times as on one hand we saw acts of kindness and compassion in stark contrast to fights in the aisles of supermarkets as people scrambled to buy of all things – toilet paper.

Case numbers in the United States of America quickly surpassed other countries as the virus rapidly took hold around the world.

In March, a cruise ship called the Ruby Princess sat anchored in Sydney Harbour in a stand off with authorities as it became evident that there were a growing number of cases on board. In what can be seen now as a litany of poor processes, on Saturday 21 March, all 2,700 passengers were allowed to disembark without testing. Within days, Australian case numbers started to skyrocket and on 24 March our online learning program began TVAC.

Big Camp was cancelled and the term break was largely spent at home in isolation as our health authorities tried to navigate through this crisis. The mental health of our students started to suffer as the isolation extended. HSC students were allowed to come in for practical classes and it was wonderful to have contact with some students again. Our chaplains prepared messages of hope to upload everyday and teachers tried to manage the online work flow to keep the wheels turning, without overloading.

Our doors opened again on May 25 under a somewhat restricted program and the seven week break and uncertainty introduced an inevitable loss of momentum. NAPLAN was cancelled, interschool sport was shut down, camps and excursions were gone, choir practice and group singing was removed and there was hope among our senior students that HSC would be cancelled also.

Our captains sent out a video message of encouragement to the students, Mr Moore challenged everyone to do COVERT acts of kindness, students were sent a home gardens kit and a number of joined with staff to form a virtual choir to remind our families that even in the midst of a crisis – It can be well with my soul.

Sports carnivals ran under COVID arrangements and the year 6, 9 & 10 camps ran in term four when the QLD border finally reopened.

James Lane Allen famously declared that "Adversity does not build character, it reveals it. I am so proud of the way our teachers and staff responded to the COVID challenges and for the resilience our students showed under these difficult conditions.

The Council met six times throughout the year and a number of the meetings had to be convened through Zoom.

I would like to thank the members of the College Council who served the school under challenging circumstances to the College Council Chairman – Pr Vern Parmenter for his Godly leadership. I would also like to thank our teachers, ancillary staff, students and parents for positive, productive 2020.

To God be the Glory!

Paul Fua

Principal

The image shows a screenshot of a YouTube video player. At the top left is the YouTube logo with 'AU' next to it. To the right is a search bar. The main content is a 4x4 grid of 16 video thumbnails, each showing a different person in a recording studio with wood-paneled walls and microphones. Below the grid is a video player interface with a red progress bar, play/pause, volume, and other controls. The video title is 'Principal's Message & TVAC Item 'It is well with my soul''. Below the title is a button that says 'REMOVE'. At the bottom of the player, it says 'In a channel approved for tvac.nsw.edu.au.'

The image shows a YouTube video player interface. At the top left is the YouTube logo with 'AU' next to it. A search bar contains the text 'tvac'. The video player shows a man in a blue shirt holding glasses, standing in a park-like setting with trees and a path. The video progress bar is at 0:58 / 10:02. Below the video player, there is a caption 'In a channel approved for tvac.nsw.edu.au.' and a 'REMOVE' button. Below the caption is the title 'See with New Eyes'.

A row of five video thumbnails with their respective titles and durations. From left to right: 'Wonderful Merciful Saviour' (3:35), 'Principal's Message & TVAC' (10:31), 'See with New Eyes' (10:03), 'Isolation or Preparation' (9:37), and 'COVERT 19' (3:09). The 'COVERT 19' thumbnail features a man holding a folder labeled 'TOP SECRET COVERT-19'.

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

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 year.

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 State-wide tests and examinations

3.1 *Record of School Achievement*

Item	Students
Number of Students studying in Year 10	20
Number of ROSAs issued by NESA in 2020	1

3.3 Results of the Higher School Certificate Examination 2020

Comparison of 2020 results compared to the state

Subject	No of students		Performance band achievement by number and/or %					
			Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
English Standard 2	9	School				67	33	
		State	1	11	46	31	10	1
English Advanced	13	School	8	38	38	15	0	0
		State	14	49	31	5	1	0
Food Technology	11	School	9	36	0	46	9	0
		State	9	21	29	24	13	4
Industrial Technology	8	School	0	38	25	38	0	0
		State	8	16	29	28	13	6
Mathematics Standard 2	13	School	0	15	15	23	23	23
		State	5	19	25	25	17	1
Music 1	6	School	34	33	35	0	0	0
		State	22	42	26	7	2	1
Studies of Religion 1	16	School	0	0	31	31	19	19
		State	7	36	33	17	5	2
Studies of Religion 2	17	School	6	53	24	6	0	12
		State	7	37	30	18	6	2
Physics	1	School	0	0	100	0	0	0
		State	13	28	26	19	10	4
Business Studies	1	School	0	0	100	0	0	0
		State	13	28	26	19	10	4

Interpretative comments for Higher School Certificate results

Comparison of 2020 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
English Standard 2	9	2020	0	0	0	6	3	0
	8	2019	0	0	0	6	2	0
	5	2018	1	5	5	2	0	0
English Advanced	13	2020	1	5	5	2	0	0
	7	2019	0	0	0	3	1	0
	4	2018	0	0	0	3	1	0
Food Technology	11	2020	1	4	0	5	1	0
	-	2019						
	-	2018						
Industrial Technology	8	2020	0	3	2	3	0	0
	-	2019						
	7	2018	0	3	2	2	0	0
Mathematics Standard 2	13	2020	0	2	2	3	3	3
	12	2019	0	1	3	4	3	1
	5	2018	0	0	1	2	3	0
Mathematics Advanced	7	2020	0	1	4	2	0	0
	2	2019	0	0	1	1	0	0
	4	2018	0	0	0	3	0	1
MUSIC 1	6	2020	2	2	2	0	0	0
	-	2019						
	-	2018						

Subject	No of students		Performance band achievement by number and/or %					
			Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
Studies of Religion 1	16	2020	0	0	5	5	3	3
	-	2019						
	18	2018	0	0	0	7	10	1
Studies of Religion 2	17	2020	1	9	4	1	0	2
	-	2019						
	7	2018	0	0	5	2	0	0

Interpretative comments for Higher School Certificate result trends over time

The introduction of two new HSC Subjects Music and Food Technology) was highly successful and worked well with teacher skill set, student interest and TVAC's Mission. Industrial Technology, Mathematics Advanced and English Advanced results were consistent and there was an improvement over time in SOR1, SOR 2 Mathematics Advanced and English Advanced.

4 Senior secondary outcomes

Percentage of students in Year 12 undertaking vocational or trade training: 18%

Percentage of students in Year 12 attaining a Year 12 certificate or equivalent VET qualification: 4/22

5 Professional learning and teacher standards

5.1 Professional Learning

Areas of professional learning	Teachers (number or group)
First Aid Training	All staff
Student Engagement and Learning	Secondary Teachers
Quality Adventist Schools Framework	All Teachers
Adventist Culture/Spiritual (ABIDE Training)	All Teachers
Child Protection Workshop	All Teachers
NCCD Workshop	All Teachers

Total Staff PD experiences: See above
(teachers may have done their own PD
but the school does not keep records of
this if the school is not charged)

Average cost per teacher for professional
learning: Approx. \$215 per teacher.

5.2 Teacher Accreditation Status

Accreditation Level of Teachers	Numbers of teachers
(i) Conditional	2
(ii) Provisional	5
(iii) Proficient or higher	15
	22

6 Workforce composition (comment on Indigenous staff)

Tweed Valley Adventist College (TVAC) has a range of experience among the staff from first year teachers to those with many years of teaching. The significant majority of our teachers share a common Adventist culture and are actively involved in the church.

TVAC does not currently have any staff who identify as Indigenous Australian, however the school has a number of staff with Polynesian heritage, one Jamaican, one Mauritian and the rest of general European heritage.

For gender representation the Primary has one male teacher working part time with the rest female and the Secondary team is about 50/50 male and female.

7 Student attendance rate and non-attendance

7.1 Average Year Level Attendance

Year Level	Average Attendance (%)
Kindergarten	90.15
Year 1	92.49
Year 2	87.51
Year 3	93.77
Year 4	92.48
Year 5	90.75
Year 6	92.46
Year 7	88.65
Year 8	90.11
Year 9	87.55
Year 10	87.67
Year 11	81.89
Year 12	92.13
Total school attendance average	89.82

7.2 Management of non-attendance

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

Percentage retention rate: **100% (All year 10 students remained and there was an increase of 29%)**

8 Post School Destinations (secondary schools only)

- *9 students attended a Bible School*
- *2 commenced apprenticeships*
- *9 are enrolled at University*
- *1 seeking employment*
- *1 is having a gap year*

9 Enrolment Policies and characteristics of the student body

Applications

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

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

Please Note: Individual SDA schools may vary in the starting age of students. TVAC requires students to turn 5 before April 30.

Immunisation Requirements

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

The school will then:

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

Processing Applications

1. The school will base any decision about offering a place to a student on:
 - Family Relationship with the school:
 - the applicant coming from a Seventh-day Adventist family;
 - sibling of a current or ex-student;
 - whether they hold attitudes, values and priorities that are compatible with the school ethos.
 - The Student:
 - the contribution that the student may make to the school, including the co-curricular activities;
 - any special needs or abilities of the student;
 - the student's reports from previous schools.
 - Other Considerations:
 - order of receipt - when the application to enrol is received by the school.
 2. The school will meet with parent/caregiver(s) of the students before offering a place.
-

3. The school has an absolute discretion in determining the weight of each of the factors it takes into account in determining whether to offer a place for the student.
4. Continued enrolment at the school is dependent upon the student making satisfactory academic progress, attending consistently, and the student and the parent/carer(s) observing all behavioural codes of conduct, payment of fees and other requirements of the school which are applicable from time to time.

Composition/characteristics of the student population

10 School Policies

Student Welfare Policy

Summary of policies for Student Welfare

1. Rationale

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

2. Aim

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

3. Implementation

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

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

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

There have been no changes made to this policy during 2020.

Discipline Policy

1. Rationale

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

2. Aim

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

3. Implementation

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

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

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

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

The following sentence has been added to this policy during 2018

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

Anti-Bullying Policy

Summary of the Anti-bullying Policy for your school goes here

Location of the full text of the Anti-Bullying Policy (including how to get a copy)

There have been no changes made to this policy during 2020.

Complaints and Grievances Policy

1. Purpose

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

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

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

2. Company Commitment

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

a. Director

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

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

b. Principal

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

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

c. Staff

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

- treating all people with respect, including people who make complaints;
- complying with the Company Complaints Handling Guideline;
- keeping informed about best practice in complaint handling;
- assisting people who wish to make complaints to access the complaints handling guideline;

- assisting those handling complaints to resolve matters promptly;
- providing feedback to their principal/director on issues arising from complaints; and
- implementing changes arising from individual complaints and from the analysis and evaluation of complaint data.

3. Guiding Principles

Facilitating Complaints

People focus

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

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

People making complaints will be:

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

No detriment to people making complaints

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

Anonymous complaints

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

Visibility and transparency

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

Accessibility

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

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

Respond to Complaints

Early resolution

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

Responsiveness

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

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

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

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

Objectivity and fairness

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

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

Confidentiality

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

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

Manage the Parties to a Complaint

Empowerment of staff

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

Managing unreasonable conduct by people making complaints

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

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

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

4. Complaint Management System

Stages of Managing a Complaint

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

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

Receipt of Complaints

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

The record of the complaint will identify:

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

Acknowledgement of Complaints

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

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

Initial Assessment and Addressing of Complaints

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

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

- severity;
- complexity;

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

Addressing complaints

The methodology for addressing the complaint may include:

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

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

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

5. Providing Reasons for Decisions

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

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

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

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

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

7. Three Levels of Complaint Handling

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

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

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

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

8. Accountability and Learning

Analysis and Evaluation of Complaints

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

Regular reports will be run on:

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

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

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

Monitoring of the Complaint Management System

The complaints management system will be monitored to:

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

Continuous Improvement

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

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

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

There have been no changes made to this policy during 2020.

11 School determined improvement targets

Priority Areas for Improvement for 2021 (Schools in National Partnerships should include items from their school plan and come from the QAS Rolling School Improvement Plan)

Achievement of Priority Areas listed for improvement in the 2020 report (Schools in National Partnerships should include achievements of items from their school plan **and come from the improvements listed in your last Annual Report**)

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 2019.

A secondary school camps program:

- Year 7 Midginbill Hill – high school orientation and teamwork (3 nights)
- Year 8 Mentoring Camp (separate boys and girls) (4 nights)
- Year 9 Resilience Camp – Emu Gully (4 nights)
- Year 10 Outdoor Ed. Camp – Fraser Island (5 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.

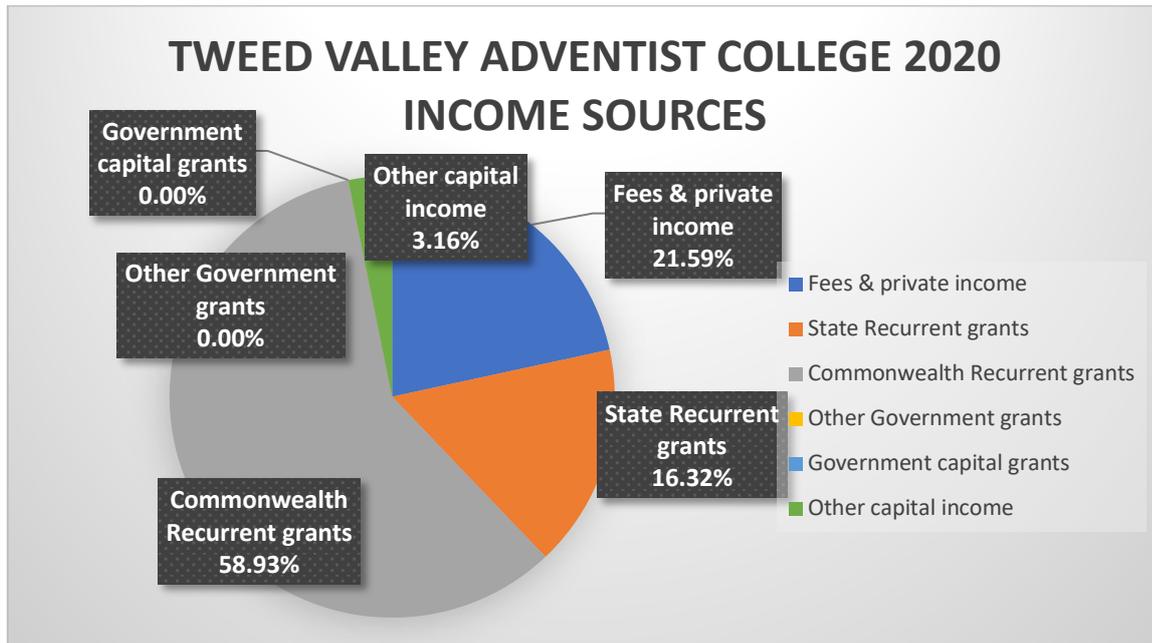
13 Parent, student and teacher satisfaction

TVAC parents, students and teachers are invited to participate in the SRC survey each year. A summary of these results were included in the opening remarks. The results are extremely positive and a compliment to the dedicated staff and quality families and evidence that we are under His wings.

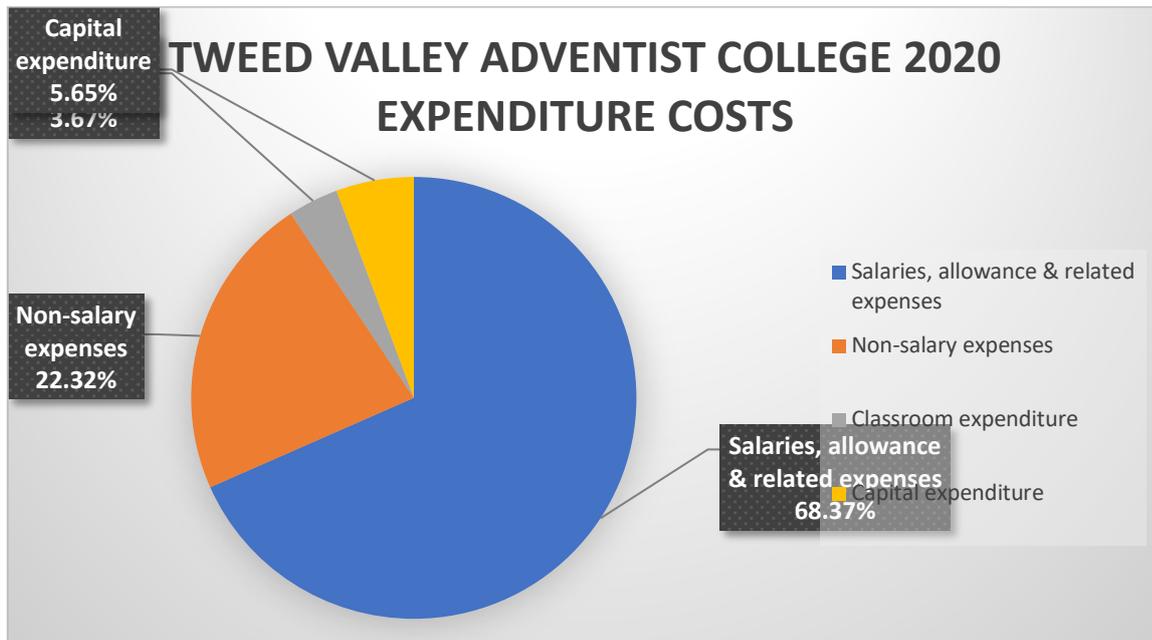
14 Summary financial information

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

Income



Expenditure



15 Public disclosure of educational and financial performance

The 2020 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 NESA requirements for registration and accreditation.

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



Provides national reports on the outcomes of schooling



Provides individual school information on performance



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