



NSW Education Standards Authority

**Annual Report
2022**

Reporting on the 2021 Calendar Year

Tweed Valley Adventist College

Owned and Operated by

Seventh-day Adventist Schools
(NNSW) Ltd

1 A message from key school bodies –

2021 began with cautious optimism as through careful management, heavy restrictions and vigorous contact tracing, Australia had seemingly achieved the impossible – zero COVID cases. Border residents had endured months of QLD border closures and found it difficult to follow the mask mandates and restrictions when there had been no cases in the Tweed Region for more than nine months.

Slowly the restrictions eased and this allowed the following important opportunities to recommence. School sport carnivals, choir practice and performances and school camps breathed normality back into the school for students who had endured months of lock downs, on-line learning and uncertainty. But international borders could not stay closed indefinitely and the first confirmed Delta case breezed through Hotel Quarantine system and the first two cases were confirmed in Sydney on 16 June. Soon after it appeared in Melbourne and case numbers skyrocketed in the two cities. This was followed by significant restrictions and lock downs.

The students at TVAC, showed tremendous resilience throughout these turbulent months and the Heads of School carefully planned and implemented an online curriculum which limited screen time and promoted exercise and interaction. Teachers and support staff were rostered to make regular contact with each student and Bible reading plans were offered to help the students manage mental health.

The Public Health Order which introduced a vaccine Mandate effective 8 November had a significant impact on staffing and admin during term four. 12 staff chose not to be vaccinated causing disruption to classes and services.

The Yr 12 Formal was held on campus and a presentation program was hosted for students only on site. While we are grateful to acknowledge the resilience of our students and the faithfulness of our staff, momentum was lost in a number of areas. Chapel was conducted by zoom, Bible Studies ceased and choir was unable to sing.

The College council had limited meetings due to the restrictions and most of them were by Zoom.

Information from our SRC Survey is included below. The results indicate some slippage when compared to 2018 and 19. In 2021 the College achieved its highest ever enrolment through a large influx of new students. It took time to settle these new students into our culture. This being said, we are grateful for the increase as it had a positive impact on our financial viability.

It was a very challenging year, but through it all, God demonstrated His faithfulness to the community.

Paul Fua - Principal

Understanding the effectiveness of your school ...



The table below displays your school's scores on each of the climates and outcomes presented in the diagram on the previous page. The table includes actual scores, which demonstrate how your school is performing, and percentiles, which identify areas of strength and improvement within your school. Each score is calculated according to the description below.

- ❖ *Organisational Climate* is calculated using the following indicators of the *Staff Survey*: Supportive Leadership, Role Clarity, Teamwork, Empowerment, Ownership, Appraisal & Recognition and Professional Growth
- ❖ *Teaching Climate* is calculated using the following indicators of the *Staff Survey*: Student Management, Curriculum Processes, Student Motivation, Respect for Students, Parent Partnerships, Teacher Confidence, Engaging Practice and Quality Teaching
- ❖ *Student Wellbeing* is calculated using the following indicators of the *Student Survey*: Emotional Wellbeing (Student Morale, Student Distress, Connectedness to School); Teacher Relationships (Teacher Empathy, Purposeful Teaching, Stimulating Learning); and Engagement in Learning (Learning Confidence, Student Motivation, Connectedness to Peers)
- ❖ Your school's score on academic achievement indicators such as NAPLAN, ATAR and PISA is not included in this report. However, it is important to consider these results in the context of your school's academic results

Climate or Outcome	Actual Score	National Percentile
Organisational Climate	73.75	48.55
Teaching Climate	77.62	43.73
Student Wellbeing	70.37	18.57

The four cultural pillars ...

insight SRC

10

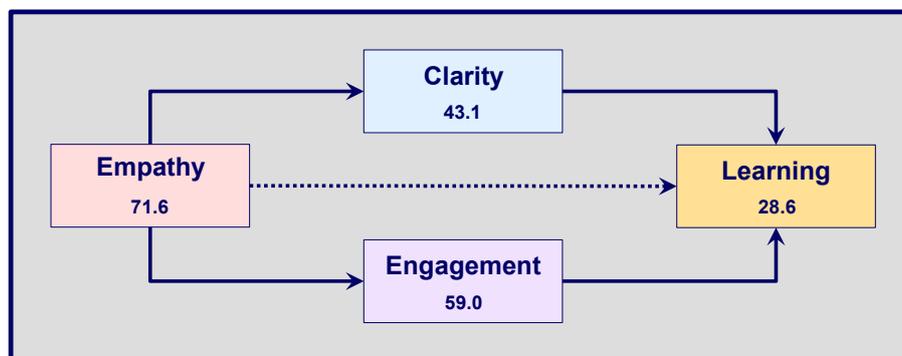


The results of the *School Improvement Surveys* provide information about the culture in your school. Your school's culture is assessed in the survey through the measurement of seven core behaviours, which can be summarised through the Four Cultural Pillars. Research shows that these four pillars reflect the key behaviours that contribute to employee wellbeing, engagement and performance in all schools.

They are:

- ❖ **Empathy** (Supportive Leadership)
- ❖ **Clarity** (Role Clarity)
- ❖ **Engagement** (Teamwork, Empowerment, Ownership)
- ❖ **Learning** (Appraisal & Recognition, Professional Growth)

Shown below are **your school's** percentiles on the four cultural pillars relative to other Australian schools that have used this survey.



insight SRC

19

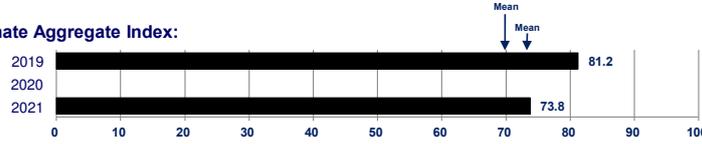
2021 aggregate indices ...

Your school's actual scores with historical data.



Aggregate indices provide a high-level picture of your school's effectiveness and change over time. Aggregate indices are provided for the areas of Organisational Climate, Teaching Climate, Student Wellbeing, and Community Engagement.

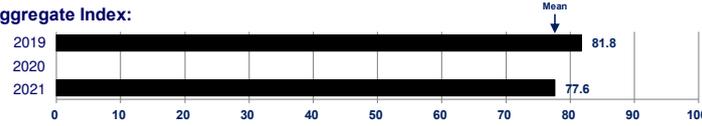
Organisational Climate Aggregate Index:



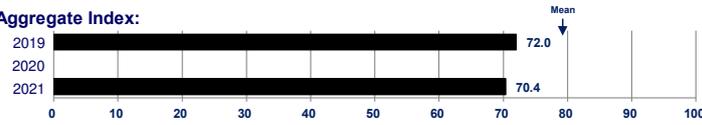
68% of Australian schools fall within the range indicated by the blue bar.

68% of Australian organisations fall within the range indicated by the orange bar

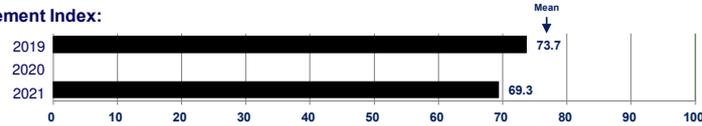
Teaching Climate Aggregate Index:



Student Wellbeing Aggregate Index:



Community Engagement Index:

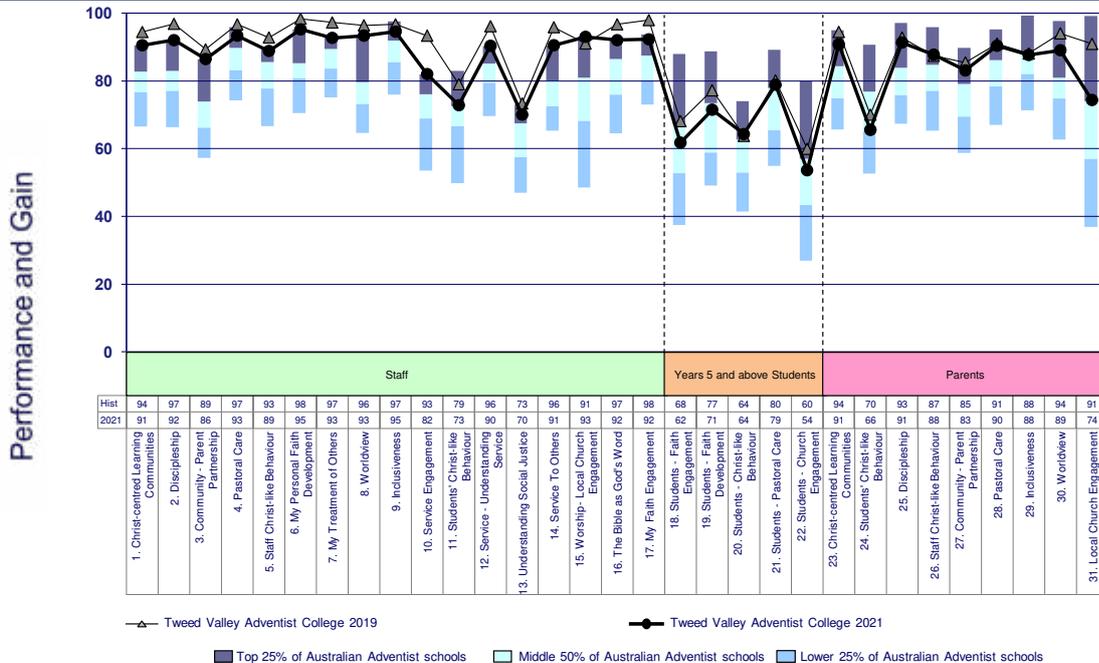


Tweed Valley Adventist College



2021 Adventist identity – actual scores ...

Your school relative to the range for Australian Adventist schools.



▲ Tweed Valley Adventist College 2019

● Tweed Valley Adventist College 2021

■ Top 25% of Australian Adventist schools ■ Middle 50% of Australian Adventist schools ■ Lower 25% of Australian Adventist schools



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 10,814 but services a number of the western towns in the region. 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% Australia). The median individual income is \$419.00 per week and the median household income is \$957.00 per week, 25% lower than the NSW AVG and well short of the national average weekly income of \$1,110.

52% of people on Newstart Allowance received benefits for more than 12 months and only 79% 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. This is a significant improvement after the NBN rollout.

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 individual income is \$419 per week and the median household income is \$770 per week.*
- *The median rent in Murwillumbah is \$524 per week and the median mortgage repayment is \$2427 per month.*

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%	0%	100%
Year 5	7.1%	0%	92.9%
Year 7	0%	8.8%	91.2%
Year 9	0%	17.4%	82.6%

Writing

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	0%	0%	100%
Year 5	0%	7.1%	92.9%
Year 7	0%	11.4%	82.9%
Year 9	12%	24%	64%

Spelling

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	0%	11.1%	88.9%
Year 5	5.7%	11.4%	78.7%
Year 7	8.6%	8.6%	82.8%
Year 9	4%	22%	76%

Grammar and Punctuation

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	11%	0%	88.9%
Year 5	14.3%	7.1%	78.6%
Year 7	5.7%	2.9%	91.4%
Year 9	8%	12%	80%

Interpretative Comments

Reading

Primary

Pleasing results were achieved in 2021 with only one student falling below the national minimum standard in Years 3 and 5. Over 90% of students achieved above the national minimum standard in Years 3 and 5. These positive results support the current delivery of our reading and comprehension programs which include extensive explicit teaching and modelling methods.

Secondary

We aim to have all students reading at, or above, the national standard and 100% of our students achieved this benchmark in 2021. We are currently exploring an accelerated reading program to implement in the high school, and it is our hope that all students will then achieve above the national minimum standard in future years.

Writing

Primary

The introduction of the Seven Steps writing program has facilitated improvement in writing with 100% of our Year 3 students achieving at, or above, the national minimum standard in 2020 and 2021. All Year 3 students achieved above the national minimum standard in 2021. All Year 5 students, except one, achieved above the national minimum standard and one student achieved at the national minimum standard. These results would suggest that the Seven Steps writing program, when thoughtfully delivered by competent teachers, is an effective way for students to learn and improve their writing skills.

Secondary

The 2021 NAPLAN writing results are disappointing with five students falling below the national minimum standard - two students in Year 7 and three in Year 9. Our aim is to have all TVAC English teachers complete NAPLAN marking training and embed the NAPLAN marking style into their units. There is also interest in extending the Seven Steps Writing Program into the high school.

Spelling

Primary

Overall, an acceptable result with Year 3 reporting 88.9% and Year 5, 78.7% achieving above the national minimum standard. We are currently using an explicit, whole school teaching approach of sound to text. This starts with Kindy and Year 1 students being introduced to the eCode program. Years 2-6 complete the Soundwaves program. We plan to extend the eCode program into Year 2 in 2022 and we're hoping to maintain high results in reading.

Secondary

82.8% of Year 7 students and 76% of Year 9 students achieved above the national minimum standard. These results would be more pleasing if all students had achieved at the national minimum standard or above. In recent years the English teachers implemented spelling tests into their units to encourage learning and practise, but these results indicate the need for a more intentional spelling acceleration program and we are looking at options.

Grammar and Punctuation.

Primary

There has been improvement with our Grammar and Punctuation results in recent years with the introduction of the Grammar Conventions student resource books. Nearly 90% of our Year 3 students achieved above the national minimum standard and only one student was below. Year 5 results were slightly lower; however, it is still pleasing to see that 78.6% of students achieved above the national average and only two students were below. We look forward to continued improvement as we dedicate time and develop better methods of teaching Grammar and Punctuation.

Secondary

Our Year 7 results are pleasing with 91.4% of students achieving above the national minimum standard. Only two students in Year 7 and two students in Year 9 (representing 5.7% and 8% respectively) failed to reach the minimum standard. The introduction of specific Grammar and Punctuation homework activities has assisted in achieving these results.

Numeracy

Numeracy incorporates Number and Data, Patterns and Algebra, Measurement Space and Geometry.

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	0%	11.1%	88.9%
Year 5	0%	7.1%	92.9%
Year 7	3%	9.1%	87.9%
Year 9	0%	4.5%	95.5%

Interpretative Comments

Primary

We are happy with the numeracy results, with all students in Year 3 and Year 5 achieving at, or above, the national minimum standard especially as all students except one in each grade achieved above. We have continued to use the Oxford Maths program for our Year K-6 classes which provides for differentiated student programs and still encompasses explicit teaching which will ensure we continue to see improved results.

Secondary

It is pleasing to see that all students in Year 7 & 9, except one, achieved at or above the national minimum standard. To further improve these results, students will benefit from more exposure to authentic, problem-solving opportunities. Students will also be encouraged to be more conscientious and consistent with completing Mathematics homework.

3.2 Record of School Achievement

Item	Students
Number of Students studying in Year 10	30
Number of ROSAs issued by NESA in 2021	2

3.3 Results of the Higher School Certificate Examination 2021

Comparison of 2021 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
Biology	5	School	0	0	80	20	0	0
		State	7.1	24	34.5	25	6.6	2
Business Studies	15	School	0	6.7	53.3	20	6.7	13.3
		State	9.4	26.3	30	20.3	8.9	3.8
English Standard	12	School	0	8.3	25	58.3	8.3	0
		State	.6	15.9	41	32.4	7.8	1.6
Community and Family Studies	10	School	0	10	40	50	0	0
		State	5.4	26.1	39.4	20.6	5.7	1
Legal Studies	1	School	0	0	0	100	0	0
		State	14.6	22.8	26.5	17	9.5	3.9
Mathematics Standard 2	11	School	0	9.1	36.4	27.1	15	6.1
		State	5.61	19	26.3	27	15	6.1
Modern History	10	School	0	10	40	50	0	0
		State	10.6	27.1	26.9	19	10.1	5.4
PDHPE	6	School	0	0	33.3	50	16.7	0
		State	6.88	23.8	29.2	25.9	10.7	2.7
Hospitality (Exam)	10	School	0	10	50	20	20	0
		State	5.2	23.9	30	18.2	6.7	1.4

Interpretative comments for Higher School Certificate results

Lockdowns due to COVID, delayed exam periods and other adjustments to the HSC program had a negative impact on last year's HSC results. The 2021 class were unable to reach the same academic standard of the previous year, however, we have reason to be proud of this class who maintained a positive outlook on life, contributed to community functions, maintained part-time employment, and overall developed their whole person while completing their HSC under trying circumstances. The students were not surprised with their results and most achieved the grades they needed to pursue their career of choice – some deferred to complete ARISE first.

Comparison of 2021 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	12	2021	0	8.3	25	58.3	8.3	0
	9	2020	0	0	0	66.7	33.3	0
	8	2019	0	0	0	75	25	0
Mathematics Standard 2	11	2021	0	9.1	36.4	27.2	27.3	0
	13	2020	0	15.4	15.4	23.1	23.1	23.1
	12	2019	0	8.3	25	33.3	25	8.3
Biology	5	2021	0	0	80	20	0	0
		2020						
	12	2019	0	50	25	25	0	0
Business Studies	15	2021	0	6.7	53.3	20	6.7	13.3
		2020						
	12	2019	0	8.3	41.7	25	16.7	8.3
Community and Family Studies	10	2021	0	10	40	50	0	0
		2020						

Subject	No of students		Performance band achievement by number and/or %					
			Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
	13	2019	0	15.4	23.1	53.8	7.7	0
PDHPE	6	2021	0	0	33.3	50	16.7	0
		2020						
	12	2019	0	0	16.7	41.7	25	16.7
Hospitality (Exam)	10	2021	0	10	50	20	20	0
		2020						
	7	2019	0	14.3	28.6	42.9	14.3	0

4 Senior secondary outcomes

Percentage of students in Year 12 undertaking vocational or trade training: 33%

Percentage of students in Year 12 attaining a Year 12 certificate or equivalent VET qualification: 93%

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	All Staff
Quality Adventist Schools Framework	All Teachers
Adventist Culture/Spiritual (School Mission)	All Teachers
Child Protection Workshop	All Teachers
Bronze Medallion	18 Staff

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)

PD opportunities were limited due to COVID restrictions.

Average cost per teacher for professional learning: Approx. \$336 per teacher.

5.2 Teacher Accreditation Status

Accreditation Level of Teachers	Numbers of teachers
(i) Conditional	6
(ii) Provisional	2
(iii) Proficient or higher	18
	26

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 belief 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 had one male teacher working full 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	93.68
Year 1	92.65
Year 2	93.11
Year 3	91.65
Year 4	92.47
Year 5	92.83
Year 6	91.46
Year 7	89.2
Year 8	87.44
Year 9	87.39
Year 10	91.04
Year 11	88.18
Year 12	81.04
Total school attendance average	89.86

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: **68.8%**

8 Post School Destinations (secondary schools only)

(report on the destination of all students 17 and over who left school during 2021)

- 1 - Retail
- 1 - Childcare Certificate/Work
- 4 – Gap Year / working
- 1 – ARISE then University Semester 2
- 1 – ARISE then Bible Working for rest of year
- 1 - Hospitality
- 1 - Apprenticeship
- 2 - University

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-12 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

The students at Tweed Valley Adventist College come from a predominantly Anglo-Saxon background. Therefore, English is the first language in most homes.

31% of students come from a Seventh day Adventist background and just under half of the students list no religion.

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 2021.

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.

There have been no changes made to this policy during 2021.

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 2021.

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 2021.

11 School determined improvement targets

Priority Areas for Improvement for 2022 (Schools in National Partnerships should include items from their school plan and come from the QAS Rolling School Improvement Plan)

Primary School Focus

Academics

1. Tracking students over the years with their average results - AABB
2. Establish a standard rubric system for reporting etc - moderation time? (Samples of work - what grades you would give them) create a portfolio of standardised work - models for students to use the next year.

Culture

1. update discipline system (review, discuss, amend) develop a rationale and overview (led by Justin HOP)
 - develop incentives for 'middle behaved' students to step up
 - school/parent surveys feedback to help determine the focus of the discipline system
 - Investigate PBL (Positive Behaviour Before Learning Approach) and decide how we could implement positive elements at TVAC.

Secondary School Focus

Academics

1. Create consensus on essay writing skills/ structure/ scaffolding system (how to write an essay - year 7 level...year 10 level... senior level)

Culture

1. Significant increase in student numbers has increased the percentage of non-Adventist/Christian students who need to 'find a home' at TVAC
2. re-implementation of school choir and outreach programs now that Covid is coming to an end
3. Student leadership team (led by Michele HOS) focus on student culture improvement initiatives

Whole School Focus (Luke 2:52)

Increase in Wisdom (Academics)

1. Consolidate and continue to improve NCCD requirements
2. Establish a program/policy to monitor and communicate the performance of student cohorts to all teachers

Increase in Stature (Health and Physical Development)

1. maintain and improve current program

Increase in Favour with God (Spiritual)

1. increase Bible studies participation to > 80%

Increase in Favour with Men (Service and Citizenship)

1. Return to pre-covid Camps program

Achievement of Priority Areas listed for improvement in the 2021 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)

Please note that due to significant disruptions throughout the year from Covid restrictions as well as Vaccine mandates, TVAC prioritised maintaining its practices rather than implementing changes to them.

In some areas of academics and learning support our school had to reduce what it could offer due to staff shortages.

Regaining lost ground with school improvement will be a focus for 2022.

Spiritual

- All inhouse activities were maintained but not increased
- All external activities cancelled due to pandemic restrictions (choir tours, church visits)

Academic

- Learning support staff numbers reduced due to vaccine mandates
- All assessments had modifications and were approved by the curriculum coordinator
- Naplan and PAT results were not compiled and presented to staff for discussion

Social

- Majority of social events were delayed/cancel due to covid restrictions
- Christmas gathering was conducted in house

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) This trip was cancelled due to international travel restrictions due to COVID-19.

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

Income Sources	Percentage of Total Income
Fees and private income	20.08%
State recurrent grants	16.92%
Commonwealth recurrent grants	62.19%
Other Government grants	0.77%
Government capital grants	0.00%
Other capital income	0.03%

Expenditure

Expenditure Costs	Percentage of Total Expenditure
Salaries, allowance and related expenses	69.61%
Non-salary expenses	22.28%
Classroom expenditure	3.43%
Capital expenditure	4.68%

15 Public disclosure of educational and financial performance

The 2021 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