NSW Education Standards Authority

Annual Report
2023

Reporting on the 2022 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/Management Council and Student representative Council)

2022 was a very positive year at Tweed Valley Adventist College. Even from the first day, the year had a positive vibe as the school achieved its highest ever enrolment for the third year in a row. The lead up to the year was very challenging as administration were tasked with filling staff vacancies due to the COVID vaccine mandate of November 8, 2021. To our surprise and gratitude, all of our unvaccinated staff contracted COVID during the Christmas break and were able to return with a Medical Contraindication Certificate. This gave us much needed continuity with staffing.

Sadly, our momentum was disrupted 0n February 28 when Murwillumbah received its largest ever flood. TVAC was affected badly as were many of our families – some of whom lost everything. The saying – "what doesn't break you will only make you stronger" certainly rang true as our staff and families rallied to provide significant support to those in need. Thousands of meals were prepared and delivered to families who lost power, fridges and ovens etc. and Margaret Frankland was employed to coordinate generous government grants for flood affected families. The school sustained significant damage to the lower classrooms int eh secondary school and equipment sheds and consideration has been given to the recovery work to limit exposure with future floods.

Camps from years 6-12 were postponed due to the floods, but all were able to run in term 4. Vanuatu opened its borders in the third quarter of 2022 which allowed staff to prepare a service

trip for year 11 and 12 students in November. The annual fundraising event – The Scent Concert, raised a record $13,600 which was used to build a new primary classroom for the Epauto Adventist School.

There were many spiritual highlights throughout the year. More than 80% of students joined a voluntary Bible Study group, there were many student and parent baptisms and three powerful WOSE programs. Students were involved with a church programs at Murwillumbah, Kingscliff and Tumbulgum churches and the secondary choir was invited to sing at Grey Nomads, Toowoomba and Brisbane Big Camp.

Academics

We were greatly encouraged to read an article in the Tweed Daily News which identified TVAC as one of the top performing NAPLAN schools in the region. This is a tremendous achievement by our students and teachers and one we hope to build on as we refine our literacy, numeracy and assessment practices.

The College Council met eight time throughout the year and have provided strong support to the school administration and execution of our mission. It has been well led by Chairman – Pr Vern Parmenter who has gone above and beyond in his support of the school.

Tweed Daily News · Follow
22 February · 🌐

🏫 Tweed Valley Adventist College and Lindisfarne Anglican Grammar School are the Tweed's top performing NAPLAN schools in newly-released results. 📍 Check out how your school performed 👇

DAILYTELEGRAPH.COM.AU
NAPLAN: Top performing Tweed schools revealed
Lindisfarne Anglican Grammar School and Tweed Valley Adventist College have been name...

The College Council met eight time throughout the year and have provided strong support to the school administration and execution of our mission. It has been well led by Chairman – Pr Vern Parmenter who has gone above and beyond in his support of the school.

Finally, the school used SRC to conduct the annual survey and the results are very positive. A number of the graphs table results from 2022 and 2021. It is evident that 2022 realised an increase from the 2021 results which were already very positive.

It has been a pleasure to look back over a positive 2022 and see the unmistakable evidence of God's blessings upon His school.

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 S*taff 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

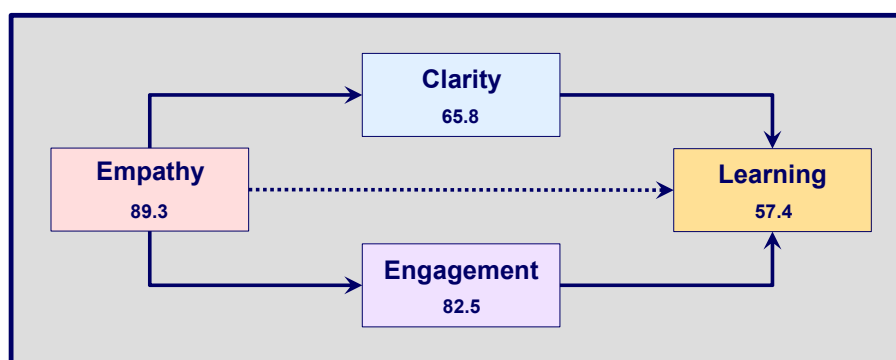| Climate or Outcome	Actual Score	National Percentile
Organisational Climate	81.62	76.29
Teaching Climate	81.68	59.59
Student Wellbeing	69.58	15.93

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The four cultural pillars ...

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.
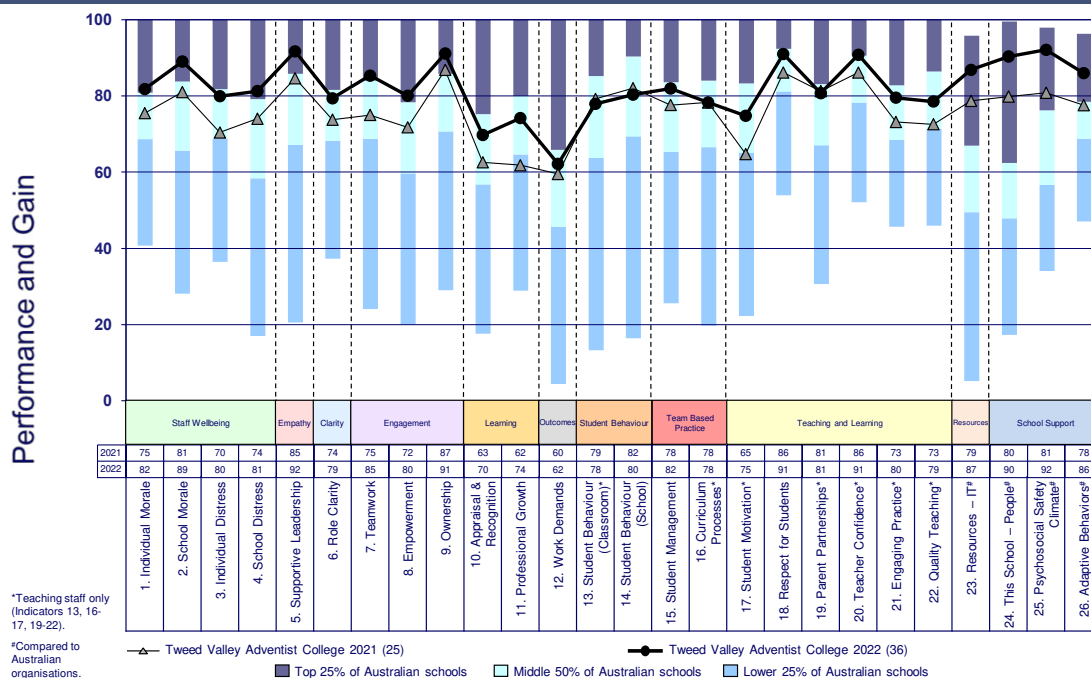

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2022 school climate – actual scores …

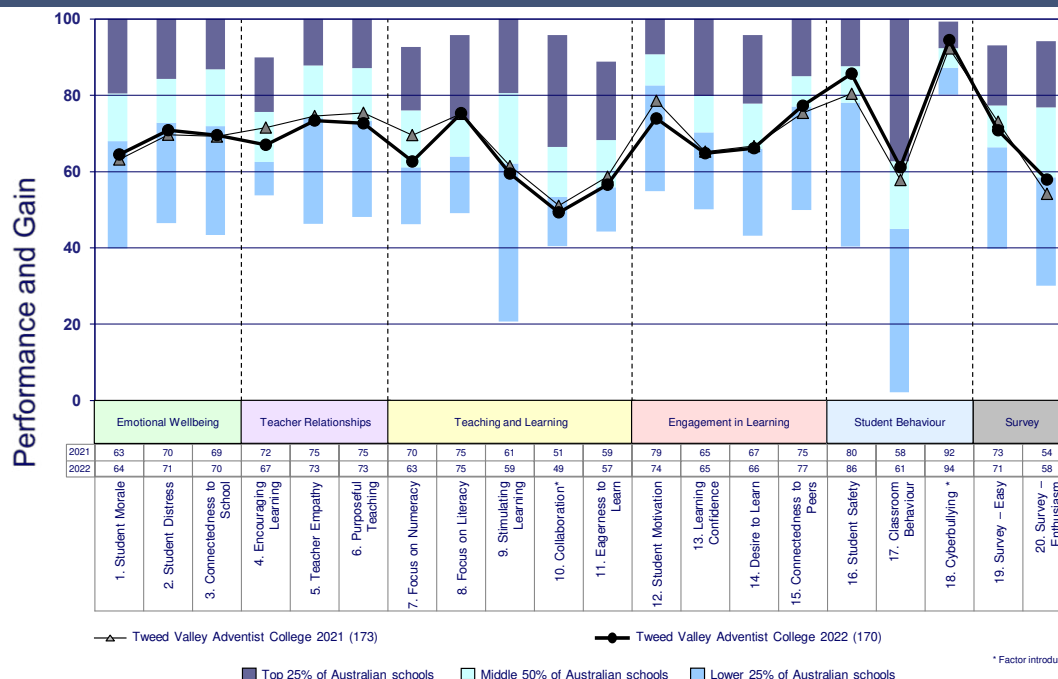Your school relative to the range for Australian schools.

Group	Indicator	2021	2022
Staff Wellbeing	1. Individual Morale	75	82
Staff Wellbeing	2. School Morale	81	89
Staff Wellbeing	3. Individual Distress	70	80
Staff Wellbeing	4. School Distress	74	81
Empathy	5. Supportive Leadership	85	92
Clarity	6. Role Clarity	74	79
Engagement	7. Teamwork	75	85
Engagement	8. Empowerment	72	80
Engagement	9. Ownership	87	91
Learning	10. Appraisal & Recognition	63	70
Learning	11. Professional Growth	62	74
Outcomes	12. Work Demands	60	62
Student Behaviour	13. Student Behaviour (Classroom)*	79	78
Student Behaviour	14. Student Behaviour (School)	82	80
Team Based Practice	15. Student Management	78	82
Team Based Practice	16. Curriculum Processes*	78	78
Teaching and Learning	17. Student Motivation*	65	75
Teaching and Learning	18. Respect for Students	86	91
Teaching and Learning	19. Parent Partnerships*	81	81
Teaching and Learning	20. Teacher Confidence*	86	91
Teaching and Learning	21. Engaging Practice*	80	80
Teaching and Learning	22. Quality Teaching*	73	79
Resources	23. Resources – IT*	79	87
School Support	24. This School – People#		90
School Support	25. Psychosocial Safety Climate#	81	92
School Support	26. Adaptive Behaviors#	78	86

*Teaching staff only (Indicators 13, 16-17, 19-22).

#Compared to Australian organisations.

Legend:
— Tweed Valley Adventist College 2021 (25)
— Tweed Valley Adventist College 2022 (36)
■ Top 25% of Australian schools   ■ Middle 50% of Australian schools   ■ Lower 25% of Australian schools

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2022 student experience – actual scores …
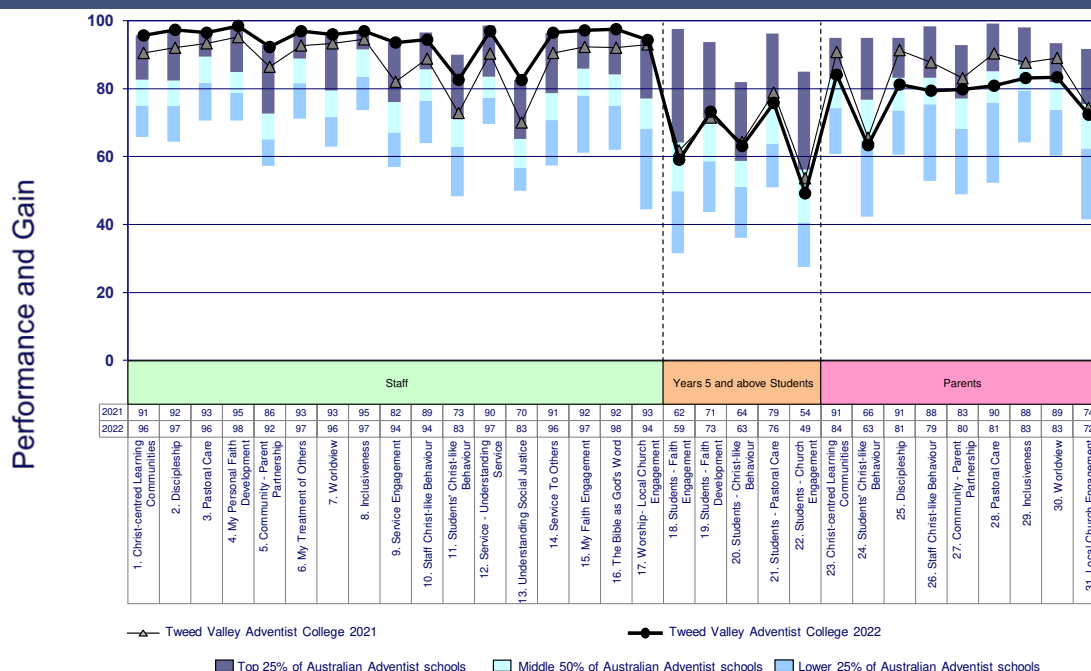
Your school relative to the range for Australian schools.

Group	Indicator	2021	2022
Emotional Wellbeing	1. Student Morale	63	64
Emotional Wellbeing	2. Student Distress	70	71
Emotional Wellbeing	3. Connectedness to School	69	70
Teacher Relationships	4. Encouraging Learning	72	67
Teacher Relationships	5. Teacher Empathy	75	73
Teacher Relationships	6. Purposeful Teaching	75	73
Teaching and Learning	7. Focus on Numeracy	70	63
Teaching and Learning	8. Focus on Literacy	75	75
Teaching and Learning	9. Stimulating Learning	61	59
Teaching and Learning	10. Collaboration*	51	49
Teaching and Learning	11. Eagerness to Learn	59	57
Engagement in Learning	12. Student Motivation	79	74
Engagement in Learning	13. Learning Confidence	65	65
Engagement in Learning	14. Desire to Learn	67	66
Engagement in Learning	15. Connectedness to Peers	75	77
Student Behaviour	16. Student Safety	80	86
Student Behaviour	17. Classroom Behaviour	58	61
Student Behaviour	18. Cyberbullying *	92	94
Survey	19. Survey – Easy	73	71
Survey	20. Survey – Enthusiasm	54	58

* Factor introduced in 2020

Legend:
— Tweed Valley Adventist College 2021 (173)
— Tweed Valley Adventist College 2022 (170)
■ Top 25% of Australian schools   ■ Middle 50% of Australian schools   ■ Lower 25% of Australian schools

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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 – 14	0%	7.1%	92.9%
Year 5 – 12	0%	0%	100%
Year 7 – 26	10%	3.3%	86.7%
Year 9 – 26	3.8%	0%	96.2%

Writing

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3 – 14	0%	6.7%	93.3%
Year 5 – 12	0%	16.7%	83.3%
Year 7 – 26	0%	18.5%	81.5%
Year 9 – 26	4.2%	20.8%	75%

Spelling

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3 – 14	0%	0%	100%
Year 5 – 12	0%	0%	100%
Year 7 – 26	0%	13.8%	86.2%
Year 9 – 26	0%	8%	92%

Grammar and Punctuation

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3 – 14	0%	7.3%	92.7%
Year 5 – 12	0%	0%	100%
Year 7 – 26	10.3%	13.8%	75.9%
Year 9 – 26	0%	16%	84%

Interpretative Comments

The literacy

Effort has been made to lift literacy across the school and it is encouraging to see the improvements – particularly in the primary school. Our school receives a large influx of students into the high school each year which can dilute the NAPLAN results established during primary years.

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 – 14	0%	23.1%	76.9%
Year 5 – 12	0%	8.3%	91.7%
Year 7 - 26	7.7%	7.7%	84.6%
Year 9 – 26	0%	13%	87%

Interpretative Comments

The NAPLAN data provides a useful benchmark of our students compared to the national cohort. This shows that our Literacy initiatives have fared well, leaving room for improvement in numeracy.

3.2   Record of School Achievement

Item	Students
Number of Students studying in Year 10	**27**
Number of ROSAs issued by NESA in 2022	**3**

3.3 Results of the Higher School Certificate Examination 2022

Comparison of 2022 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	7	School			14%	70%	14%	
		State			40%	32%	10%	
English Advanced	8	School		25%	62%	12%		
		State		52%	26%	6%		
Mathematics Standard	10	School		20%	50%	10%	20%	
		State		21%	25%	27%	14%	
Food Technology	11	School		27%	36%	18%	9%	9%
		State		21%	36%	28%	9%	9%
Industrial Technology	15	School		13%	46%	20%	13%	6%
		State		14%	29%	35%	11%	2%
Legal Studies	6	School	16%	16%	16%	33%	16%	
		State	14%	26%	25%	18%	10%	
Music 1	4	School	50%	50%				
		State	21%	47%				
Studies of Religion 1	14	School		7%	21%	50%	14%	7%
		State		30%	39%	15%	3%	5%
Studies of Religion 2	25	School	8%	28%	36%	12%	16%	
		State	10%	36%	33%	13%	5%	

Interpretative comments for Higher School Certificate results

The compressed curriculum model offered to at TVAC combines year 11 and year 12 students into one cohort. This reporting format reveals the results for the combined cohort and therefore does not reveal the pleasing results for the Yr 11 students. They are a strong academic class

producing all of the band sixes and many of the band fives. Comparison of 2022 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
		2022						
		2021						
		2020						

Interpretative comments for Higher School Certificate result trends over time

The compressed curriculum format means that subjects are only offered every second year. For this reason, it is not possible to establish any meaningful trends or observations.

4   Senior secondary outcomes

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

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 (FraserTrip)	All Teachers
Child Protection Workshop	All Teachers
CPR/Bronze Award	All Staff
Ancillary Staff Training	IT, Business Manager
Teacher Subject Specific Training	3
WHS	1
NCCD related	2

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)	*See above*
Average cost per teacher for professional learning: *$21016 / 32 = $657*	*Approx. $660 per teacher.*

5.2   Teacher Accreditation Status

Accreditation Level of Teachers	Numbers of teachers
(i) Conditional	4
(ii) Provisional	1
(iii) Proficient or higher	27
	32

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 had one staff member on the Administration Team who identify as Indigenous Australian. The school has a number of staff with Polynesian heritage, one Jamaican and the rest of general European heritage.

For gender representation, three of the twelve Primary teachers are male had two male and eight of the seventeen Secondary teachers are male.

None of the staff identify as indigenous.

7 Student attendance rate and non-attendance

7.1 Average Year Level Attendance

Year Level	Average Attendance (%)
Kindergarten	88.1
Year 1	91.9
Year 2	88.9
Year 3	91.6
Year 4	90.8
Year 5	90.6
Year 6	87.9
Year 7	89.3
Year 8	84.9
Year 9	86
Year 10	86.4
Year 11	85.5
Year 12	80.5
Total school attendance average	87.3

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: **54%**

8   Post School Destinations (secondary schools only)

8 studied at ARISE – Bible College

2 commenced tertiary study

3 are taking a gap year

2 have joined the work force

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. Kindy students at TVAC must turn 5 by 31 March.

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 vast majority of students at TVAC are Anglo Saxon. Students from other ethnic groups are minimal and represent less than 10%.

- 35% of students identify as Christian, the vast majority of which are from Seventh day Adventist homes.

- For many years students have predominantly come from a low socio economic back ground, but in recent years the school has started to attract families from more affluent areas of the Tweed.

- Over the years the students have typically achieved academic results above their SES, but in recent years the academic results are at the higher end of the Tweed Region.

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 2022.

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 2022.

Anti-Bullying Policy

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

Level A Bullying	
MISDEMEANOUR	**CONSEQUENCES**
• Minor verbal putdowns. • Spreading rumours/gossip. • Teasing/jokes/nicknames that 'putdown'. • Any targeted behaviour that impacts negatively on another student's wellbeing, either using technology out of school hours or in person.	• Restorative intervention and/or referral to the chaplaincy department & additional consequences at the discretion of the Head of School. • Repeated Level A bullying offences may be referred to the discipline committee.
Level B Bullying	
MISDEMEANOUR	**CONSEQUENCES**
• serious public putdowns. • physical threats, serious cyber bullying • ongoing serious putdowns.	• Possible Suspension • Referred to the Discipline Committee for potential suspension or expulsion.

Location of the Anti-bullying 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 2022.

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 2022.

11   School determined improvement targets

Priority Areas for Improvement for 2023 (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 2022 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**)

Primary - Academic - Standardised Rubrics for Marking *Rationale for Project – Teachers and students will benefit from the creation of a standardised marking rubric for assessments. Students will have a better understanding of what is expected of them, regardless of subject or teacher, if the format and key areas of marks are the same.*	
Goal: To create a template marking rubric (for each Terms assessments in Writing) as a standard base guide for all writing assessments in the primary school.	
What Resources need to be created for this Goal?	**Notes**
1) **Sharepoint sync across all primary devices** 2) **Assessment rubric templates** 3) **Individual task templates**	
What part of the Goal are we working on right now?	**Notes**
· **I have been concentrating on curriculum documentation so far this year with teachers. Within the next few weeks we will move to assessment rubrics as they have more headspace and are in the mindset to focus more clearly on assessments.** · **I plan to use morning announcement time to check in and see how/ where teachers are currently at with their use of rubrics for marking (particularly in writing) to use Week 7 staff meeting to work more clearly on this goal development.**	

Secondary - Academic - Standardised template/guide for essay writing

Rationale for Project – Teachers and students will benefit from a clearly defined format and standard of quality for essay writing. While individual subjects may modify to suit their needs, this standard would give students a clearer understanding of how to structure and improve their writing regardless of teacher or subject.

Goal - To create an essay writing guide (by the end of 2022) that distinguishes what is expected for student writing from Stage 4, 5 to 6.

What Resources need to be created for this Goal?	Notes
1) **Essay Structure posters - PEEL** 2) **Student guide booklet – essay writing formats and examples** 3) **Marking Rubric samples for teachers**	
What part of the Goal are we working on right now?	**Notes**
· **Initial roll out of the documents for teacher perusal and integration into their assessments** · **Feedback on these documents will occur in a team meeting early Term 2**	

Whole School - Facilitate the return of class camps and service trips to a pre-covid state

Rationale for Project – School culture will benefit with a clear path for returning to a post covid program of school camps and service projects. Each camp and service project should have a Statement of purpose, as well as a structured debrief and reflection (after the project) to improve the experience and achievement of the project's intended purpose.

Goal - Facilitate the return of class camps and service projects to a pre-covid state by the end of 2022

What Resources need to be created for this Goal?	Notes
1) Google Share drive organised for 2022 camps (folder for each camp) 2) Camp documents created for the Statement of Purpose, Itinerary and run sheets, duty rosters, risk assessments, camp company contacts and debrief questions for after the camp. 3) Service projects are identified and have a Statement of Purpose and risk assessment attached	

What part of the Goal are we working on right now?	Notes
· Share folders are created · Statement of purpose documents are ready for camp leaders to fill in – need to chase the camp leaders or have the admin create the purpose statements · Debrief documents are created but were not ready for the 2022 camps – this will begin from 2023	

Achievement of Priority Areas listed for improvement in the 2022 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**)

2023 Improvement Priorities

Primary - Academic - Standardised Rubrics for Marking
Rationale for Project - Teachers and students may benefit from the creation of clear marking rubrics for assessments. Students will have a better understanding of what is expected of them, regardless of subject or teacher.
Goal:
1. For each teacher to have created at least 2 marking rubrics that identifies key marking features of assessments as well as allocation of marks for those areas.

2. Use the rubrics in the task explanation process for students to clearly understand what they need to do to achieve in the task (by the end of term 3, 2022).
3. Monitor and control in 2023.

Secondary - Academic - Standardised template/guide for essay writing

Rationale for Project - Teachers and students will benefit from a clearly defined format and standard of quality for essay writing. While individual subjects may modify to suit their needs, this standard would give students a clearer understanding of how to structure and improve their writing regardless of teacher or subject.
Example - the standard may outline the features included in a 7-8 essay; how it should look and how it should be referenced.
Goal:
1. Create an essay writing guide (by the end of 2022) that distinguishes what is expected for student writing from Stage 4 to 6.
2. Monitor and control in 2023.

Whole School - Facilitate the return of class camps and service trips to a pre-covid state

Rationale for Project - School culture will benefit with a clear path for returning to a post covid program of school camps and service projects. Each cam and service project should have a Statement of Purpose, as well as a structures debrief and reflection (after the project) to improve the experience and achievement of the project's intended purpose.
Example - Project leaders need to ensure that the camps and service project folders are up-to-date and that a structured debrief and reflection is documented and kept in the schools group share folders (G-Drive).
Goal:
1. Facilitate the return of class camps and service projects to a pre-covid state by the end of 2022.
2. Update and review in 2023.

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 Resilience Camp – Emu Gully (3 nights) 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 two qualified counsellors 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 (Apple 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	22.94%
State recurrent grants	16.15%
Commonwealth recurrent grants	59.92%
Other Government grants	0.99%
Government capital grants	0.00%
Other capital income	0.00%

Expenditure

Expenditure Costs	Percentage of Total Expenditure
Salaries, allowance and related expenses	68.34%
Non-salary expenses	23.31%
Classroom expenditure	5.39%
Capital expenditure	2.96%

15   Public disclosure of educational and financial performance

The 2022 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