



NSW Education Standards Authority

**Annual Report
2021**

Reporting on the 2020 Calendar Year

Toronto Adventist School

Owned and Operated by

Seventh-day Adventist Schools
(NNSW) Ltd

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

School Advisory Council

Toronto Adventist School is part of the Seventh-day Adventist Schools (North New South Wales) Limited (hereafter the Company). The Company is governed by the Board of Directors, the overarching administrative body that administrates nine schools from Gosford to the Queensland boarder. Toronto Adventist School and NNSW Schools is part of a world-wide education system run by the Seventh-day Adventist Church.

Toronto Adventist School has its own representative School Advisory Council. Membership of the Council is established by the Board of Directors. The school establishes and pursues its own local goals (School Improvement Plan) inside the broader context of the Company's own strategic plans.

During 2020, the school continued to actively pursue school improvement with a view of further embedding explicit Literacy initiatives into its teaching culture, placing more emphasis on giving students opportunities to become involved in service projects, and focusing on an even greater collaborative approach to teaching and decision making. Whilst the COVID pandemic slowed progress with achieving the school's Literacy goal, positive gains were made in the other chosen areas for improvement.

The school has worked towards a more favourable financial position for some time now. A significant milestone was reached in 2020 in that the debt that the school had been owing for a long period of time was finally cleared. This has been a real turning point for the school and careful planning continues for a sustainable future.

Further work was done with considering the direction the school will take for the future. In 2020, new mission and vision statements were adopted and the school now also has a clearly defined narrative outlining the focus the school will take from here with becoming a specialist school that seeks God first and specialises in nature-based learning.

Toronto Adventist School continues to be fully committed to providing an education in a Christ-centred environment. Our hope is that the school will be a light in this community where students and their families can have the opportunity to come to know Jesus.

Student Representative Council

Each year Toronto Adventist School democratically elects two School Captains from Years 5 and 6. During 2020 our School Captains weren't able to represent our school at as many events as they normally would given the COVID-19 circumstances. However, they fulfilled various leadership responsibilities in our Chapel and Assembly programs and our end-of-year Speech Night program. Other leadership responsibilities included promoting values and peer mediation. Their efforts to support their peers during the difficult COVID-19 circumstances was outstanding.

2 Contextual information about the school

Toronto Adventist School has been offering quality Christian education since 1983. The school is located in a beautiful bush setting on the outskirts of Toronto in the Lake Macquarie region and boasts excellent facilities. Primary school students are taught in two multi-grade classrooms (K-2 and 3-6). The primary school experienced steady growth in 2020. The school also has a Pre-Kindergarten class which operates on Wednesdays and Thursdays.

Toronto Adventist School prides itself on a caring, and nurturing environment where we seek God first, grow together, and share His love with others. Christian values are actively promoted across the school and are considered important for personal growth.

From traditional roots, Toronto Adventist School is transforming into a specialised school, focused on learning with nature, learning with others, and learning with Jesus. The school is passionate about delivering quality education in an organic and flexible framework, acknowledging that spiritual, academic, physical and emotional growth is non-linear and multi-dimensional. Teachers are guides and facilitators, learning alongside students, and making meaningful connections to the world around us. The school is not only re-shaping how we experience education, but also how we quantify achievement, success, and excellence.

The school's improvement goals, supported by the Quality Assurance Schools Framework, have resulted in pleasing progress in teacher quality and student learning, particularly with giving students more service opportunities. Emphasis has also been placed on building a more collaborative approach to teaching and learning, particularly given the school's PBL focus.

3 Professional learning and teacher standards

3.1 Professional Learning

| Areas of professional learning | Teachers (number or group) |
|--|-------------------------------|
| Singapore Maths - SPELD | 1 |
| Leadership | 1 |
| PBL 101 | 1 |
| Choice Boards in SeeSaw | 1 |
| CPR First Aid update | 6 |
| Dynamiq – Warden Training | 4 |
| Velpic – Ladder Safety | 6 |
| Velpic – COVID awareness | 6 |
| Velpic – Slips, Trips, Falls | 6 |
| SPELD – Understanding Learning Difficulties | 2 |
| Copyright for Education | 1 |
| Velpic – Work related stress | 6 |
| Velpic – Child protection | 6 |
| Velpic - Transitions | 6 |
| Velpic – Child protection – Principals/Heads | 1 |
| | |

Total Staff PD experiences:

Average cost per teacher for professional learning:

3.2 Teacher Accreditation Status

| Accreditation Level of Teachers | Numbers of teachers |
|---------------------------------|---------------------|
| (i) Conditional | 0 |
| (ii) Provisional | 1 |
| (iii) Proficient or higher | 4 |
| | 5 |

4 Workforce composition (comment on Indigenous staff)

While the teaching workforce at Toronto Adventist School is small, it collectively represents many years of experience. Three teachers have a masters degree. All of the teaching staff have Australian citizenship with one from an Aboriginal background. A breakdown of teaching staff is as follows:

Primary Teachers - 5

Primary female teachers - 5

Primary male teachers - 0

(Three teachers are part-time, one is full-time and one is a teacher/administrator.)

The teachers are supported by the following ancillary staff:

Ancillary Staff - 2

Ancillary female staff - 1

Ancillary male staff - 1

5 Student attendance rate and non-attendance

5.1 Average Year Level Attendance

| Year Level | Average Attendance (%) |
|---------------------------------|------------------------|
| Kindergarten | 89 |
| Year 1 | 90 |
| Year 2 | 89 |
| Year 3 | 91 |
| Year 4 | 93 |
| Year 5 | 78 |
| Year 6 | 97 |
| Year 7 | - |
| Year 8 | - |
| Year 9 | - |
| Year 10 | - |
| Year 11 | - |
| Year 12 | - |
| Total school attendance average | 90 |

5.2 Management of non-attendance

When a student has an unacceptable record of attendance, the following steps are taken:

- Class teachers are instructed to inform the Principal once a student's attendance falls below 85%.
- A parent interview is arranged between the Principal and the parent/carer, and a plan is formulated to ensure the student attends school regularly.
- The follow up process for unexplained absences falls on the Principal. Once a term the Principal will meet with staff to discuss absences and levels of concern. A letter will be sent to parents to inform them of the concern.
- Copies of the unsatisfactory attendance letters sent to parents/carers are filed in the students' files.
- In the case that the plan is not adhered to, the Principal will follow the mandatory requirements for non-attendance.

6 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 Kindergarten at the school for the first time will be at least 5 years of age on or before 30 April of the enrolling year. Students enrolling in Pre-Kindergarten classes will be at least 4 years of age on or before 30 April of the enrolling year.

Please Note: Individual SDA schools may vary in the starting age of students.

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.
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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

Toronto Adventist School is a Pre-Kindergarten to Year 6 school, coeducational and open in its enrolment policy. The school is situated on a semi-rural setting and attracts students from the local community as well as from other locations around the Lake Macquarie area. Given this, the student population varies and represents a wide range of backgrounds and socio-economic status. Most students come from Seventh-day Adventist homes.

7 School Policies

Student Welfare Policy

Summary of policies for Student Welfare

1. Rationale

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

2. Aim

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

3. Implementation

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

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

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

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

Discipline Policy

1. Rationale

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

2. Aim

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

3. Implementation

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

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

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

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

The following sentence has been added to this policy during 2018

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

Anti-Bullying Policy

Definition of Bullying

"Bullying is a behaviour which can be defined as the repeated attack, physical, psychological, social or verbal in nature, by those in a position of power which is formally or situationally defined, with the intention of causing distress for their own gain or gratification." (Besag, 1998)

Rationale

Toronto Adventist School is a Christian school serving its community and is firmly based on Christian principles. Biblical values such as those found in Matthew 7:12, 'What you want to be done to you, do to others' (Golden Rule), and 'Be good friends who love deeply ... get along with each other ... don't let evil get the best of you; get the best of evil by doing good' (Romans 12:19-21, The Message) form the foundation for our behavioural model.

Toronto Adventist School seeks to build a safe and positive school community that acknowledges each person as a unique, immensely valued child of God. Every person at Toronto Adventist School has the right to experience positive and respectful relationships between all members of the school community. They also have the right to learn and teach in a happy and safe environment and, as such, bullying behaviour is not acceptable.

At Toronto Adventist School we believe that:

- bullying behaviour is contrary to the Christian attitudes and values of the Bible

- bullying is contrary to the Christian attitudes and values of our school
- bullying does not build a positive, safe and caring Christian community
- bullying devalues and demonstrates disrespect for all involved
- bullying is not Christ-like behaviour

Types of Bullying

Bullying takes many forms, all of which will cause physical and psychological distress. Bullying may be:

- *Physical Bullying*, such as: fighting, hitting, kicking, pushing, shoving, punching, spitting, intimidating gestures, invasion of personal space, defacing, damaging, stealing or hiding personal property etc.
- *Verbal Bullying*, such as: putdowns, belittling, name calling, mocking, tormenting, saying nasty things to a person or about a person or their family, crude and offensive language, etc.
- *Social Bullying*, such as alienation, excluding and ostracising others, spreading rumours, manipulation, passing of derogatory notes, stalking, encouraging others to join in with bullying, forcing others to act against their will, etc.
- *Cyber Bullying*, such as: stalking across the internet, chat rooms and social networks like "My Space", sending viruses or high volumes of spam, making prank, obscene or annoying phone calls, sending obscene, threatening, defamatory or unwanted e-mails, SMS, MSN messages, sending defamatory, embarrassing or personal information to a victim's acquaintances, setting up, or hacking into, websites to post information or photos without the victim's permission, using false identity to give misleading information about someone, excluding someone from chatrooms, MSN for the purposes of bringing harm, etc.
- *Intimidation*, such as: picking on, threatening, stand over tactics, etc.
- *Sexual Bullying*, such as: unwanted sexual invitation or inferences, touching or brushing against in a sexual manner, writing or drawing or commenting about someone's body sexually, sexually oriented jokes or name calling and comments about someone's private life, etc.
- *Discrimination*: of any kind on the basis of race, gender or religion.

At Toronto Adventist School:

- we acknowledge that bullying does occur;
 - we do not accept bullying as "part of growing up";
 - we encourage that it is acceptable to "tell somebody" about being bullied.
 - any allegation of bullying will be sensitively investigated and addressed.
 - it will be reinforced that bullying is wrong and will not be tolerated.
 - the school discipline system will act when bullying behaviour has been investigated and identified;
 - we will address both parties to assist with understanding and accepting of responsibility;
 - Christian education in the context of nurture, chapel services, worship, prayer, assemblies helps to create awareness of the sacredness of the individual, the value of community and works to prevent an environment where bullying is tolerated.
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- we value education where the value of the individual and sense of community is affirmed and is a vital focus of worship.
 - we encourage role modelling of how to relate, speak and act towards one another.
 - class teachers and duty teachers will monitor behaviour being aware of signs of insecurity, discomfort and suspected incidents of bullying.
 - teachers and school captains report suspected incidents of bullying to the appropriate administration member.
 - teachers make effort to remove occasions for bullying by active patrolling during supervision.
 - the anti-bullying curriculum should include the exploration of the definition of bullying and possible strategies that bullied children might use, eg attempting to ignore or not show distress, building self-confidence, etc;
 - support by the school pastoral care team is available when needed.

Parents/carers of Toronto Adventist School students:

Parents can assist with the issue of bullying by:

- clearly stating to their children that bullying in any form is never acceptable;
- discussing bullying, especially the School's policy on bullying.

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

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 2020.

Complaints and Grievances Policy

1. Purpose

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

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

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

2. Company Commitment

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

a. Director

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

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

b. Principal

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

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

c. Staff

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

- treating all people with respect, including people who make complaints;
- complying with the Company Complaints Handling Guideline;
- keeping informed about best practice in complaint handling;
- assisting people who wish to make complaints to access the complaints handling guideline;
- assisting those handling complaints to resolve matters promptly;
- providing feedback to their principal/director on issues arising from complaints; and
- implementing changes arising from individual complaints and from the analysis and evaluation of complaint data.

3. Guiding Principles

Facilitating Complaints

People focus

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

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

People making complaints will be:

- provided with information about the complaints handling process;
 - listened to, treated with respect by staff and actively involved in the complaint process where practicable and appropriate; and
 - provided with reasons for decision/s and any options for redress or review.
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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.
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Regular analysis of these reports will be undertaken to monitor trends, measure the quality of service and make improvements.

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

Monitoring of the Complaint Management System

The complaints management system will be monitored to:

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

Continuous Improvement

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

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

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

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

8 School determined improvement targets

Priority Areas for Improvement for 2021

- Review the school's student management system.
- Continue to develop Literacy initiatives specifically in Writing. Continue to work towards a common marking scale that can be used across the school. Consider new Spelling and Phonics programs that could be implemented at TAS from 2022. Upskill staff in multi-grade teaching practices.
- Address staff well-being.

Achievement of Priority Areas listed for improvement in the 2020 report

The school's goal to continue developing Literacy initiatives, specifically in Writing, Spelling and Phonics was impacted by the COVID-19 pandemic. Further work in this area is planned during 2021.

The school's goal to build on a Project Based Learning collaborative approach to teaching and learning is evidenced by:

- Teaching and learning programs, and
- More emphasis on a collaborative approach to decision making.

The school's goal to increase the number of service opportunities it offers students is evidenced by:

- An intentional Scope and Sequence plan of activities.

9 Initiatives promoting respect and responsibility

The Toronto Adventist School Mission and Vision drives the school's approach to fostering a culture of respect and responsibility amongst students and throughout the whole teaching and learning process. Some specific program initiatives include:

Worship and Chapel programs

Worship at Toronto Adventist School takes place at the beginning of each day. This may involve individual class worships or classes coming together for combined worship.

The School's Chapel program takes place each Wednesday and the Chaplain organises and coordinates this special time of worship. The students are involved in running Chapel programs and there are times when they even take Chapel. The school sees student involvement in Chapel programs as important opportunities for spiritual growth and leadership development.

Biblical Studies

There is a strong commitment to teaching Bible at Toronto Adventist School and the teachers actively find ways to extend Bible into other learning areas, for instance, in Science and Technology, English and other learning areas. These programs all promote respect and responsibility.

Values Program

Toronto Adventist School places emphasis on a particular value each week, for instance, 'respect'. The value becomes the theme in Chapel programs and some worships. Values are displayed on a board near the entrance of the school and they are also featured in the school's fortnightly newsletters. Students who demonstrate the value in their behaviour may receive a merit certificate.

Community and Service Programs

Students take part in community outreach programs such as fundraising for charities for instance Asian aid. The Years 3-6 students write letters to elderly folk from a retirement village. All of these programs help to build respect for the community in which we live.

School Uniform

Toronto Adventist School expects and positively enforces responsibility in wearing school uniform and in students conducting themselves with pride and respect.

Behaviour Management Plan

The school's behavioural management plan is built on staff modelling respect and responsible behaviour to the students, and students modelling respect and responsible behaviour to teachers and students.

Awards

Awards are given each week to students in Assembly acknowledging academic achievement as well as effort, respect and responsibility demonstrated.

Environmental Responsibility

At Toronto Adventist School we model and expect students to have respect for the environment. We keep the school grounds tidy and clean. Students are taught that it is their responsibility to continue to encourage sustainability as part of our garden program.

10 Parent, student and teacher satisfaction

Parents

Parent/carer information meetings were held at the commencement of the school year, which enabled new and returning families to meet with the teachers. This gave parents the opportunity to develop communication with the staff and to find out about class procedures and routines.

The Principal has regular conversations with parents/carers visiting the school and feedback is received about satisfaction levels.

The school usually conducts a satisfaction survey each year, however, this was not the case in 2020 due to the COVID-19 pandemic.

Students

Students are given regular opportunities to provide feedback about satisfaction levels and this occurs through discussions with students and class activities that request feedback. The 3-6 students are usually also given the opportunity to participate in a student satisfaction survey each year, however, this was not the case in 2020 due to the COVID-19 pandemic.

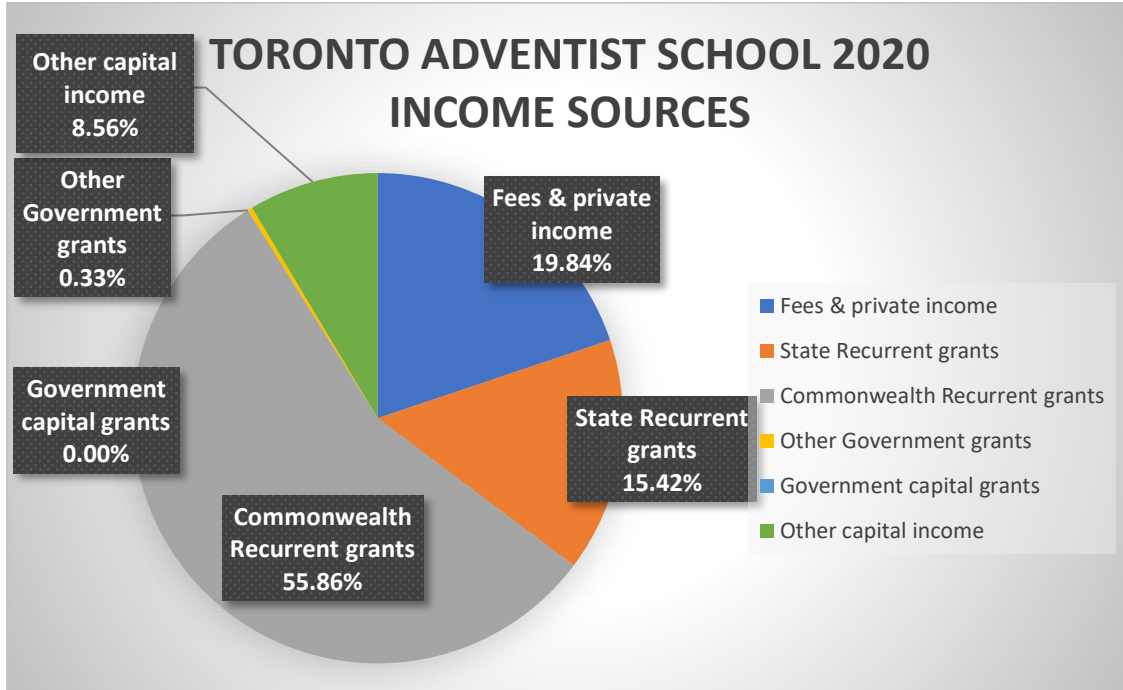
Staff

The staff are given regular opportunities to provide feedback about school projects, events and other school matters, and this occurs through discussions in staff meetings and conversations with the Principal. The staff are also usually given the opportunity to give feedback about the school in a satisfaction survey, however, this was not the case in 2020 due to the COVID-19 pandemic.

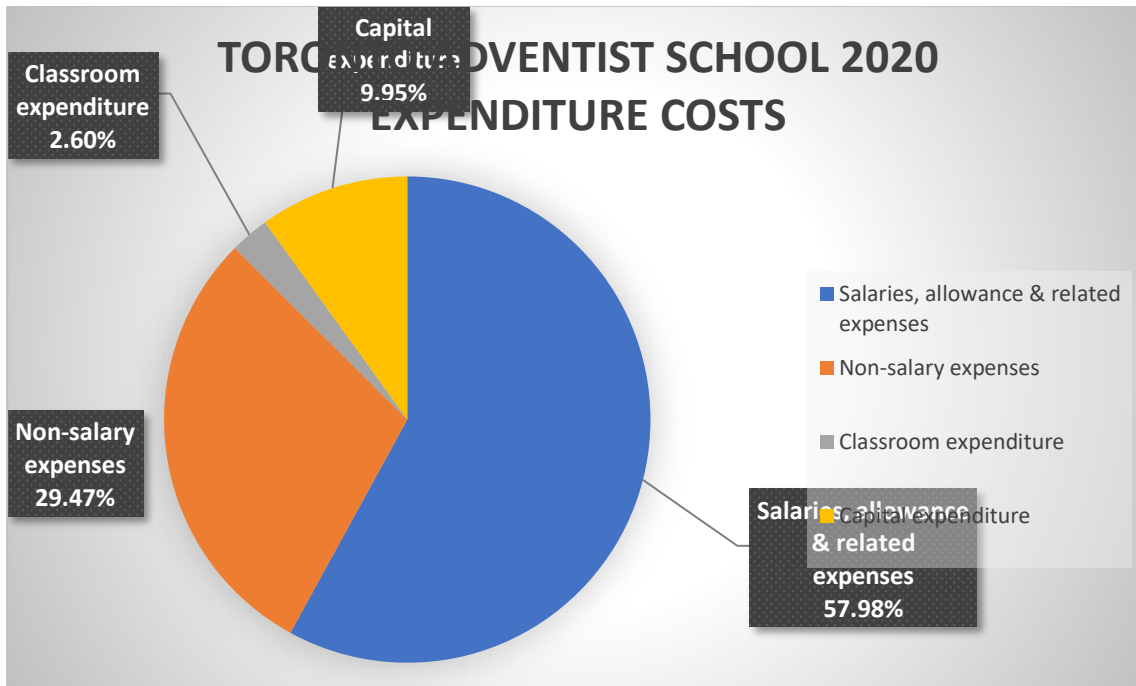
11 Summary financial information

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

Income



Expenditure



12 Public disclosure of educational and financial performance

The 2020 Annual report will be published on the school's website and available on request from the school 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