



**NSW Education Standards Authority**

**Annual Report  
2022**

**Reporting on the 2021 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 Company). The Company is governed by the Board of Directors, the overarching administrative body that administrates nine schools from Gosford to the Queensland border. 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. The Council is established by the Board of Directors and is comprised of members from local Seventh-day Adventist Churches and the School Executive including the Principal. The School, with the support of its School Advisory Council, establishes and pursues its own local goals (School Improvement Plan) inside the broader context of the Company's own strategic plans.

Whilst the COVID-19 pandemic had a significant impact in 2021, Toronto Adventist School continued to actively pursue school improvement. Positive gains were made with further embedding explicit Literacy practices into its teaching culture and developing a school-wide approach to assessing Writing. Significant steps were also taken to further embed Project Based Learning (PBL) as foundational to delivering many areas of the curriculum.

Further work was done with establishing the School's new identity in line with its vision of seeking God first in all that we do and specialising in a nature-based approach to learning. Its new logo and branding now clearly aligns with its vision and the School has begun to make decisions around a new uniform which is planned to be rolled out in 2022.

The School continued to work towards a financially viable position in 2021. Given that it has previously cleared debt owing, strategic steps have been taken to build up funds and to plan for a sustainable future.

Toronto Adventist School continues to be fully committed to providing quality Christian education to our community. It is a privilege for us to cultivate an environment for each student to flourish and we pray that this will be a place where students are able to build a meaningful, lifelong relationship with Jesus Christ.

### Student Representative Council

Each year, Toronto Adventist School democratically elects two School Captains from Years 5 and 6. During 2021 our School Captains fulfilled various leadership responsibilities in our Chapel and Assembly programs as well as at other school programs such as our special year-end event. Other leadership responsibilities included promoting school values, peer mediation and assisting younger students. Their efforts to fulfil their duties during challenging COVID-19 circumstances was commendable.

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

Toronto Adventist School is located in a beautiful bushland setting on the outskirts of Toronto in the Lake Macquarie region. The School commenced operation in 1983 as a ministry of the Seventh-day Adventist Church and offers enrolment to pre-kindy and primary students from a wide range of cultural, faith and non-faith backgrounds.

We seek God first in all that we do as we work in partnership with families for the education of their children. *'Seek first the kingdom of God and His righteousness, and all these things will be added to you,' Matthew 6:33.* Our deep desire is for students to have a personal relationship with God and to respond to His invitation to live out of the overflow of this relationship — to understand the truths of the Bible, respond to Christ's invitation to live in a lifelong vibrant relationship with Him, and be passionate about sharing His love with others.

From traditional roots, Toronto Adventist School is transforming into a specialised school, focused on learning with nature and learning with others. The School is committed to delivering quality education in an organic and flexible framework, acknowledging that spiritual, academic, physical and emotional growth is non-linear and multi-dimensional. The School is not only re-shaping how we experience education, but also how we quantify achievement, success, and excellence. Project Based Learning (PBL) is foundational at Toronto Adventist School, empowering students to engage with and respond to the world around them. We believe that our students are most engaged when they connect their hands, heads and hearts, and that they can make a difference in this world.

**3 Student performance in State-wide tests and examinations** **This section does not apply to our school.**

*3.1 Record of School Achievement*

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

3.3 Results of the Higher School Certificate Examination 2021 **This section does not apply to our school.**

**Comparison of 2020 results compared to the state**

Subject	No of students		Performance band achievement by number and/or %					
			Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
		School						
		State						
		School						
		State						
		School						
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		School						
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		School						
		State						
		School						
		State						

Subject	No of students		Performance band achievement by number and/or %					
			Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
		School						
		State						
		School						
		State						
		School						
		State						
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		State						

**Interpretative comments for Higher School Certificate results**

Comparison of 2021 HSC results as a trend over time **This section does not apply to our school.**

Subject	No of students		Performance band achievement by number and/or %					
			Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
		2021						
		2020						
		2019						
		2021						
		2020						
		2019						
		2021						
		2020						
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		2019						
		2021						
		2020						
		2019						

Subject	No of students		Performance band achievement by number and/or %					
			Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
		2021						
		2020						
		2019						
		2021						
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		2021						

Subject	No of students		Performance band achievement by number and/or %					
			Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
		2020						
		2019						
		2021						
		2020						
		2019						
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		2019						
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		2020						
		2019						
		2021						
		2020						
		2019						

**Interpretative comments for Higher School Certificate result trends over time**

#### **4 Senior secondary outcomes**

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

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

## 5 Professional learning and teacher standards

### 5.1 Professional Learning

Areas of professional learning	Teachers (number or group)
Velpic – Bullying in the workplace	7
Velpic - How to deal with conflict as a leader	1
Velpic – Risk management	7
MacqLit Literacy program	2
Seesaw ambassador training	1
Velpic – Child safety reportable conduct	7
Velpic – Managing hazardous manual tasks	7
Velpic - WHS training	1
Mental health first aid	1
Velpic – Discrimination and harassment	7
Walker learning outside	1
NCCD evidence and moderation	1
MiniLit Sage Literacy	1
Dyscalculia	3
Collaborative conversations with families and staff	1
Velpic – work related stress	7
Velpic – Child safe program	1
Governance – Reputational risk	1
Governance – Risk management	1
Governance – Strategic thinking in schools	1

Total Staff PD experiences: 59

Average cost per teacher for professional learning:



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## 5.2 Teacher Accreditation Status

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

## 6 Workforce composition (comment on Indigenous staff)

The teaching workforce at Toronto Adventist School collectively represents many years of experience and three teachers have a masters degree. All of the teaching staff have Australian citizenship, although staff represent a diverse range of cultural backgrounds. There are no staff with an indigenous background.

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 – 2

Ancillary male staff - 0

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## 7 Student attendance rate and non-attendance

### 7.1 Average Year Level Attendance

Year Level	Average Attendance (%)
Kindergarten	92.23
Year 1	92.59
Year 2	88.22
Year 3	93.87
Year 4	94.71
Year 5	87.11
Year 6	91.56
Year 7	-
Year 8	-
Year 9	-
Year 10	-
Year 11	-
Year 12	-
Total school attendance average	91.47

### 7.2 Management of non-attendance

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. 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.

7.3 *Retention from Year 10 to Year 12 (where relevant)* This does not apply to our school.

Percentage retention rate:

**8 Post School Destinations (secondary schools only)** This does not apply to our school.

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

## 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. At Toronto Adventist 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.

### *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.
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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**

Toronto Adventist School is a coeducational Pre-Kindergarten through to Year 6 school and open in its enrolment policy. The School is situated on a semi-rural settling 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.

## **10 School Policies**

### **Student Welfare Policy**

#### *Summary of policies for Student Welfare*

#### **1. Rationale**

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

#### **2. Aim**

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

#### **3. Implementation**

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

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

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

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

## **Discipline Policy**

### **1. Rationale**

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

### **2. Aim**

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

### **3. Implementation**

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

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

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

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

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

## Anti-Bullying Policy

### 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*
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*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.*
- *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.*
  - *being alert to any signs of distress or anxiety, unwillingness to attend school, missing equipment, damaged clothing, bruising, requests for extra money and contacting the School if bullying is suspected.*
  - *encouraging their child to take concerns to a trusted staff member as soon as possible.*
  - *advising their child to take initiative and report bullying themselves.*
  - *encouraging the student to not retaliate.*
  - *keeping a written record of bullying situations.*
  - *communicating effectively with the appropriate staff members.*
  - *reassuring their child who is being bullied, of their value.*
  - *being willing to attend interviews if their child is involved in any bullying incident.*
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- *ensure that there is no bullying behaviour in the home.*

**Students can assist with the issue of bullying by:**

- *being aware that bullying is not acceptable in any form and that there are serious consequences.*
- *refusing to be involved in any bullying situation*
- *challenging or reporting incidents of suspected bullying.*
- *breaking the code of silence. Telling someone.*
- *being prepared to walk away from the situation rather than respond in a negative way. Tell someone.*
- *not falling into the trap of feeling that it is their fault, or that no one cares. Talking to a trusted teacher, a friend, parents or another person is important.*
- *encouraging others to make a stand against bullying.*

**Process of Intervention**

*A student, parent, teacher or community member becomes aware of a bullying situation and the suspected incident of bullying is reported to the Principal.*

*The Principal or the Principal's delegate interviews students involved and any witnesses of the bullying situation. An assessment will be made if the incident/s constitute bullying.*

*The Principal or the Principal's delegate implements strategies to address both the bully/ies and the bullied. This may include some or all of the following:*

- *discipline appropriate to the level of bullying;*
- *placed on a Discipline Level;*
- *referral to counselling for both parties with a mentor, chaplain or school counsellor;*
- *confronting the bully with the emotional/mental consequences that his/her actions have had on the bullied, the student body, the School, family and community;*
- *process of restoration of relationship between parties;*
- *awareness education defining bullying, outlining the impact on the human spirit and establishing preventative strategies for future occurrence of bullying;*
- *parental contact/parental interview.*

*If the bullying continues after the first intervention, the matter will be referred to the Principal for further discipline. Students will be interviewed with parents and asked to show why his/her position in the School should be still available.*

*Location of the full text 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 2021.*

## **Complaints and Grievances Policy**

### **1. Purpose**

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

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

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

### **2. Company Commitment**

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

#### **a. Director**

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

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

#### **b. Principal**

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

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

#### **c. Staff**

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

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

### **3. Guiding Principles**

#### *Facilitating Complaints*

##### **People focus**

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

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

People making complaints will be:

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

##### **No detriment to people making complaints**

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

##### **Anonymous complaints**

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

##### **Visibility and transparency**

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

##### **Accessibility**

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

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

### *Respond to Complaints*

#### **Early resolution**

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

#### **Responsiveness**

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

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

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

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

#### **Objectivity and fairness**

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

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

#### **Confidentiality**

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

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

### *Manage the Parties to a Complaint*

#### **Empowerment of staff**

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

## **Managing unreasonable conduct by people making complaints**

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

When people behave unreasonably in their dealings with either a school or the company, conduct can significantly affect the progress and efficiency of the school or company's work. As a result, any conduct that negatively and unreasonably affects a school or the company will be proactively and decisively managed by staff.

### **4. Complaint Management System**

#### *Stages of Managing a Complaint*

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

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

#### *Receipt of Complaints*

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

The record of the complaint will identify:

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

#### *Acknowledgement of Complaints*

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

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

#### *Initial Assessment and Addressing of Complaints*

After acknowledging receipt of the complaint, the staff member handling the complaint will confirm whether the issue/s raised in the complaint is/are within the school's or company's control. The outcome/s sought by the person making a complaint will be considered and, where

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

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

## **11 School determined improvement targets**

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

- Implement the InitialLit Literacy program in K/1.
- Address staff well-being.
- Review student management system.
- Complete decision making and roll out of new uniform.

**Achievement of Priority Areas listed for improvement in the 2021 report** (Schools in National Partnerships should include achievements of items from their school plan **and come from the improvements listed in your last Annual Report**)

The School's goals to address staff well-being and review its student management system was impacted by the COVID-19 pandemic. Further work in this area is planned during 2022.

The School's goal to develop a school-wide marking scale for Writing can be evidenced by:

- Teaching and learning programs, and
- Writing rubrics.

The School's goal to plan for the implementation of an appropriate Literacy program in the infant school can be evidenced by:

- Teaching and learning programs.

The School also continued to pursue a greater focus on a nature-based approach to learning and this can be evidenced by:

- Teaching and learning programs

Further work was done to embed the School's new vision and identity and this can be evidenced by:

- New logo and branding, and
- New uniform (this is to be completed in 2022)

## **12 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 School 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 expand 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, responsibility, integrity. 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 may also feature in the School's newsletters. Students who demonstrate the value in their behaviour may receive a merit certificate in recognition of their efforts.

### 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. 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 behaviour 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.

### Student Leaders

School Captains are tasked with the responsibility of serving their school community and in 2021 this was particularly challenging given the COVID-19 pandemic. Despite the circumstances, our School Captains led out in school gatherings, supported their peers, and assisted younger students.

### Awards

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

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### 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 nature-based program.

## **13 Parent, student and teacher satisfaction**

### Parent Satisfaction

Parents/carers were given the opportunity to participate in a satisfaction survey, however the overall response rate was poor and this makes it difficult to draw conclusions from the exercise. The Principal has regular conversations with parents/carers and feedback is received about satisfaction levels. Parents/carers appreciate that their child can be in a Christian school where faith is nurtured. The School's efforts to develop the spiritual growth of students is rated highly by parents/carers as is the School's emphasis on nature-based learning.

### Student Satisfaction

In 2021 students surveyed indicated a positive perception of their ability to learn, that learning was stimulating and that they were motivated to achieve. They also indicated that they felt understood by their teachers and that lessons were delivered in effective ways.

Students were also asked to respond to questions relating to the COVID-19 pandemic and the impact this was having on their well-being. Students indicated a high level of support from teachers during this challenging time.

### Teacher Satisfaction

Staff indicated high levels of satisfaction with the extent to which Seventh-day Adventist Christian values and beliefs are permeated by the School's Christ-centred learning community, regarding curriculum and pedagogy. Staff also rated highly the degree to which students are empowered to live as disciples of Jesus Christ in today's world and the level of student engagement in the mission programs offered.

The extent to which students are pastorally cared for, respected and valued in ways Jesus taught is important to staff and a strength at the School. Students are treated as responsible individuals, and are encouraged to experience success.

Staff indicated a high level of engagement and that their goals and approach to their work aligns well with the goals and approach of the School. Staff also indicated that learning is encouraged, development and sharing of ideas is valued and that the School recognises that people are its strength.

## **14 Summary financial information**

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

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**Income**

Income Sources	Percentage of Total Income
Fees and private income	20.63%
State recurrent grants	17.31%
Commonwealth recurrent grants	62.06%
Other Government grants	0.00%
Government capital grants	0.00%
Other capital income	0.00%

**Expenditure**

Expenditure Costs	Percentage of Total Expenditure
Salaries, allowance and related expenses	65.18%
Non-salary expenses	33.00%
Classroom expenditure	1.82%
Capital expenditure	0.00%

**15 Public disclosure of educational and financial performance**

The 2021 Annual report will be published on the College's website and available on request from the College office.

## SECTION 2

### CHECKLIST

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

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



Provides national reports on the outcomes of schooling



Provides individual school information on performance



Annually reports on school performance information and makes the report publicly available



Implements the National Curriculum as it becomes available



Has an annual certificate of financial accountability from a qualified accountant



Annually reports on each program of financial assistance provided under this Act



Participates in program evaluations