



ANNUAL REPORT

Reporting on the
2020 Calendar Year



HURSTVILLE
ADVENTIST SCHOOL

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Owned and Operated by

Seventh-day Adventist Schools
(Greater Sydney) Ltd

HURSTVILLE ADVENTIST SCHOOL

Nurture for Today • Learning for Tomorrow • Character for Eternity

CONTEXTUAL INFORMATION

At Hurstville Adventist School, we are committed to making quality Christian Education accessible to everyone and welcome students from all religious and cultural backgrounds. Our vision - Nurture for Today, Learning for Tomorrow, Character for Eternity, drives us to provide a quality Christian education in a caring and supportive environment where we develop the whole student and encourage each to reach their full potential. The school has a positive student welfare program that encourages cooperation, respect, acceptance of others and wise decision-making. We are committed to providing a comprehensive education in all the Key Learning Areas with a strong focus on Literacy and Numeracy. We also recognise the importance of developing not just the academics but also the physical, emotional, social and spiritual aspect of each student's life. We have a committed and professional team of teachers and support staff that work together to achieve the very best for our students. We are involved in the Active After School Sport Program, contribute to charities, accommodate a Vacation & After School Care program organised by an external provider which is run separately from the school, and run an extremely successful Pre-Kindy classroom.

Hurstville Adventist School is a Pre-Kindy – Year 6 School. We had a total of 157 students from Kindy – Year 6 in 2020. The average class size was 25. We have a very high population of students who come from non-English speaking backgrounds. The school had six full time teachers. We employ a specialist teacher who delivers MiniLit, MultiLit, English and Mathematics support. Our Pre-Kindy class uses Pre-Lit. Our staff ranges in experience from Graduate – 40 plus years.

A MESSAGE FROM KEY SCHOOL BODIES

MANAGEMENT COUNCIL

With 2020 being a COVID-19 year, meetings still went ahead but via ZOOM. The Management Council met on a regular basis – six times per year. The members are appointed by the Board of Directors and representation comes from the feeder churches in the area. A Conference representative is always in attendance. These meetings are well attended by the elected members. A copy of the minutes for each meeting is filed in Sharepoint.

The Management Council's role is to support the Principal in the running of the school. A Quality Adventist Schools Rolling School Improvement Plan is developed and can cover any of the four domains: 1. Adventist Identity; 2. Learning and Teaching; 3. Leading School Improvement and 4. Community Partnerships. Within each of these domains there are 15 Components that will be reviewed over a five-year cycle.

The Committee receives regular Work Health and Safety Reports and acts on the areas identified as needing attention. A Confidentiality Agreement and a Code of Conduct is signed at the beginning of each year. Any Conflict of Interest is disclosed at every meeting and related party disclosed. Other reports received by the Ma

STUDENT REPRESENTATIVE COUNCIL

The Student Representative Council (SRC) is made up of the School Captains and two student elected representatives from each of Years 1 – 6. Two staff members, Miss Battistini, the Year 3 teacher and Miss Stewart, the Learning Support teacher are appointed to lead us and their role is to encourage us in our roles, help facilitate actions put forward and to liaise between the SRC members and staff. We hold our meetings once or twice a term at lunchtime.

Each SRC member has an outline of their responsibility as an SRC member and a description of the duties that we need to perform. Some of our duties are as follows:

- Assist teachers with the organisation and preparation for fundraising events;
- Planning and organising a 'fun day' for the whole school to raise funds for the Year 6 Farewell.
- Assisting teachers in bus lines and eat-lunch duty
- Monitoring playing around the amenities blocks
- Assisting the School Captains in their role when the need arises (older members)
-

Members are elected using certain criteria:

- Being a good example at all times,
- Displaying the values of the school - eg. Responsibility, Respect, Resilience, Ready to Learn.

To help us to understand our roles as School Captains and SRC Representatives (Year 5 &6), we were participants in a GRIP Leadership Course on March 3, 2020.

PROFESSIONAL LEARNING AND TEACHING STANDARDS

AREAS OF PROFESSIONAL LEARNING

Areas of Professional Learning along with corresponding number of teachers or groups

AREAS OF PROFESSIONAL LEARNING	TEACHERS (NUMBER OR GROUP)
First Aid CPR/Anaphylaxis/Asthma	22
VELPIC: Slips, Trips & Falls	19
Fire Training	14
Classroom Practices - PB4L Libby Wellbeing - Nicky Sloss (all teachers)	11
Wellbeing Framework (Team)	5
Obstacles to Opportunity - Defining your schools new normal	4
Sydney Morning Herald Schools Summit Kimochi Sue Larkey - Autism Spectrum	2
AIS Annual Briefing Highly Effective Schools Webinar - Hawker Brownlow (1 hour) Improving the Work Climate in our Schools Whole School Wellbeing Formative Assessment: Moving Learning Forward Deep Learning AIS	1

Total Staff PD experiences: 17

Average cost per teacher for professional learning: \$300

TEACHER ACCREDITATION STATUS

ACCREDITATION LEVEL OF TEACHERS	NUMBER OF TEACHERS
CONDITIONAL	2
PROVISIONAL	1
PROFICIENT OR HIGHER	12
TOTAL NUMBER OF TEACHERS IN SCHOOL	15

WORKFORCE COMPOSITION 2020



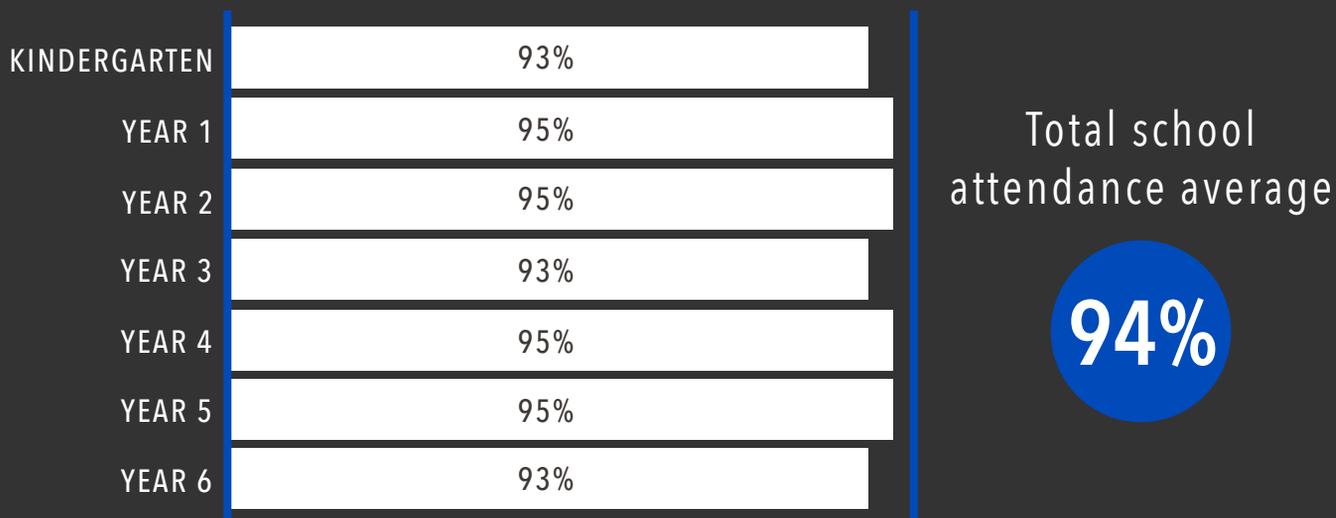
We have 7 full-time classroom teachers and 3 part-time teaching staff – 1 part-time learning support teacher, 1 part-time curriculum coordinator, and 1 part-time Music teacher. There are 14 female and one male on the teaching staff; the Principal is female and we have 2 part-time Deputies, 1 male and 1 female, making 15 teaching staff in total.

We have 2 female Administrative Assistants, 1 being full-time and the other part-time, 1 female full-time aid in Kindergarten, 1 female shared aid in Years 1 & 2, a female chaplain 2 days a week, 3 part-time bus drivers, 1 part-time counsellor and 1 full-time cleaner. Currently, we do not employ any Indigenous staff.

STAFF BACKGROUNDS



STUDENT ATTENDANCE RATE & NON-ATTENDANCE



MANAGEMENT OF NON-ATTENDANCE

Parents are encouraged to send an email to absence@hurstville.adventist.edu.au, informing the office of their child's absence. If absent more than 2 days, a medical certificate is required. If a student is absent for an extended period of time, contact is always made with the family. The parents are reminded of and given a copy of the Attendance Guidelines.

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

- Class teachers are instructed to inform the office once a student's attendance falls below 85%.
- A letter of explanation is then sent to the parents outlining the steps that will need to be taken if non-attendance is not addressed.
- A parent interview, in consultation with AIS is arranged and a plan formulated to ensure the student attends school regularly.
- In the case that the plan is not adhered to, the Principal will report the matter to DCJ and organise a Director General case conference.

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 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 Hurstville Adventist School, our starting age for Pre-Kindy and Kindy is:

Pre-Kindy: 3.5 years of age and turning 4 by July 31 of the enrolling year

Kindergarten: 4.5 years of age and turning 5 by July 31 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.

3

The school has 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.

CHARACTERISTICS OF THE STUDENT POPULATION

Students at Hurstville Adventist School come from many different cultural backgrounds. These include Australian, Chinese, Indonesian, Filipino, Tongan, Samoan, Spanish, Arabic and Indian. The school accepts overseas students. When we do get enrolments from overseas, they are predominately from China. The students represent a variety of faiths and beliefs. Approximately 20% of the student population would be Seventh-day Adventists and the other 80% from other faiths.

Train a child in the way that he should go
and when he is old he will not turn from it.

Proverbs 22:6

SCHOOL POLICIES

STUDENT WELFARE POLICY

The school is currently developing a wellbeing framework that will be implemented towards the end of 2021.

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.

AIM

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

IMPLEMENTATION

What is Wellbeing?

At the end of 2018, the Australian Government launched the Australian student wellbeing framework because they recognised that student wellbeing greatly impacts their learning.

We believe that this initiative was not a coincidence, but that God had a plan in preparing our schools for the coming COVID pandemic. More than ever our world needs hope, love and a place of belonging.

In 2020, here at Hurstville we appointed a wellbeing team, and our goal has been to create a wellbeing framework that shows our purpose and provides a means to evaluate and improve areas of wellbeing in our school. We've been working with AIS consultant Nicky Sloss and reaching out to other wellbeing coordinators from other schools to help us develop our framework.

What We Are Doing?

"The trick to having happy students is to first be happy yourself." So as a team we decided that we needed to make teacher wellbeing a priority, because the happier and healthier our teachers are, the more they have to give and pour into our students.

From this, we decided to improve staff morning worship. Every morning our staff start the day together and we wanted to capitalise on this time and empower



our teachers before they head into the classrooms. We had different activities each morning:

- To build relationships - we had weekly breakfasts together
- To create a positive atmosphere, we started teacher affirmations
- To connect with each other- we started sharing about our journeys with God
- To worship together- we would sing and reflect on worship songs

Our teachers work so hard for our students and we wanted to do something to show them that they are appreciated, valued, and that they are loved, so we put together some gift baskets.



Where We Are Heading

When our team brainstormed what we wanted wellbeing to look like at our school, we imagined an environment of belonging, where all feel connected, cared for, heard, and inspired. This year we have launched a new social-emotional learning program called, “kimochis.” Kimochi is the Japanese word for feelings, and through this program we are teaching students how to identify their emotions- what it feels like in their body and what it looks like, and tools to make those emotions bigger or smaller. There are different characters that we introduce and all characters display emotions and attitudes that are like students in our class. Students connect to these characters and we refer back to them in those moments where they're emotions are BIG and they need tools to bring them back down. In starting this program, teachers are beginning to see their students show more empathy towards each other and starting to use tools to manage their emotions. We are proud to be part of a community that is intentional about teaching students skills that not only help them at school, but will help them as they journey through life.

Location of the Student Welfare/Wellbeing 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 changes made to this policy during 2020.

A good teacher can inspire hope, ignite the imagination and instill a love of learning.

Brad Henry

DISCIPLINE POLICY

WHAT IS PB4L?

Positive Behaviour for Learning, known as PB4L is an evidence-based whole school systems approach that:

- provides a framework for the school and its community to collectively support the wellbeing of every student;
- establishes positive social expectations for all in the school community;
- is team driven, using a problem-solving approach (data, systems and practices) that engages students, parents and all school staff;
- addresses the diverse academic and social needs of every student to support them to be successful;
- enables schools to establish a continuum of supports that are intensified to meet the needs of every student.

When implemented:

- Students and staff feel safe and cared for at school
- Staff deliver consistent responses to student learning and behaviour
- Students respond positively as they have been taught what is expected of them
- Parents, family and community are more involved in their school
- Unproductive and challenging behaviour can be significantly reduced for most students

Relationships:

In order to create a positive environment for learning, we must remember that discipline procedures are not the answer to problematic behaviour but rather serve as a consequence. It is the positive relationships we build as a learning community between students, families and staff that make a difference. At Hurstville Adventist School, the staff strives to build positive relations and a positive environment for all students. By teaching the necessary social skills for future success, we set our students on a course to be lifelong learners and successful disciples of Jesus.

WHAT DOES PB4L LOOK LIKE AT HURSTVILLE ADVENTIST SCHOOL?

At Hurstville Adventist School, students and staff work together to uphold the agreed upon behavioural expectations of the school. The behavioural expectations are explicitly taught in every classroom and students are recognised and rewarded for demonstrating these positive behaviours.

DEFINITIONS

- Behaviour is defined as anything we say or do.
- Appropriate Behaviour is any behaviour that contributes to the positive learning environment and aligns with our school rules and behavioural expectations.
- Inappropriate Behaviour is any behaviour that does not meet the school rules and behavioural expectations.
- Challenging Behaviour is behaviour that significantly challenges the day to day functioning of our school. The behaviour impacts on and interrupts the capacity of students to learn and for all to function in a safe, supportive and orderly environment.
- At Risk Behaviour is any behaviour that could cause possible harm or injury to self or others. This includes physical, emotional or psychological harm.

Hurstville Adventist School has adopted a Whole School Approach to bring about positive behaviour - "Positive Behaviour for Learning [PB4L]". This approach has a strong emphasis on teaching appropriate behaviours and providing systems of support to bring about these positive behaviours.

Student Discipline practices are based on restorative principles and are respectful of the dignity, rights and fundamental freedom of individual students while at the same time focus on the effective running of the school for the benefit of all.

SCHOOL RULES AND BEHAVIOURAL EXPECTATIONS

Hurstville Adventist School rules and behavioural expectations outline appropriate student behaviours that contribute to the functioning of our school as a safe, supporting, nurturing and inclusive learning environment. Students at Hurstville Adventist School will be taught, encouraged and supported to demonstrate these expected behaviours.

Our school wide expectations are represented with a Bee Mascot:

Bee Respectful, Bee Responsible, Bee Resilient, Bee Ready to Learn.

PROCEDURES FOR TEACHING AND COMMUNICATING SCHOOL RULES AND BEHAVIOURAL EXPECTATIONS

Hurstville Adventist School community is committed to:

- Teach
- Practise
- Apply
- Acknowledge

The Positive Behaviour for Learning (PB4L) team will coordinate the process involved and support staff in teaching, practising, applying and acknowledging appropriate behaviours. All staff will actively support all systems and processes in order to bring about appropriate student behaviours. The PB4L team will organise lesson plans in order for staff to teach the behaviours effectively.

WHAT DOES PB4L LOOK LIKE IN CLASSROOMS AT HURSTVILLE ADVENTIST SCHOOL?

The expectations are explicitly taught in every classroom and provide consistency of approach across Pre-Kindy to Year 6. The school wide behavioural expectations replace traditional 'class rules' and ensure that we provide positively stated, achievable goals for students to work towards.

Each week, there will be an area of focus that involves explicit teaching and support of positive behaviours. The teachers and students will participate in lessons that involve the reading of books, school published videos, discussions, role-plays and reflections.

In addition to students learning the school expectations, teachers will recognise and reward students for 'positive' behaviour. In the classroom teachers hand out classroom and playground 'Buzzies' to students who are showing Positive Behaviour.

POSITIVE REWARD SYSTEM

IN CLASS BUZZY BOOKS

Our school wide reward system acknowledges individual students who display our school wide behaviour expectations. At Hurstville Adventist School we have implemented a reward system for the classroom and playground.

IN CLASS

Students each have their own Buzzy Book and are awarded stamps for showing behaviours that align with any of our four behavioural expectations: Respect, Resilience, Responsibility and Ready to Learn. Stamps can be awarded by any staff member in the school. The behaviour matrix guides staff and students as to what specific behaviours we are looking for when giving out stamps.

Staff acknowledge students demonstrating these expectations by providing specific, positive feedback to the students about the behaviours observed. Once a student has earned 30 stamps in their book, a Buzzy Bee Brilliance Award is received. When a student has received 5 Buzzy Bee Brilliance awards (150 stamps), a Buzzy Bee Principal's Award is given. Once the student has received 3 Buzzy Bee Principal's Awards, a Buzzy Bee Pin is given at the 'Pin Party' which is held at the end of the school year.

At the beginning of each year, the students' books are given to their new teacher and they continue to build on the stamps they previously earned.

IN THE PLAYGROUND

Students are given Buzzy Bee tickets for showing behaviours that align with any of our four behavioural expectations: Respect, Resilience, Responsibility and Ready to Learn. The students then write their name and class on the ticket and place it in the barrel. The barrel is drawn every Monday morning at Assembly and six names are drawn with the help of Buzzy Bee. Students who have their name drawn, get to 'Spin the Wheel' and receive their prize. The tickets throughout the term are collected and 12 names are drawn out at the end of each term.

PROCEDURES FOR ENCOURAGING POSITIVE BEHAVIOUR

IN CLASS BUZZY BOOKS

- Verbal acknowledgment – recognition of how behaviours affect others eg. praise, descriptive encouraging, etc.
- Body Language Strategies – smile, gestures, nod, thumbs up, etc.
- Playground Buzzy cards.
- In class PB4L stamps – each student has a PB4L Buzzy Book where they receive a stamp when they demonstrate one of our school values.
- Awards at school assembly:
 1. Student of the Week and 1 Merit Award is given out by the class teacher to a student in the class for showing exemplary behaviour, a solid work ethic and/or academic achievement.
 2. A Principal's Award is given to a student across the school and is presented by the Principal during assembly on Wednesday.
 3. Buzzy Bee Principal's award is given to those who have received 5 pages worth of stamps in their Buzzy Bee Book.

Further awards that are announced at Presentation Night are:

- Mavis Brown Award
- Parliamentarian Citizenship Awards
- Dux
- Endeavour, Sport, Academic and Academic in a Specific Subject

PROCEDURES FOR DISCOURAGING INAPPROPRIATE BEHAVIOURS, DATA COLLECTION, AND DECISION MAKING

Hurstville Adventist School’s Behaviour Management Policy and practices are based on restorative principles and are respectful of the dignity, rights and fundamental freedom of individual students and at the same time are focused on the effective management of the school for the benefit of all.

Staff are encouraged to remember the dignity of students when responding to inappropriate behaviour. When discouraging or correcting students’ behaviours, staff are encouraged to use the Restorative Practice process.

Minor inappropriate behaviours - Teacher managed behaviours - classroom / playground

Inappropriate behaviours are recognised as any behaviour that does not meet the “School Rules and Behavioural Expectations”.

Major inappropriate behaviours - Office managed behaviours

Inappropriate behaviours are identified as deliberate actions that are offensive and/or dangerous to the physical and/or emotional well-being of others. The consistent and repeated occurrence of minor behaviours may also be considered as major.

<p>Minor inappropriate behaviours are recognised as:</p> <ul style="list-style-type: none"> • Any low intensity behaviour that does not meet the school rules and behaviour expectations • Teacher managed behaviours 	<p>Major inappropriate behaviours are recognised as:</p> <ul style="list-style-type: none"> • Deliberate actions that are offensive and/or dangerous to the physical and/or emotional well-being of others • May include repeated minor behaviour • Office managed
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BEHAVIOUR	MINOR	MAJOR
<p>Disruptive: Behaviour causing an interruption in a class or playground activity where the student is not responsive to repeated directions. Disruptions include sustained loud talk, yelling or screaming, noise with materials or body parts, sustained out of seat behaviour, verbal refusal to comply with repeated instruction.</p>	<p>Back chatting arguing, disruptive talking and noise making.</p>	<p>Consistently interrupting the learning of others.</p>

BEHAVIOUR	MINOR	MAJOR
Dress Code: Not wearing the correct uniform / missing items of uniform.	Minor incident ONLY – Uniform infringement given.	
Late: Late to class	Minor incident ONLY – Continual incidents need to be reported to admin so that parents can be contacted.	
IT Misconduct: Visiting inappropriate websites; Using and or copying passwords; Using the work of others; Distributing private information about oneself and others; Cyber-Bullying – Harassing, insulting, defaming and/or attacking others through any form of digital communication. (See ICT Agreement)	First incident	Consistent inappropriate use of IT devices within the school.
Lying / Cheating: Student delivers message that is untrue and/or deliberately violates rules.	Lying or absence of truth, taking a minor object – age appropriate behaviour	Plagiarism, blatant cheating on a test, stealing an expensive item with intent, repetitive lying.
Bullying / Harassment: Student delivers disrespectful messages (electronically, verbal or gesturally) to another person that includes threats, intimidation, pictures, or written notes. Disrespectful messages include negative comments based on race, ethnicity, disability, religion, gender, age or sexual orientation.	Leadership team must investigate any incidents of potential bullying.	
Defiant to adults: Refusal to follow classroom or school rules, or staff directions eg. talking back and/or socially rule interactions.	Back chatting, arguing, disruptive talking and noise making.	Consistent inappropriate use of IT devices within the school.
Misconduct involving an object: Using an object to harm, injure or threaten others.	Non-intent to harm – part of game play (rough play). Using an object in an inappropriate or unsafe manner.	Use of an object with intent to cause injury.

BEHAVIOUR	MINOR	MAJOR
<p>Non-compliant with routine: Behaving in a way that does not comply with classroom and playground routines eg. Not following instructions, etc.</p>	<p>Work refusal, refusal to follow staff directions, refusal to follow classroom or school rules.</p>	<p>Continued work refusal or refusal to follow adult directions.</p>
<p>Physical misconduct: Actions involving serious physical contact where injury may occur e.g. hitting, punching, hitting with objects, kicking etc</p>	<p>Non-serious but inappropriate physical contact (pushing, shoving, age-relating fighting actions causing unintentional minor physical harm to others)</p>	<p>Serious physical contact where injury occurs with intent.</p>
<p>Possess prohibited items: Student is in possession of knives or guns (real or look alike), or other objects readily capable of causing bodily harm, or creating the impression.</p>	<p>Items that may not cause harm for example: chewing gum.</p>	<p>Any form of weapon, e.g. knife, fake guns or items that are capable or causing harm.</p>
<p>Verbal misconduct: Threatening verbal or gestural interactions with peers or staff that are directed toward someone including swearing, name calling, backchat, unfriendly talk, racial slurs, directed swearing or use of words or gestures in an inappropriate way.</p>	<p>Non-threatening, non-directed verbal or gesture message used within conversation that include swearing, name calling, or use of words in an inappropriate way.</p>	<p>Threatening verbal or gestural interactions with peers or staff that are directed toward someone including swearing, name calling, backchat, unfriendly talk, racial slurs, directed swearing or use of words or gestures in an inappropriate way.</p>
<p>Refusal to participate in programmed activities: Verbally and blatantly refusing to participate in activities or complete tasks. Leaving the classroom, to avoid activities.</p>	<p>Leaving the classroom so as not complete activities, verbally refusing to complete work; Verbal refusal to comply with instructions, talking back and/or socially rude interactions.</p>	<p>Continued refusal to complete tasks and be involved in learning.</p>
<p>Third minor referral: Student exhibits continued minor offences with no regard for the consequences</p>		<p>Teacher will require class data to demonstrate the continued behaviours so that a referral may be made to Administration.</p> <p>Please enter all data in SE-QTA under 'Minor Behaviour comments</p>

PROCESS FOR MINOR BEHAVIOURS

- Behaviour Reflection forms will be kept in the Deputy's office. There are many different forms to choose from to suit students from K – 6.
- Students complete a Behaviour Reflection form with the Principal / Deputy if their behaviour breaches minor / major behaviour.
- Deputy Principal to collate data and enter into SEQTA.
- Deputy Principal will meet with the students who need to reflect on behaviour the next school day.
- After receiving 3 Behaviour Reflection notes within one term, parents will be notified via phone or email by the Principal / Deputy OR by the student.
- Behaviour reflection forms start fresh every term.

PROCESS FOR MAJOR BEHAVIOURS

Principal/Deputy's Steps:

- Letter Sent Home or phone call made
- Parent Interview
- In-school Suspension
- Child calls parent
- Parents to pick up child from school
- Out of school suspension
- School Management Council and possible expulsion

The Principal has the right to commence the levels where it is deemed necessary and dependent on the severity of the behaviours.

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 of 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, parents and staff.

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 policy was reviewed and changes were made to the Policy on October 29, 2020.

ANTI-BULLYING POLICY

STATEMENT OF INTENT

Recognising that bullying and other violent behaviours are endemic to society, this document is the basis for a school Policy intended to:

- Create or heighten awareness of the problem.
- Define inappropriate behaviour.
- Set guidelines for dealing with problems that extinguish bullying behaviours within the school.
- Empower students and staff to ensure it reaches the point where the school discipline system is routinely used to address bullying behaviours.

Hurstville Adventist School should be a safe environment for all students and staff.

DEFINITION

Bullying behaviours are about an imbalance of power where there is deliberate intent to cause harm or distress.

These behaviours can be verbal, social, psychological or physical. They impact on the lives of the person/people being bullied, on those doing the bullying and on those looking on.

Bullying is when behaviours are repeated against a child. Although by no means a comprehensive list, bullying behaviours or incidents include:

PHYSICAL BULLYING

Where a student is physically hurt – kicking, punching, slapping etc.

NON-PHYSICAL BULLYING

- Name-calling, 'Put downs' about family, appearance (size, shape, looks, clothing), achievements or abilities, race or religion. This also includes laughing in ridicule of others.
- Lying or exaggerating a situation in order to hurt a person's feelings. This includes making a joke at another person's expense and/or using the pretence "I was only joking!" in order to divert attention from the hurtful intent.
- Sexual harassment: This includes making rude or suggestive remarks and gestures in order to hurt or shock another person.
- Annoying others to get attention. This may include forms of teasing or flirting
- Depriving others of equal rights such as taking turns at a game, or monopolising teacher's time or by withholding information in an attempt to gain an advantage.
- Taking others' possessions to inconvenience them. This includes demanding money or privileges to gain an advantage.
- Using social pressure to distance others.
- Making false accusations or repeating criticism about a third party.
- Cyberbullying

ADDRESSING BULLYING

Open environment to discuss bullying behaviour by:

- Providing safety for all those reporting.
- Actively listening to the concerns of those reporting.
- Acknowledging the concerns of everyone involved.
- Stating a clear strategy to address the issue.

Educational programs designed as prevention techniques and to heighten awareness:

- Staff - through staff meetings.
- Student Representative Council – through meetings and through direct assembly and class programs.
- Parents - through Home and School meetings, that are open to all parents.
- Students – teaching life skills that resolve and diffuse conflict. Examples of this could be: conflict resolution, empathy training, assertiveness training, negotiation skills, and problem solving. Can be accomplished through visiting stage productions in the school.

Clear reporting procedures designed to:

- Be an adjunct to the official discipline system.
- Take the report of bullying seriously - demonstrate to bullies that their behaviour is being observed and assessed.
- Be co-operatively driven and assessed for effectiveness by students and staff.
- Report incidents of bullying to the teacher or Principal who will
 1. Monitor individual patterns of behaviour.
 2. Identify particular bullying patterns across the school.

Stages in monitoring patterns of bullying:

- Problem is dealt with on the spot by principal or staff.
- Notification that the behaviour has been recorded.
- Interview to discuss behavioural pattern.
- Meditation process.
- Referral to the Management Committee.

Stages in monitoring behavioural patterns of victims:

- Interview to look at the behavioural choices.
- Awareness program to challenge 'helplessness' patterns.
- Training in assertiveness skills.
- Empowering victims to address 'bullies'.

WHAT TO DO IF YOU ARE BULLIED

INITIAL COPING STRATEGIES

- Try not to show that you are upset. Bullies feel great if they have upset you.
- Try to be assertive look and sound confident.
- Walk quickly and confidently, even if you don't feel that way inside – appearing confident is helpful.
- If students have been bullying you, teasing you or calling you names, reassure yourself that you're OK, and that those students are the ones with the problem.
- Talk to a friend/friends about it.
- Avoid "risk" situations where possible, or stay close to adults or friends.

- Consider whether you have been bullying yourself, e.g. have you been name-calling, annoying, threatening, showing off, etc? If you have, change your own behaviour.
- If you feel or think that you are different in any way, be proud of it – individuality and diversity (with the school guidelines) are important.
- Consider talking to the School Chaplain – this person can help you develop skills that can be useful in bullying situations.

Procedure to follow: (as per NRL visits each year)

- Stand Strong
- Stay Calm
- Respond Confidently
- Walk Away
- Report



FURTHER COPING STRATEGIES

Report it to a teacher or Principal: Remember that the bullying will continue if those responsible think they can get away with their behaviour. Bullying can be stopped!

If bullying continues after reporting it to a teacher, talk to the School Chaplain/Principal, who will record the incident and monitor the situation.

WHAT TO DO IF SOMEONE ELSE IS BULLIED

REPORT IT	The person bullied may be too scared to tell anyone.
REMEMBER	That nobody deserves to be bullied
SHOW	The bully that you and your friends strongly disapprove of his/her actions.
GIVE	Support to students who are bullied

THE SCHOOL ADMINISTRATION UNDERTAKES TO:

- seek feedback from staff – both through Staff Meetings and personal approaches.
- seek feedback from students through School Captains and the Student Representative Council.
- involve the School Chaplain to assist with the mentoring of bullies and those being bullied.
- monitor any changes in the reported discipline incidents.

FROM INCIDENT TO RESOLUTION:

- Students and/or parents are to report bullying incidents to a staff member. The staff member is to act on this immediately to determine whether this is a case of bullying. If so;
- The teacher will complete a Bullying Incident Report and give a copy to the Principal/Deputy Principal.
- The teacher and/or Deputy Principal will immediately decide on an appropriate course of action, including some or all of the following measures:
 - The teacher or Deputy Principal will investigate the incident immediately.
 - The teacher or Deputy Principal will meet with the students involved in an attempt to resolve the situation and reassure the victim that they will be kept safe and will keep them informed of the procedures that will be followed to deal with the bully.
 - Parents will be informed and asked to come in for a meeting.
 - Counselling will be offered to, or arranged, for the victim.
- The bully will be required to sign a contract, which will include a detention, a commitment to change their behaviour and an agreement to meet regularly with a mentor – School Chaplain who will work to help the bully change their behaviour and he and the Deputy Principal will monitor the situation to see that the contract is being kept and no further bullying is occurring.
- In severe cases, the bully may be suspended without having a prior contract.
- In cases of persistent and serious cases of bullying which continue, at-home suspension and/or expulsion may be considered as this may be deemed as the best course of action for the safety of others in the school.
- Parents of the perpetrator and the victim are kept in-the-loop with all actions that are being taken.

*A copy of the full text of the Anti-Bullying Policy can be obtained from the Office.
The policy was reviewed but no changes were made to the Policy during 2020.*

COMPLAINTS AND GRIEVANCES POLICY

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.

COMPANY COMMITMENT

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

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.

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.

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.

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 time frame.

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 time frames 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.

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

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.

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.

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.

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.

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, 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.

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 in 2020.

LOOKING FORWARD

SCHOOL DETERMINED IMPROVEMENT TARGETS

PRIORITY AREAS FOR IMPROVEMENT FOR 2021

2021 School determined improvement targets:

1. Design a holistic wellbeing program for the spiritual, social and emotional health of all staff and students.
2. Incorporate the learning competencies into teaching and learning programs to underpin the curriculum.

ACHIEVEMENT OF PRIORITY AREAS LISTED FOR IMPROVEMENT IN THE 2020 REPORT

GOAL 1

Design a holistic wellbeing program for the spiritual and emotional health of all staff and students.

Recommendations/ Reflections	Strategies to address Improvement	SMART Goals Success Indicators	Progress
<p>Develop a whole school well-being framework.</p> <p>Implement a new behaviour system within the school to reflect current best practice.</p>	<p>Liase with the AIS and other Adventist Schools to examine best practice in wellbeing programs and structures.</p> <p>Develop an over-arching structure to support all staff and students. Plan structured implementation for each component of the framework. As part of staff spiritual wellbeing to implement the ABIDE spiritual masterplan.</p> <p>Tier 2 & 3 PB4L supports will be further established and embedded to support students with additional needs.</p> <p>For further strategies, see individual action plans, developed and altered throughout the year.</p>	<p>A well-being framework has been developed with encompassing spiritual development, chaplaincy, behavior, counselling,</p> <p>We are maintaining a positive school climate, where academic success is maximised, social skills are taught, good behavior is modelled and recognised and all communication is positive. All staf and students have a voice are nurtured</p>	<p>To continue to develop and embed in 2021.</p>

GOAL 2

Further develop evidence based best practice in Writing, Maths and Science, particularly in assessment and differentiation.

Recommendations/ Reflections	Strategies to address Improvement	SMART Goals Success Indicators	Progress
<p>We are implementing and embedding best practice in assessment and differentiation, using our PLC's to make data driven informed decisions about future learning in English and Mathematics so that individual needs of students are met.</p> <p>The new Science and Technology curriculum is a compulsory alteration to the teaching and learning program. The school has therefore decided to seek support from the AIS in ensuring best practice in the teaching of the new Science curriculum.</p>	<p>A rolling action plan will be developed as the year progresses in conjunction with the AISNSW consultant.</p> <p>Strategies include:</p> <ul style="list-style-type: none"> • Macro look at assessment results. • Using standardised/ benchmarked testing to identify student need (NAPLAN, PAT, DIBELS, SENA) • PLC session on each of above testing • Assessment in writing (all strands with English and Maths) • Programme modification based on formative assessment • Using PLC's to learn where next • Assessment moderation • Develop our own version of ARC website • Specific, subject specific and strand specific assessment strategies • Is our assessment differentiated? Are we assessing at all levels? • Consistency in A-E grading <p>The initiative will be built around the work of the AISNSW Quality Learning and Teaching in Primary Science and Technology Literature review, to transform our approach to pedagogy, curriculum and assessment in primary Science and Technology.</p>	<p>Students are making rapid progress in their learning of Science and Technology due to the excellent teaching of a new curriculum.</p> <p>By the end of 2020 we are implementing and embedding best practice in assessment and differentiation, using our PLC's to make data driven informed decisions about future learning in English and Mathematics so that individual needs of students are met.</p>	<p>We have completed our work with 'SIS' and the Science focus will finish in the first few months of 2021 (due to COVID-19 lag).</p>

INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

Due to COVID-19, many initiatives that we have done in the past were not able to be done. Despite this, across 2020, the students were involved in several initiatives that promoted respect and responsibility, along with compassion, empathy, kindness and much more. These initiatives included:

- **Visit from Healthy Harold** where students learned to respect themselves, others and their bodies.
- **GRIP Leadership:** Eight Year 5 & 6 students – School Captains, SRC and Sport Captains - attended the GRIP Leadership program. They are challenged to come back to school and lead in SRC initiated programs across the school.
- **Harmony Day;** where children were able to learn more about how we CAN all live in harmony together and respect each other.
- **NAIDOC** Activities were done in each classroom where students learned more about Aboriginal culture and how we can best work together towards positive outcomes.
- **Asian Aid Sponsorships:** The students sponsored five (5) students in India, through Asian Aid, which allows them to go to school and also contributes to clothing for them.
- **Pink Bun Day:** The students participated in Pink Bun Day and all proceeds went to the Cancer Council. Students were able to purchase buns at recess and lunchtime.
- **Secretary Day:** classes make Appreciation/Thank You cards and gave them to the secretaries. Some sang a little song or said a poem.
- **World Teacher's Day and Teacher Appreciation Day:** Students show their appreciation to the teachers on these days. The teachers are treated to a Breakfast organised by the Principal.
- **PB4L (Positive Behaviour 4 Learning):** A discipline platform that encourages positive behaviour and positive consequences while explicitly teaching expected behaviours.
- **Black Dog Institute:** School sold Ice Creams with all different flavours and colours and raised \$550 for Black Dog.

PARENT, STUDENT AND TEACHER SATISFACTION

PARENTS

- When I first rang the school and then visited, I felt immediately at ease as I was welcomed with a big smile and all my questions were answered in a friendly tone and manner.
- My friends have their children at the school and they strongly recommended the school to me.
- I searched up the school on Google and your school has an excellent ranking.
- The school has a good reputation in the community.
- The teachers are understanding of my child's needs and communication through See Saw is appreciated.
- Very happy with the standard of education that my child is receiving.
- The teachers are dedicated, energised, enthusiastic, encouraging, make learning fun, passionate about teaching, take pride in their work and take parents' concerns seriously.
- It would be good if teachers could minimise the disruptive behaviours of a couple of kids in my child's class.
- It's a wonderful safe place for my son. They have made my son feel comfortable, safe and well loved.
- I feel Hurstville Adventist School (HAS) is a safe place. My only concern is the kids may not know what to do when they get bullied after they leave HAS as they are really well protected in HAS. HAS teachers always standby to help the students. What if the other school teachers are not as good as our teachers? I hope the kids can find a way to deal with that even if their future teachers are not as responsible as HAS teachers.

STUDENTS

- Hurstville Adventist School is an amazing place. It is the most culturally diverse school. The classes are filled with amazing curiosities and different things to learn. The students are incredibly polite and civilised. The teachers are very kind and solicitous too. Would recommend for people trying to find a new school.
- In this school, teachers care for you and they know you even though they are not in your class. They will welcome you into our school if you are new.
- I feel safe because everyone here cares about me.
- Would like Maths and English to be a bit more fun.
- I think that Hurstville Adventist school is a safe place because there are always two teachers on duty and all the students at this school will look after you especially the Year 6 children because they are the role models for the school.
- teachers help me to do my best.
- teachers really want to help me learn and understand how I learn.

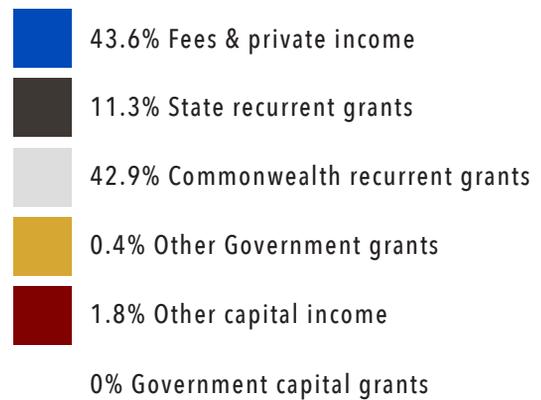
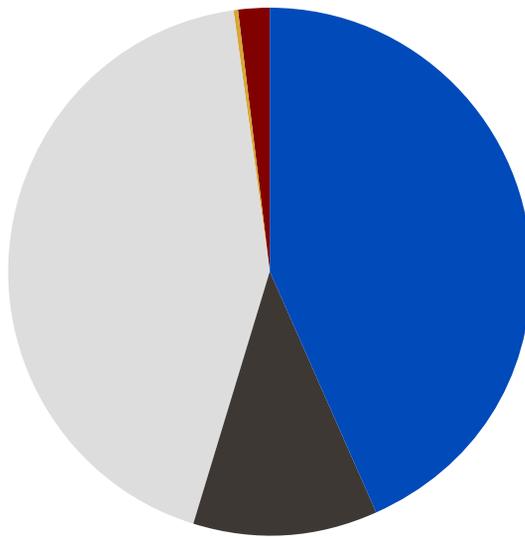
TEACHERS

- I am glad that we have the freedom to try out different things with our children.
- I truly enjoy working at Hurstville Adventist School. The work atmosphere is always positive and as a teacher I feel that I am supported and can always go to the Leadership Team for help. I like that we are challenged to become better teachers but are also given the tools to accomplish that.
- At Hurstville Adventist School I love that everyone is committed and dedicated to their roles. Everyone goes above and beyond in their classrooms and this is motivating to me as a teacher. There is also a great sense of community and support throughout the school.
- I love having opportunities to grow in my teaching journey, by being a part of the PB4L team and having PLC teams.
- Hurstville Adventist School is very mission driven and truly cares about its' employees. The staff feel like their voice is heard and their input is taken into consideration. Hurstville Adventist School fosters a culture of quality, feedback and growth. Professional growth is encouraged, and innovative professional learning programs are provided to improve teaching efficacy, and to enable teachers to deliver quality teaching and learning, informed by pedagogy.
- Hurstville Adventist School is a supportive and caring work environment. The teachers work collaboratively together and all share the same vision. It is a great school to be a part of!
- We have a positive environment to work in where everyone helps out everyone.
- I love that I am able to be a part of the Science Team and find new ways to engage student learning.

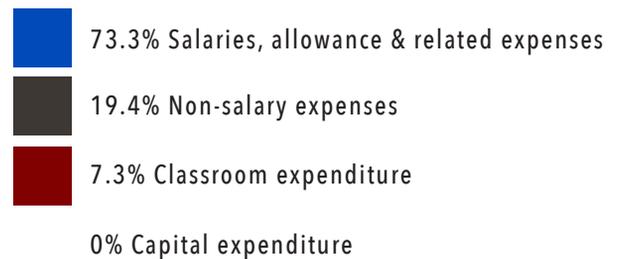
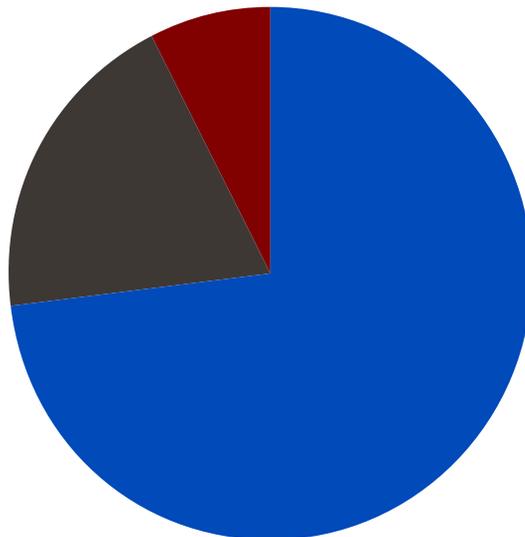
FINANCIAL INFORMATION

HURSTVILLE ADVENTIST SCHOOL 2020 INCOME & EXPENDITURE

INCOME



EXPENDITURE



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.

CHECKLIST

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

Please tick that your school complies with the following.

- 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