

NSW Education Standards Authority

Annual Report

2023

**Reporting on the 2022 Calendar Year**

Narromine Christian School

Owned and Operated by

Seventh-day Adventist Schools

(SNSW) Ltd

# A message from key school bodies –

**Principal’s Message**

Nurture for Today, Learning for Tomorrow, Character for Eternity

Narromine Christian School (NCS) has been providing quality Christian Education for over 45 years.

Our school runs from Pre-Kindergarten to Year 6 and we pride ourselves on the safe, family environment we provide for our students and their families.

Parents choose to enrol their children at Narromine Christian School because of its family feel and our ability to know, understand and focus on improving their child’s learning needs. Each child receives learning experiences that are moral and values based, rooted in a solid foundation of core knowledge concepts whilst using technology to enhance student learning.

NCS runs a Pre-Kindergarten Centre which currently runs 3 days a week and is well patronised by the community. The Pre-Kindergarten Centre gives 4 year olds the opportunity to grow and develop in a school environment to ultimately make their transition into regular school life smooth and ‘hassle free’. The Pre-Kindergarten program operates within a flexible framework providing a balance of social interaction and developmental play, combined with formal learning, as is appropriate to the maturity level of the child. Children learn the routines of the classroom and the expectations of school. The program is designed to give children an advanced start to their education.

In 2022, 148 students are enrolled in the main school and 28 children attend Pre-Kindergarten over the 3 days. NCS employs 9 full time staff, 6 part-time staff and 2 full time and part time teacher aides.

Our teachers are dedicated and caring and always go the extra mile to provide a happy, nurturing environment for the students in their care. We aim to recognise and grow each child’s individual talents and potential in partnership with our school families and support children in areas identified for growth.

We believe that a balanced education involves a holistic approach that encompasses the academic, spiritual, physical and creative aspects of education.

Our curriculum fulfils the NESA syllabus requirements through explicit direct instruction, differentiation strategies and formative assessment techniques.

At Narromine Christian School, we can confidently say that our educational programs are research based and our dedicated staff are continually improving their knowledge, skills and teaching practice especially in the core learning areas of literacy and numeracy.

Our school focus is on building a strong literacy and numeracy program that focuses on explicit, direct instruction teaching techniques, modelled, guided and independent learning, student engagement and achievement of outcomes. The building of phonological awareness, phonemic awareness, phonic and vocabulary skills are core components of our K-2 literacy program.

Our Mathematics program while helping students to achieve the required outcomes focuses on mathematical fluency in numeracy, teaching multiple strategies in all mathematical strands and works on improving student’s problem-solving techniques using the same explicit direct instruction approach that works so successfully in the teaching of literacy skills.

Our Tier 3 interventions follow research-based initiatives that are proven to work, are only used on the basis that our core Tier 1 program is educationally sound and providing differentiation for all students.

The aim of our curriculum is to equip students with life skills to enable them to be valuable, community minded citizens and to not only dream big but have the skills to achieve those dreams.

**School Management Committee**

The Narromine Christian School Management Council meet regularly each year. Members of the Management Council consist of the SNSW Conference CFO, the SNSW Education Director, the SNSW Associate Education Director, the School Principal, the School Registrar, the Teaching and Learning Coordinator and the Pastoral Care Coordinator.

A copy of the minutes of each meeting is filed in the governance folder on the schools NCS Drive and shared with members of the Management Committee. The role of the school management committee is to support the principal in the running of the school, look after school governance and approve and give advice on necessary changes to the school guidelines in all areas of the school. The management committee receives regular WH&S reports, principal’s reports and financial reports.

**Home and School Committee:**

 One of the most effective ways Narromine Christian School can promote relationship building and cooperation with all stakeholders is through the Home and School Association (Home & School).

The Home & School’s aim is to unite the home, school and wider community providing opportunities for families for social interaction, parent education, fundraising, volunteering and other means that improves the educational environment and outcomes for each student.

The Home & School fosters understanding, appreciation and co-operation between school and community by providing special events, in which the members of the community are invited, which promotes the Narromine Christian School to the local and wider community.

The Home & School is a committee of enthusiastic parents who are there to support the function of the school in a variety of ways from assisting with fundraising events, volunteering in the canteen and taking on special days or community events held at the school throughout the year. Whatever way parents and friends are able to assist, their contribution is vital to the success of our School and Pre-Kindy and it is totally valued and appreciated.

### Meetings

### Home & School meet once or twice a term at the school, led by a president who is appointed each year. An AGM is held annually at the beginning of each year to appoint a treasurer, a secretary and all general members. Discussions of the important decisions that affect our students’ school experience are made during these meetings. Parent attendance is appreciated, and all parents involved are kept informed by emails and texts.

### Fundraising

Fundraising plays an important part in the role of the Home & School. Funds are raised to provide the school with additional facilities and equipment that the school needs to help make our student’s experience a memorable one. The Home and School Committee has contributed to the building and paving of our schools new parent coffee corner completed at the end of 2022.

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

Narromine Christian School emphasises academic progress and facilitates each student’s learning to help them reach their potential. Student learning is celebrated in a safe, positive, disciplined environment.

Narromine Christian School has spacious grounds that house large well-equipped air-conditioned classrooms with up-to-date computer and internet technology in each classroom. Students enjoy the multifunctional covered modern playground area with a sand floor covering.

Narromine Christian School has a Christian ethos and provides Christian values for all children irrespective of race, religion or culture. The teachers are dedicated to encouraging students to develop a love for God, a love and acceptance of other people and a healthy self-esteem. Narromine Christian School will give students numerous opportunities to:

* Develop academic excellence.
* Mature in physical skills.
* Make positive social adjustments.
* Build lasting peer relationships.
* Grow in Christian value.s
* Create a sense of pride in themselves and their school.
* Feel secure and nurtured within their learning environment.

Narromine Christian School’s mission is to motivate, nurture and celebrate spiritual, academic and personal growth in a Christ-inspired environment that serves not only our school community but the wider community as well.

At Narromine Christian School, we place high value on the character development of our students. We emphasise high standards in the areas of behaviour, academic excellence, spiritual development, physical achievement and social interaction. Our whole school behaviour management program, STRENGTH, supports provides positive supports and guidelines for staff and students to promote the development of character and morals and values in our students.

Narromine Christian School runs a Pre-Kindergarten Centre which currently runs 3 days a week and is well patronised by the community. The Pre-Kindergarten Centre gives 4 year olds the opportunity to grow and develop in a school environment to ultimately make their transition into regular school life smooth and ‘hassle free’. The Pre-Kindergarten program operates within a flexible framework providing a balance of social interaction and developmental play, combined with formal learning, as is appropriate to the maturity level of the child. Children learn the routines of the classroom and the expectations of school. The program is designed to give children an advanced start to their education.

In 2022, Narromine Christian School enrolments have grown to 148 students in the main school and all Pre-Kindergarten days filled. Narromine Christian School employs 9 full time staff, 4 part-time staff, 2 teacher aides and 3 part time office staff. The school students have access to sporting facilities both at the school and in the town, itself. Students have the opportunity to participate in community events, visit the local library and travel to local areas for educational and sporting excursions. Older students attend overnight excursions where appropriate to their learning.

At Narromine Christian School, academic progress is emphasised and individual learning is celebrated. The school focus is on improving student literacy and numeracy standards and improving students cultural awareness and connections to community.

Narromine Christian School is a nurturing educational haven where moral and values-based learning is fundamental to our belief of growing students into purpose driven, community minded citizens of the future.

The huge focus that has been placed on improving our Literacy and Numeracy practices has been extremely beneficial to not only our student learning but also to staff development.

Narromine Christian School has received funding under the banner of the Waratah Project. The overarching aim of this project is to improve the literacy and numeracy outcomes of our ATSI students while also improving the schools cultural awareness, building community connections both locally and further afield and guiding staff in these areas through professional learning and close connections with hub schools.

Covid Intensive Learning Support Funding has been provided to our school to ensure we have the capacity to support students who have been affected academically throughout the restrictions and home learning due to COVID.

We are extremely proud of the growth and achievements of not only our students but our staff as they grow and learn to better themselves and their teaching practice.

# 3 Student performance in National and State-wide tests and examinations

## 3.1 Student outcomes in standardised national literacy and numeracy testing

### Literacy

Language Conventions includes Reading, Writing, Spelling, Grammar and Punctuation.

### Reading

|  |  |  |  |
| --- | --- | --- | --- |
| Year | % below national minimum standard | % at national minimum standard | % above national minimum standard |
| Year 3 | 5% |  | 95% |
| Year 5 |  | 13% | 87% |
| Year 7 |  |  |  |
| Year 9 |  |  |  |

### Writing

|  |  |  |  |
| --- | --- | --- | --- |
| Year | % below national minimum standard | % at national minimum standard | % above national minimum standard |
| Year 3 | 5% | 5% | 90% |
| Year 5 | 7% | 7% | 87% |
| Year 7 |  |  |  |
| Year 9 |  |  |  |

### Spelling

|  |  |  |  |
| --- | --- | --- | --- |
| Year | % below national minimum standard | % at national minimum standard | % above national minimum standard |
| Year 3 |  | 5% | 95% |
| Year 5 |  | 13% | 87% |
| Year 7 |  |  |  |
| Year 9 |  |  |  |

### Grammar and Punctuation

|  |  |  |  |
| --- | --- | --- | --- |
| Year | % below national minimum standard | % at national minimum standard | % above national minimum standard |
| Year 3 | 5% | 11% | 84% |
| Year 5 | 7% | 13% | 80% |
| Year 7 |  |  |  |
| Year 9 |  |  |  |

### Interpretative Comments

The 5% of students in year 3 below the national minimum standard in reading represents 1 student.  The 5% of students in year 3 and 7% of students in year 5 below the national minimum standard in writing represents 1 student respectively. The 5% of students in year 3 below the national minimum standard in Grammar and Punctuation represents 1 student. The 7% of students in year 5 below the national minimum standard in Grammar and Punctuation represents 1 student.

### Numeracy

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

|  |  |  |  |
| --- | --- | --- | --- |
| Year  | % below national minimum standard | % at national minimum standard | % above national minimum standard |
| Year 3 | 6% | 26% | 68% |
| Year 5 |  | 20% | 80% |
| Year 7 |  |  |  |
| Year 9 |  |  |  |

### Interpretative Comments

The 6% below the national minimum standard in Numeracy in year 3 represents 1 student.

# 5 Professional learning and teacher standards

## 5.1 Professional Learning

| Areas of professional learning | Teachers(number or group) |
| --- | --- |
| LNAP – Differentiation Part 1 - AIS | 9 |
| LNAP – K-2 Maths Syllabus -  | 4 |
| 3-6 Modelled Reading | 5 |
| LNAP Zoom – coaching  | 2 |
| Child Protection | 20 |
| LNAP Literacy Syllabus – Fiona Elliott -AIS | 9 |
| LNAP – Differentiation – Part 2 – Fiona Walker - AIS | 9 |
| PRIME Mathematics Training | 9 |
| Virtual Year – Waratah - AIS | 11 |
| LNAP – Ais Zoom – School wide walkthroughs | 2 |
| Instructional Leadership Seminar  | 1 |
| Connecting to Community Workshop | 20 |
| AIS Waratah Training | 1 |
| Fiona Walker – K-2 Mathematics Syllabus | 9 |
| Programming – formatting and timelines | 11 |
| Fire Hydrant Training | 20 |

|  |  |
| --- | --- |
| Total Staff PD experiences: 142 |   |
| Average cost per teacher for professional learning: $500 – *a number of professional learning experiences are provided as part of funding initiatives the school is involved in.* |   |

## 5.2 Teacher Accreditation Status

|  |  |
| --- | --- |
| **Accreditation Level of Teachers** | **Numbers of teachers** |
| (i) Conditional | 2 |
| (ii) Provisional | 1 |
| (iii) Proficient or higher | 9 |
|  | 12 |

# 6 Workforce composition (comment on Indigenous staff)

Our school consists of six female and two male full time teaching staff, 4 female part time teaching staff, two full time female teacher aides, one part time teacher aides, 2 part time female and one part time male ancillary staff.

# 7 Student attendance rate and non-attendance

## 7.1 Average Year Level Attendance

|  |  |
| --- | --- |
|  Year Level | Average Attendance (%) |
|  Kindergarten | 73.74 |
|  Year 1 | 88.86 |
|  Year 2 | 89.57 |
|  Year 3 | 88.41 |
|  Year 4 | 91.62 |
|  Year 5 | 88.48 |
|  Year 6 | 88.34 |
| Total school attendance average | 87% |

## 7.2 Management of non-attendance

It is the law that all children of compulsory school age must attend a registered school. Compulsory school age is up to the completion of Year 10 and at least 15 years of age. As school staff, we have a legal and moral responsibility to ensure that attendance of students at school is monitored and records are kept.

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

1. The Attendance Officer is instructed to inform the Principal once a student’s attendance falls below 85% and continue to report while it is below this amount.
2. If attendance is below 85% or a student has more than 7 days of unresolved absences a letter is sent to parents/carers showing child’s attendance percentage and explaining the importance of regular attendance.
3. If attendance does not improve, a second letter is sent 4 weeks after the initial letter indicating that the situation is being monitored closely and a parent meeting may be required.
4. If attendance remains poor, a third letter requesting a parent meeting and listing a date and time for the meeting is sent 4 weeks after the second letter.
5. A parent interview is arranged by the Principal and a plan formulated to ensure the student attends school regularly.
6. If a parent will not meet with the school, the matter is immediately reported to Family and Community Services or any other relevant agencies.
7. In the case that the plan is not adhered to, the Principal will report the matter to the Department of Communities and Justice or any other relevant agencies.

# 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. (Narromine Christian School requires students applying for Kindergarten to be 5 by the 31st March of the starting year).

## Immunisation Requirements

All schools are required to request an [immunisation certificate](http://www.health.nsw.gov.au/immunisation/Pages/Immunisation-in-schools.aspx) 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.
1. The school will meet with parent/caregiver(s) of the students before offering a place.
2. 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.
3. 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

At the 2022 August Census, there were 148 students enrolled in K-6 at Narromine Christian School.

The Grade Breakdown is as follows:

|  |  |
| --- | --- |
| **Year** | **Students** |
| Kindergarten: | 21 |
| Year One: | 23 |
| Year Two: | 23 |
| Year Three: | 23 |
| Year Four: | 19 |
| Year Five: | 17 |
| Year Six: | 22 |

There are 80 girls (54%) and 68 boys (46%) enrolled at Narromine Christian School.

We have 46 (32%) students with indigenous backgrounds enrolled.

# 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.

1. **Aim**

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

1. **Implementation**

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

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

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

#### There have been no changes made to this policy during 2022.

### Discipline Policy

1. **Rationale**

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

1. **Aim**

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

1. **Implementation**

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

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

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

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

#### There have been no changes made to this policy during 2022.

### Anti-Bullying Policy

Summary of the Anti-bullying Policy

Bullying is not accepted or condoned at Narromine Christian School and will not be tolerated.  Any bullying or bully like behaviour is dealt with immediately.  The behaviour is recorded and monitored.  If the behaviours continue interviews with parents happen and mediation is put in place.  Awareness and Empowerment programs are in place to reduce bullying behaviours and to empower victims.

#### Location of the Anti-Bullying policy (Safe and Supportive Environment Policy) is found on the school’s intranet. To obtain a copy please ask at the front office.

#### **There have been no changes made to this policy during 2022.**

### 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.

1. **Company Commitment**

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

* 1. **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.
	1. **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.
	1. **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.
1. **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.

1. **Complaint Management System**

## Stages of Managing a Complaint

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

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

## Receipt of Complaints

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

The record of the complaint will identify:

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

## Acknowledgement of Complaints

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

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

## Initial Assessment and Addressing of Complaints

After acknowledging receipt of the complaint, the staff member handling the complaint will confirm whether the issue/s raised in the complaint is/are within the school’s or company's control. The outcome/s sought by the person making a complaint will be considered and, where there is more than one issue raised, there will be a determination whether each issue needs to be separately addressed.

When determining how a complaint will be managed, the issues raised will be assessed against the following criteria:

* severity;
* complexity;
* health and safety implications;
* impact on the individual or wider school community; and
* potential to escalate.

## Addressing complaints

The methodology for addressing the complaint may include:

* working with the person making the complaint to see how the issues can be appropriately addressed;
* making inquiries with the person or area that is the subject of the complaint; and/or
* conducting an investigation into the issues raised in the complaint.

The nature and scope of any action taken will depend on a number of factors including:

* the circumstances of each case;
* any statutory requirements;
* the issue/s complained about;
* the parties involved; and
* the likely outcome.
1. **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.
1. **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.
1. **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.

1. **Accountability and Learning**

## Analysis and Evaluation of Complaints

Complaints are recorded in a systematic way so that information can be easily retrieved for reporting and analysis.

Regular reports will be run on:

* the number of complaints received;
* the outcome of complaints;
* issues arising from complaints;
* systemic issues identified; and
* the number of requests received for internal and/or external review of complaint handling.

Regular analysis of these reports will be undertaken to monitor trends, measure the quality of service and make improvements.

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

## Monitoring of the Complaint Management System

The complaints management system will be monitored to:

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

## Continuous Improvement

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

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

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

#### There have been no changes made to this policy during 2022.

# 11 School determined improvement targets

### Priority Areas for Improvement for 2023 (Schools in National Partnerships should include items from their school plan and come from the QAS Rolling School Improvement Plan)

To provide opportunities for service activities both within the school and as a part of the wider community.

To develop mathematics daily reviews across each grade that provide repeated practice of core concepts and tap into the prior learning needed for learning of new content.

To provide a wider variety of opportunities to grow our student leaders.

### Achievement of Priority Areas listed for improvement in the 2022 report (Schools in National Partnerships should include achievements of items from their school plan and come from the improvements listed in your last Annual Report)

*To ensure school assessment processes are current, used to inform teaching practice, student support processes and practices and used to guide strategies for improvement of student outcomes.*

As a school team we have worked hard in this area to ensure consistency across all aspects of our school.

*To expand staff knowledge on effective differentiation practices to improve student outcomes and effective teacher practice.*

Staff have participated in training on differentiation and have shown improved practice in differentiating for student need in their classrooms.

*To improve processes and practices to further include school families and the wider community in our school family.*

 As we have come out of COVID restrictions we have intentionally considered events and practices to include our school families such as a new and improved newsletter, a K-2 parent morning tea, Father’s Day BBQ, Grandparents Day, Easter Hat Parade, Book Week Parade. In 2023 we have had a welcome BBQ, Fuse has started again, a parent coffee corner has been built and each class has a parent who helps to connect and organise helpers in the class for events or provide opportunities for connection.

# 12 Initiatives promoting respect and responsibility

## School Leadership Development

Ensuring that the school leaders are given tasks that help them to be responsible and to take on specific roles in the daily running of the school. Responsibilities such as taking care of the Sports Shed, raising and lowering the school flag, greeting visitors, making student rosters, leading out in public speaking engagements, running the chapel program each week and participating in Fuse services.  School leaders also participate in the Grip Leadership Training each year to grow their leadership skills.

## Service projects

The students are involved in service projects throughout the year. Things like participating in the ANZAC Day March, visiting Timbrebongie (old folks home) each week are an important part of our school program.

# 13 Parent, student and teacher satisfaction

Staff, parents and students show a positive outlook about the many areas that make up Narromine Christian School. Continued growth in school numbers is testament to the fact that parents are happy with the direction our school is taking on the road to improved outcomes, facilities and learning initiatives.

# 14 Summary financial information

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

### Income

|  |  |
| --- | --- |
| Income Sources | Percentage of Total Income |
| Fees and private income | 9.2% |
| State recurrent grants | 17.1% |
| Commonwealth recurrent grants | 68.7% |
| Other Government grants | 5.0% |
| Government capital grants | 0.0% |
| Other capital income | 0.0% |

### Expenditure

|  |  |
| --- | --- |
| Expenditure Costs | Percentage of Total Expenditure |
| Salaries, allowance and related expenses | 62.4% |
| Non-salary expenses | 28.2% |
| Classroom expenditure | 9.4% |
| Capital expenditure | 0.0% |

# 15 Public disclosure of educational and financial performance

The 2023 Annual report will be published on the school’s website and available on request from the school office.

**SECTION 2**

**CHECKLIST**

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

**Please tick that your school complies with the following.**

**🗹** 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.