

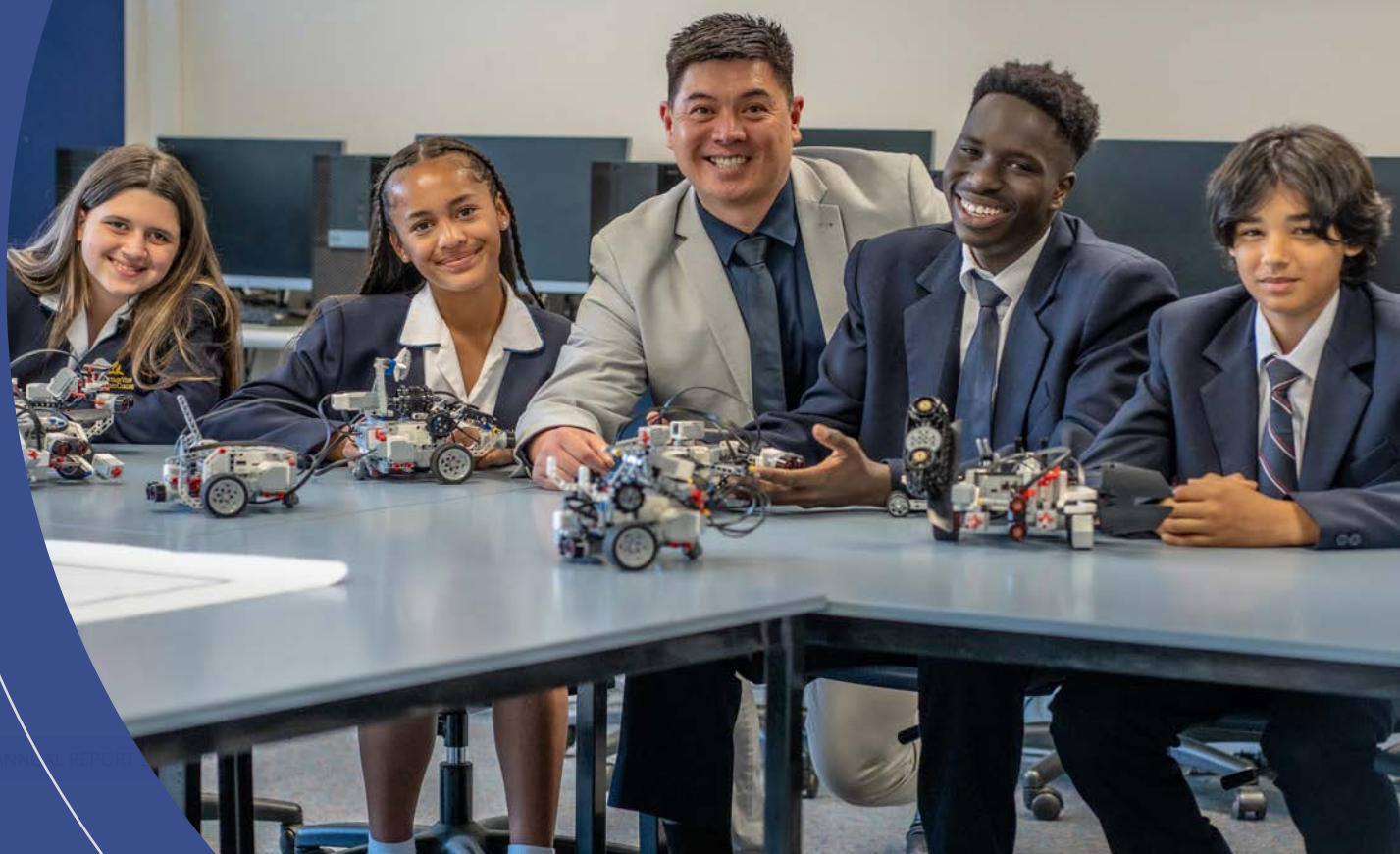


MOUNTAIN VIEW
ADVENTIST COLLEGE

NSW EDUCATION STANDARDS AUTHORITY

Annual Report

REPORTING ON THE
2023 CALENDAR YEAR



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1 Context

1.1 A MESSAGE FROM KEY SCHOOL BODIES

SCHOOL MANAGEMENT COUNCIL

The School Management Committee meets 6 to 8 times per year. The purpose of the School Management Committee is to support the principal in managing the operations of the school, specifically in the areas of Mission and Values, Quality Improvement, Finance, Policy and Compliance, and Strategic Planning. Members and invitees are bound by a Confidentiality Agreement, Conflict of Interest Declaration, and a Responsible Person Code of Conduct

Chaired by the Executive Director or Associate Director of Education, the committee membership is made up of the Principal, Deputy Principal, Finance Officer, Wellbeing Coordinator and Chaplain. Other leadership staff are invited to attend as needed to present and add voice to specific agenda items. The Chairperson, Secretary and CFO of Seventh-day Adventist Schools (Greater Sydney) Limited Board of Directors are permanent invitees.

PRINCIPAL'S MESSAGE

Serving as the Principal of Mountain View Adventist College (MVAC) has been an honor, witnessing the collaboration among staff, students, and parents to nurture each child's journey. Mountain View stands as a haven for students, where witnessing their growth, resilience, and accomplishments is truly inspiring. Our college is a vibrant hub fostering diversity, faith, and excellence across academics, culture, and sports where students can discover their tomorrow.

Our commitment to fostering student success stems from a dedicated focus on explicit instruction and nurturing the holistic development of every child. At Mountain View, our values of respect, initiative, compassion, and integrity, guided by Micah 6:8, underpin every facet of our community. We cherish the unity within our school, aspiring for our students' highest potentials, all while walking humbly with our faith.

To all members of our cherished learning community, I extend heartfelt gratitude for being integral to the MVAC journey. It has been a privilege to serve alongside each of you in shaping the future of our students.



STUDENT REPRESENTATIVE COUNCIL (SRC)

Mountain View Adventist College (MVAC) has historically placed an emphasis on assisting our students in understanding the importance of being active members of our community. This emphasis is enshrined in Micah 6:8 our college bible verse but also our commission as Adventist Educators to prepare our students as our Vision statement says Nurture for today, Learning for Tomorrow and Character for Eternity.

Our hope is that as we continue to encourage our students to advocate for their peers, to respectfully share their opinions within this forum our young people will find joy in acting justly, loving mercy and serving others.



1.2 CONTEXTUAL INFORMATION ABOUT THE SCHOOL

Mountain View Adventist College is a faith based, co-educational Pre-kindy to Year 12 school located in Doonside, Western Sydney. Made operational in 1969 by the Seventh-day Adventist Church the school has 609 students and has a reputation as a caring and supportive multi-cultural learning community with above average growth in literacy and numeracy. Students represent 52 different cultures and 60% of students have a language background other than English while 3% of students are Indigenous students. The school serves the wider community regardless of religious affiliation and, drawing on a wide geographic area that is supported by a large bus fleet, there is broad diversity in the socio-economic status in the College community. Therefore, the school seeks to provide an environment where students can fulfil their potential and prepare themselves for an enriching life of service to their communities. Local and international service projects provide avenues for the development of student's general capabilities, thus supporting life-long learning.

As many students come from non-English speaking backgrounds, the focus on literacy and numeracy is crucial. The use of well researched approaches to learning along with the use of student data to inform decisions about effective teaching have resulted in significant growth in literacy and numeracy across the school. Professional learning is supported by the school's partnership with the NSW Association of Independent Schools to drive school improvement in the intensive Literacy and Numeracy Project and student engagement initiatives. The school improvement goals identified in the School Improvement Plan, and supported by the Quality Adventist Schools Framework, have resulted in improvements in student focused learning and continue to be a strong base for future growth and learning.

2 Outcomes and Results

2.1 STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

SCHOOL AVERAGE WHEN COMPARED TO ALL AUSTRALIAN SCHOOLS

	READING	WRITING	SPELLING	GRAMMAR	NUMERACY
YEAR 3	367	421	408	411	384
YEAR 5	463	480	495	479	455
YEAR 7	506	523	533	506	516
YEAR 9	544	557	575	541	555

WELL ABOVE
 ABOVE
 CLOSE TO
 BELOW
 WELL BELOW
 NO COMPARISON AVAILABLE

SCHOOL AVERAGE WHEN COMPARED TO STUDENTS WITH A SIMILAR BACKGROUND

	READING	WRITING	SPELLING	GRAMMAR	NUMERACY
YEAR 3	376	421	408	411	384
YEAR 5	463	480	495	479	455
YEAR 7	506	523	533	506	516
YEAR 9	544	557	575	541	555

WELL ABOVE
 ABOVE
 CLOSE TO
 BELOW
 WELL BELOW
 NO COMPARISON AVAILABLE

The NAPLAN scores represent learning at Mountain View Adventist College by providing a snapshot of student achievement in key areas of literacy and numeracy at specific year levels. Here's how they reflect the learning environment:

- **Academic Achievement:** The scores indicate the level of proficiency students have achieved in Reading, Writing, Spelling, Grammar, and Numeracy. Higher scores suggest that students have a good understanding of the curriculum content.
- **Learning Progression:** By comparing scores across different year levels, we can track the progression of learning. For example, if there's a significant increase from Year 3 to Year 5, it suggests effective teaching and learning strategies are in place.
- **Instructional Effectiveness:** The scores are used to evaluate the effectiveness of school programs and teaching methods. If certain areas have lower scores, it might prompt a review of instructional practices in those subjects.
- **Resource Allocation:** We will also use these scores to determine where to allocate resources, such as additional support for students or professional development for teachers in areas with lower performance.
- **Curriculum Alignment:** The scores have helped us assess whether the curriculum is aligned with national standards and expectations. They provide feedback on whether students are learning what they are supposed to learn at each stage.
- **Student Support:** For students with similar backgrounds, the scores can highlight the need for targeted support programs to help bridge any gaps in learning and performance.
- **School Performance:** Overall, the scores serve as one measure of the school's performance. They can be used to set goals, celebrate achievements, and identify areas for continuous improvement.



2.2 RECORD OF SCHOOL ACHIEVEMENT

ITEM	STUDENTS	
Number of Students studying in Year 10	46 (2004)	59 (2003)
Number of ROSAs issued by NESAs in 2023	57	

2.3 RESULTS OF THE HIGHER SCHOOL CERTIFICATE EXAMINATION 2023

COMPARISON OF 2023 RESULTS COMPARED TO THE STATE

SUBJECT	NO OF STUDENTS		PERFORMANCE BAND ACHIEVEMENT BY NUMBER AND/OR %					
			BAND 6	BAND 5	BAND 4	BAND 3	BAND 2	BAND 1
Ancient History (2 unit)	6	School	0	2	1	2	1	0
		State	620	1566	1891	1338	380	70
Biology (2 unit)	5	School	0	0	2	1	2	0
		State	1611	4589	6188	1938	1773	284
Business Studies (2 unit)	11	School	0	2	2	4	3	0
		State	2131	4619	5248	4503	1836	368
Chemistry (2 unit)	2	School	0	0	1	0	1	0
		State	1228	2536	2769	1918	1232	182
Community and Family Studies (2 unit)	8	School	0	0	0	5	3	0
		State	527	2737	3293	1836	565	141
Design and Technology (2 unit)	14	School	0	0	3	3	4	4
		State	462	1328	1162	642	147	42
English Studies Examination (2 unit)	2	School	0	0	0	0	0	2
		State	0	5	113	445	484	183
English Standard (2 unit)	26	School	0	0	4	11	9	2
		State	99	4079	14743	9512	2758	506
English Advanced (2 unit)	2	School	0	1	1	0	0	0
		State	3463	13402	7069	1027	126	15
Food Technology (2 unit)	8	School	0	0	3	5	0	0
		State	253	877	1300	889	345	79

SUBJECT	NO OF STUDENTS		PERFORMANCE BAND ACHIEVEMENT BY NUMBER AND/OR %					
			BAND 6	BAND 5	BAND 4	BAND 3	BAND 2	BAND 1
Information Processes and Technology (2 unit)	7	School	0	0	1	2	2	2
		State	118	432	464	394	227	104
Legal Studies (2 unit)	6	School	0	0	3	1	1	1
		State	1431	2924	2762	2132	711	284
Mathematics Standard 2 (2 unit)	12	School	1	2	4	4	1	0
		State	2839	6906	8078	7535	4371	1077
Music 1 (2 unit)	5	School	0%	100%	0%	0%	0%	0%
		School	0	4	0	1	0	0
Personal Development, Health and Physical Education (2 unit)	17	School	0	0	1	8	7	1
		State	1086	4144	5484	4408	1510	241
Studies of Religion I (1 unit)	18	School	0	0	2	9	4	3
		State	1146	2861	2926	1045	212	49
Studies of Religion II (2 unit)	10	School	0	1	5	1	3	0
		State	620	2027	2074	727	224	62
Visual Arts (2 unit)	2	School	0	0	2	0	0	0
		State	1597	4064	2221	659	81	9

INTERPRETATIVE COMMENTS FOR HIGHER SCHOOL CERTIFICATE RESULTS

1 Student was able to achieve Band 6 in Mathematics Standard 2. Majority of our students sat in the 3-4 Bands. Achievement in Ancient History and Music 1 saw students achieving higher than the State in Band 5 range, while most other subjects saw students achieving higher than the State in Band 4 range.

COMPARISON OF 2023 HSC RESULTS AS A TREND OVER TIME

SUBJECT	NO OF STUDENTS	YEAR	PERFORMANCE BAND ACHIEVEMENT BY NUMBER AND/OR %					
			BAND 6	BAND 5	BAND 4	BAND 3	BAND 2	BAND 1
Ancient History (2 unit)	6	2023	0	2	1	2	1	0
	7	2022	0	1	0	1	3	2
	N/A	2021						
Biology (2 unit)	5	2023	0	0	2	1	2	0
	9	2022	0	0	2	2	2	3
	7	2021	0	0	4	2	1	0
Business Studies (2 unit)	11	2023	0	2	2	4	3	0
	13	2022	0	0	5	7	1	0
	9	2021	0	1	3	4	1	0

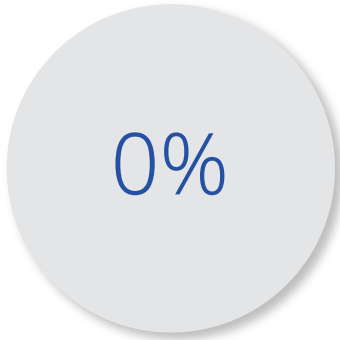
SUBJECT	NO OF STUDENTS	YEAR	PERFORMANCE BAND ACHIEVEMENT BY NUMBER AND/OR %					
			BAND 6	BAND 5	BAND 4	BAND 3	BAND 2	BAND 1
Chemistry (2 unit)	2	2023	0	0	1	0	1	0
	2	2022	0	0	0	2	0	0
	N/A	2021						
Community and Family Studies (2 unit)	8	2023	0	0	0	5	3	0
	19	2022	1	4	4	5	5	0
	22	2021	0	0	10	9	3	0
Design and Technology (2 unit)	14	2023	0	0	3	3	4	4
	7	2022	0	0	2	2	2	1
	12	2021	0	0	6	3	3	0
English Studies Examination (2 unit)	2	2023	0	0	0	0	0	2
	5	2022	0	0	0	2	2	1
	N/A	2021						
English Standard (2 unit)	26	2023	0	0	4	11	9	2
	30	2022	0	1	4	14	7	4
	30	2021	0	0	4	16	7	3
English Advanced (2 unit)	2	2023	0	1	1	0	0	0
	6	2022	0	2	4	0	0	0
	9	2021	0	1	5	3	0	0
Food Technology (2 unit)	14	2023	0	0	3	5	0	0
	13	2022	1	1	2	4	4	1
	8	2021	0	0	1	4	1	2
Information Processes and Technology (2 unit)	7	2023	0	0	1	2	2	2
	5	2022	0	1	1	1	2	0
	8	2021	0	1	4	0	3	0
Legal Studies (2 unit)	6	2023	0	0	3	1	1	1
	6	2022	0	1	2	2	1	0
	12	2021	0	1	1	4	6	0
Mathematics Standard 2 (2 unit)	12	2023	1	2	4	4	1	0
	13	2022	0	3	5	4	1	0
	19	2021	0	3	5	10	1	0
Music 1 (2 unit)	5	2023	0	4	0	1	0	0
	5	2022	0	1	1	3	0	0
	4	2021	0	2	2	0	0	0
Personal Development, Health and Physical Education (2 unit)	17	2023	0	0	1	8	7	1
	16	2022	0	1	1	3	8	3
	12	2021	0	0	2	5	3	2

SUBJECT	NO OF STUDENTS	YEAR	PERFORMANCE BAND ACHIEVEMENT BY NUMBER AND/OR %					
			BAND 6	BAND 5	BAND 4	BAND 3	BAND 2	BAND 1
Studies of Religion I (1 unit)	18	2023	0	0	2	9	4	3
	17	2022	0	2	1	3	8	3
	19	2021	0	1	0	9	7	2
Studies of Religion II (2 unit)	10	2023	0	1	5	1	3	0
	24	2022	0	2	7	7	8	0
	20	2021	0	2	4	5	5	4
Visual Arts (2 unit)	2	2023	0	0	2	0	0	0
	9	2022	0	2	7	0	0	0
	7	2021	0	3	3	1	0	0
Geography (2 unit)	N/A	2023						
	7	2022	0	0	2	3	2	0
	5	2021	0	0	3	0	2	0
Drama (2 unit)	N/A	2023						
	N/A	2022						
	5	2021	0	0	2	3	0	0
Mathematics Extension 1 (2 unit)	N/A	2023						
	N/A	2022						
	3	2021			E4 - 0	E3 - 1	E2 - 2	E1 - 0
Mathematics Advanced (2 unit)	N/A	2023						
	N/A	2022						
	5	2021	1	1	3	0	0	0
Physics (2 unit)	N/A	2023						
	N/A	2022						
	2	2021	0	0	2	0	0	0

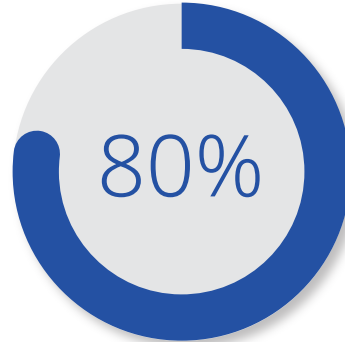
INRPRETATIVE COMMENTS FOR HIGHER SCHOOL CERTIFICATE RESULT TRENDS OVER TIME

Over time the HSC results have varied which is often a reflection of the cohort. The results are mainly consistent with many students achieving in Bands 3 and 4 whilst the upper and lower Bands have a wider spread of results. In 2023 there was many students achieving results in the middle two Bands in several subjects as well as one student who achieved a Band 6 in Mathematics Standard 2.

2.4 SENIOR SECONDARY OUTCOMES



Percentage of students in Year 12 undertaking vocational or trade training



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

2.5 POST SCHOOL DESTINATIONS

Most students who left school in 2023 who completed year 12 went on to TAFE, enrolled in university or other form of higher education. Some students will take a gap year and work before continuing with further study.



3 Staffing

3.1 TEACHER ACCREDITATION STATUS

ACCREDITATION LEVEL OF TEACHERS	NUMBER OF TEACHERS
(i) Conditional	4
(ii) Provisional	12
(iii) Proficient or higher	29
	45

3.2 WORKFORCE COMPOSITION

Teaching staff are from a variety of cultural backgrounds, most of which are Christian. Approximately one third are early career teachers with a significant proportion working toward their proficient teaching status. There are 45 teaching staff plus the principal, and two of these staff are part-time. In total the staff are 85 which includes bus drivers, cleaners, maintenance, administration staff, counsellors, and chaplains.

4 Attendance

4.1 AVERAGE YEAR LEVEL ATTENDANCE

Kindergarten	86.52
Year 1	85.61
Year 2	85.60
Year 3	84.68
Year 4	86.12
Year 5	89.81
Year 6	89.07
Year 7	89.91
Year 8	84.18
Year 9	84.84
Year 10	82.13
Year 11	86.46
Year 12	83.69

TOTAL SCHOOL
ATTENDANCE AVERAGE

86.12%

4.2 MANAGEMENT OF NON-ATTENDANCE

A significant review of attendance protocols was undertaken during 2020/21 and continued in 2022 to address the nonattendance patterns of some students from disadvantaged families. Several strategies were trialled with varying success and documentation processes were refined. It was anticipated that attendance rates will improve in 2022 because of a number of intentional strategies implemented by the College to address nonattendance including wellbeing programs and responsibilities of support staff. Rolls are marked each morning and if a child is absent an SMS message is sent to the parent or carer by 10am. Parents then are aware if their child has truanted and will text back if their child is unwell or away for the day with permission. If students are absent from school for one or more days, they must bring a note of explanation to their class or Home Room teacher from their parent or carer on the first day they return to school. Notes must include the name of the student, the date of the day/s absent, an explanation for the absence and the name and signature of the parent or carer. Parents or carers may send an email or SMS, or phone the school in lieu of a note.

All student attendance data is maintained on the school's SEQTA database which links to Student Reports and other academic records. Absence notes are archived until a given child reaches the age of 25 in the student's individual file in the archive room. The Deputy Principal and Head of Primary School generate a weekly SEQTA attendance report, usually on a Friday. For attendance, the Deputy Principal is responsible for Years 7-12, and the Head of Primary School for Prep to Year 6. They review consecutive or habitual absences to follow up in conjunction with the Classroom or Home Room teacher and Senior Counsellor where applicable.

3 TO 5 CONSECUTIVE OR HABITUAL DAYS

Ideally the Classroom or Home Room teacher contacts parents/carers by phone and a follow up SEQTA email when unexplained absences are between 3-5 days either consecutive or habitual. If this does not occur, the Head of Junior School or Deputy Principal will call or email the parent/carer.

Notes are recorded on SEQTA regarding the conversation and anticipated return date to school. Emails are recorded automatically on SEQTA.

UP TO 10 CONSECUTIVE OR HABITUAL DAYS

The Deputy Principal or Head of Junior School for Years makes phone contact with parents to discuss absence either consecutive or habitual. Notes made on SEQTA regarding conversation and return to school dates.

Parents/Caregivers may be invited to school for a face to face meeting to ascertain how the school can collaborate with the family to support the child's attendance at school. A School Counsellor may attend the meeting.

Attendance Letter No 1 emailed home and recorded on SEQTA. There are two versions of this letter - one following a phone call and one for no phone contact made.

UP TO 15 CONSECUTIVE OR HABITUAL DAYS

- The Deputy Principal or Head of Junior School to make second contact with the parents via phone to discuss reasons for the student not attending school.
- Meeting with the Deputy Principal or Head of Junior School, parents/carers and student organised to discuss strategies to ensure student comes to school. A School Counsellor may attend the meeting.
- School Attendance Improvement Plan discussed and completed together.
- Provide counselling if necessary.
- Attendance Letters No 2 request and follow up and School Attendance Improvement Plan emailed home and recorded on SEQTA.

20 CONSECUTIVE OR HABITUAL DAYS

- Meeting between the parent or carer and the Deputy Principal or Head of Junior School and other relevant Wellbeing staff such as the Learning Support Teacher, Counsellor or Chaplain to discuss attendance at school and how to move forward.
- Home visit made if appropriate, particularly if the parent or carer will not meet with the school.
- Attendance Letter No 3, emailed home and recorded on SEQTA.
- If applicable, outside agencies will be notified if the parent or carer will not meet with the school and assistance will be sought



30 CONSECUTIVE OR HABITUAL DAYS

- Attendance Letter No 4 stating the school's intention to seek further action emailed to family and recorded on SEQTA.
- Police Liaison Officer notified by Principal with a visit to follow if appropriate.
- FaCS report made under NEGLECT – Education Concern (Habitual Absence) if applicable [https:// reporter.childstory.nsw.gov. au/s/mrg](https://reporter.childstory.nsw.gov.au/s/mrg)
- NSW Association of Independent Schools Student Service Team notified by the Deputy Principal or Head of Junior School and support sought – 02 9299 2845

NB Habitual absence is a minimum of 30 days absence within the past 100 school days. However, this is context and age dependent. A range of contextual factors may impact the level of risk and these factors are not necessarily quantifiable. It is not necessary to wait 30 days if the context suggests a more immediate response (NSW Mandatory Reporters Guide 2013). Where there are concerns that a student is habitually absent and this may place the child or young person at suspected risk of harm, then a report may be made. <http://www.keepthemsafe.nsw.gov.au> The School Attendance Protocol is found on the school's intranet.

4.3 RETENTION FROM YEAR 10 -12

Percentage retention rate: **90%**

5 School Policies

The following school policies are publicly available on the NSW Adventist Schools website:

- Enrolment policy
- Child protection policy
- Anti-bullying policy (consolidated with the Student Behaviour policy)
- Discipline policy
- Complaints policy





6 Stakeholder Satisfaction

Feedback on parent, student, and teacher satisfaction is actively sought through surveys and focus groups at Mountain View Adventist College (MVAC). Internal student surveys conducted in 2023 revealed a strong sense of “school family” among students yet indicated a lower level of pride in the school overall. Notably, primary school students expressed higher satisfaction with learning opportunities compared to their high school counterparts, reflecting their developmental journey and academic demands.

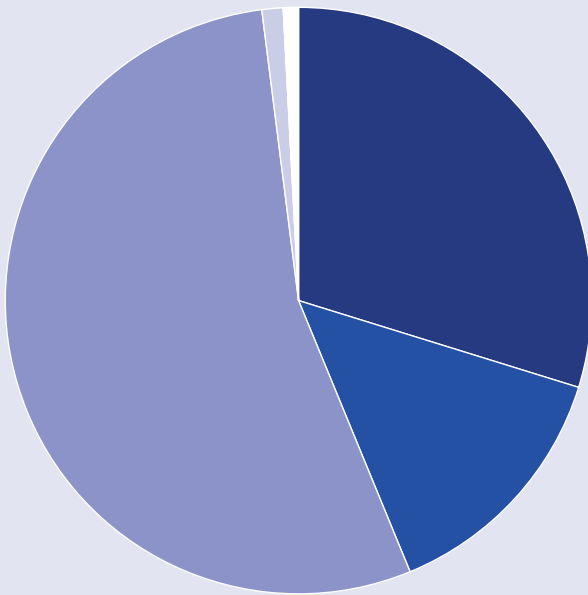
In 2023, a voluntary perception survey conducted by Insight SRC provided valuable insights into various aspects of the school's climate, teaching practices, student wellbeing, and community engagement. The survey benchmarked MVAC against 2,500 schools nationally, offering insights into areas of strength and areas for growth. Notably, the school demonstrated significant growth in organizational climate, with staff recognizing the importance of people within the school and the strength of curriculum processes. Community engagement emerged as a perceived area of strength for the College.

However, feedback from staff highlighted opportunities for improvement in role clarity and professional growth within the school climate. Despite a strong sense of cooperation and value placed on individuals, students expressed a desire to learn but reported low confidence levels. They recognized the school's emphasis on literacy and numeracy and perceived teachers as supportive of their learning journey. However, areas for improvement identified by students included the need for more support in emotional wellbeing and student behaviour management.

While only a small percentage of parents participated in the survey, their feedback highlighted perceived strengths in peer relations, student behaviour, staff and student engagement, placing MVAC in the top 25% of Australian schools in these areas. Both parents and students identified the Adventist identity as a notable strength of the school, indicating a strong sense of community and shared values at Mountain View Adventist College.

7 Summary financial information

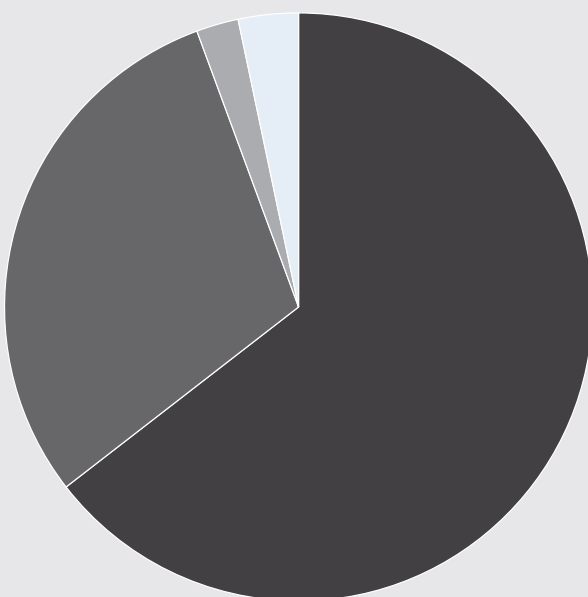
INCOME



INCOME SOURCES | % OF TOTAL INCOME

Fees and private income	29.28%
State recurrent grants	13.77%
Commonwealth recurrent grants	53.29%
Other Government grants	1.15%
Government capital grants	0.0%
Other capital income	0.82%

EXPENDITURE



EXPENDITURE COSTS | % OF TOTAL EXPENDITURE

Salaries, allowance and related expenses	64.57%
Non-salary expenses	29.87%
Classroom expenditure	2.32%
Capital expenditure	3.3%

8 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