

Central Coast Adventist School

**NSW Education Standards Authority
Annual Report
2025**

Reporting on the 2024 Calendar Year

Owned and operated by

Seventh-day Adventist Schools
(NNSW) Ltd

1 Context

1.1 A message from key school bodies

Central Coast Adventist School Council is situated just north of the Hawkesbury River at Gosford and is the most southern school in the Seventh-day Adventist Schools (North New South Wales) Limited (hereafter the Company), with its head office in Cooranbong. The Company is governed by the Board of Directors, the overarching administrative body that administers the ten schools from the Central Coast of NSW to the Queensland border, including Central Coast Adventist School. CCAS and NSW Schools is part of a larger education system run by the Seventh-day Adventist Church in Australia. Its national office is located in Melbourne.

The school has its own representative School Advisory Council. Membership of the council is established via the Board of Directors. The school establishes and pursues its own local goals (School Improvement Plan) inside the broader context of the Schools Company's own Strategic Plans.

There is also an informal process of information sharing and feedback with parents via the school newsletter and school website. The placement of a Community Relations Officer helps in this regard immensely. The school has embraced technology and social media as a means to stay connected and informed: Facebook, twitter, electronic email version of school newsletter, web page, SMS notifications and school app all support this intentional approach to community and communication.

Central Coast Adventist School exists to provide quality Christian Education to families on the Central Coast of NSW and values both community and partnership with all school families.



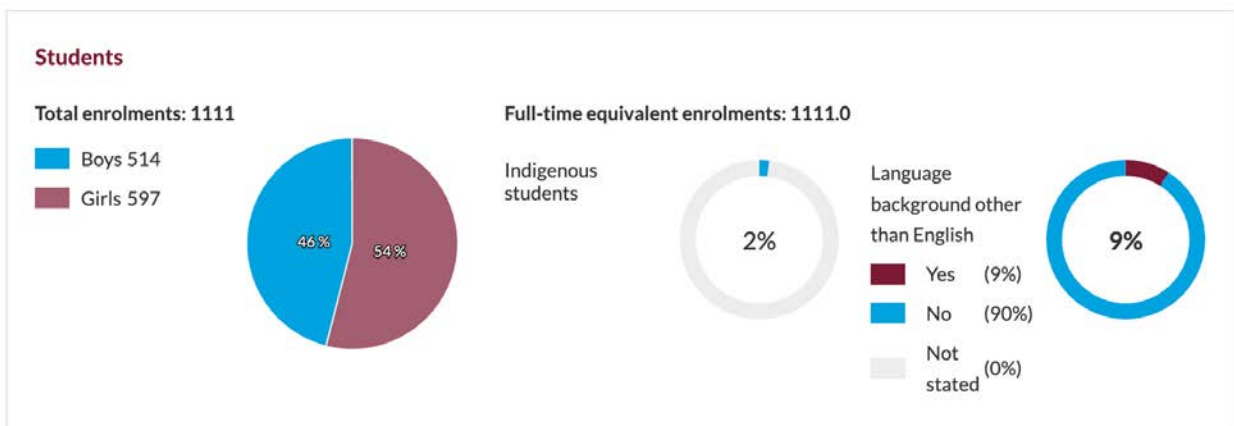
1.2 Contextual information about the school

Central Coast Adventist School has grown from a one-teacher 18 pupil school in 1969, through to the 1990's as a small K-10 school of about 140 students into a PreKindy-12 school of more than 1100 students in 2024. This growth has required the school to adapt and adjust on a yearly basis as it seeks optimal size, roles, and impacts.

Our current direction is primarily informed based on the ongoing implementation of the Quality Adventist Schools Framework, which guides and inform the School Improvement journey of CCAS for both the present and into the future.

1.3 Characteristics of the student body

Central Coast Adventist School has an open enrolment policy and is available to all seeking quality education within a Christian Environment. The school population broadly reflects the wider community on the Central Coast. The school's reputation and standing in the broader community along with recent decisions to cap enrolment growth have led to the development of extensive waiting lists for most year levels and prospective parents are encouraged to plan well in advance to secure a placement within the school.



2 Outcomes and results

2.1 Student outcomes in standardised national literacy and numeracy testing

The following set of data shows a comparison of the NAPLAN results between CCAS and all Australian school students across Literacy (Reading, Writing, Spelling and Grammar) and Numeracy. This data as well as past data can be found on myschool.edu.au/school/43876/naplan/results

Note: NAPLAN participation at CCAS is 98% compared to 95% for all Australian students

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	452	441	422	435	440
Year 5	520	494	496	517	502
Year 7	570	574	558	556	565
Year 9	602	599	573	578	595

**Comparison to all Australian students*

KEY					
CCAS school's average when compared to all Australian Students					
No Comparison Available	Well Below	Below	Close To	Above	Well Above

Interpretative Comments for Literacy:

CCAS continues to show strengths in Literacy across all years which aligns with other forms of standardised testing (PAT) collected on an annual basis across all Year levels

Interpretative Comments for Numeracy:

CCAS continues to show strengths in Numeracy across all years which aligns with other forms of standardised testing (PAT) collected on an annual basis across all Year levels.



2.2 Record of School Achievement

Item	Students
Number of Students studying in Year 10	104
Number of ROSAs issued by NESA in 2024	104

2.3 Results of the Higher School Certificate Examination 2024

Comparison of 2024 results compared to the State

Subject	No of students		Performance band achievement by %					
			Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
Ancient History	7	School		28.57	42.85	28.57		
		State	9.6	27.68	28.14	19.13	10.62	4.8
Biology	14	School	7.14	28.57	64.28			
		State	6.7	28.89	34.51	18.13	9.53	2.22
Business Studies	22	School		22.72	36.36	22.72	18.18	
		State	10.53	26.92	26.98	22.79	8.72	4.04
Chemistry	3	School		66.66		33.33		
		State	11.44	27.37	28.44	19.99	10.66	2.07
CAFS	11	School		9.09	63.63	27.27		
		State	6.17	29.66	36.14	20.74	5.84	1.43
Design and Technology	10	School		50	40	10		
		State	12.08	35.94	29.42	18.46	3.45	0.61
Earth and Environmental Science	8	School		25	50	25		
		State	5.71	26.95	30.99	24.73	9.95	1.63
Economics	9	School		11.11	11.11	77.77		
		State	13.8	37.76	26.56	14.23	5.48	2.14
Engineering Studies	6	School				100		

		State	9.76	22.35	35.87	25.90	5.06	1.03
English Advanced	25	School	8	36	52	4		
		State	15.09	52.47	28.95	2.97	0.44	0.05
English Standard	45	School		4.44	60	35.55		
		State	0.55	12.85	53.88	25.09	6.94	0.66
Food Technology	8	School		37.5	50	12.5		
		State	9.57	22.85	29.18	26.51	9.71	2.15
Geography	13	School		15.38	84.61			
		State	10.21	27.75	35.52	17.88	6.04	2.57
Industrial Technology	10	School		30	50	20		
		State	6.74	16.37	31.83	31.9	10.7	2.43
Legal Studies	18	School	5.55	11.11	44.44	33.33	5.55	
		State	15.39	28.17	25.87	20.04	8.62	1.87
Mathematics Advanced	10	School		30	20	50		
		State	22.32	27.69	27.32	17.4	4.7	0.53
Mathematics Standard 2	28	School		28.57	42.85	21.42	7.14	
		State	9.35	19.39	30.35	24.09	13.37	3.41
Modern History	14	School	7.14	21.42	42.85	14.28	14.28	
		State	10.43	28.8	32.31	18.98	8.13	1.33
Music 1	10	School	50	30	20			
		State	20.22	47.36	22.02	7.5	2.43	0.43
PDHPE	18	School	16.66	38.88	22.22	11.11		18
		State	26.44	32.31	23.81	7.77	1.12	17260
Physics	8	School		12.5	62.5	25		

		State	12.4	25.91	26.8	21.01	11	2.86
Studies of Religion I	1	School		100				
		State	14.03	29.76	36.39	16.07	3.04	0.68
Studies of Religion II	5	School		60	20	20		
		State	12.82	33.99	34.39	13.64	4.23	0.9
Textiles	10	School		10	70	10	10	
		State	16.35	33.17	26.44	15.7	5.78	2.53
Visual Arts	22	School	4.54	36.36	59.09			
		State	17.11	49.81	26.99	5.48	0.54	0.04

Interpretative comments for Higher School Certificate results

With more than 50% of the cohort receiving early offers into University courses of choice prior to sitting the HSC exams, student motivation levels were impacted and this is reflected in some students results.

2.4 Results of the Higher School Certificate Examination 2024

Comparison of 2024 HSC results as a trend over time

Subject	No of students		Performance band achievement by %					
			Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
Ancient History	7	2024		28.57	42.85	28.57		
	0	2023						
	0	2022						
Biology	14	2024	7.14	28.57	64.28			
	23	2023	4	26	52	17		
	25	2022		20.00	48.00	32.00		
Business Studies	22	2024		22.72	36.36	22.72	18.18	
	14	2023			71	14	14	

	20	2022			40.00	55.00		5.00
Chemistry	3	2024		66.66		33.33		
	11	2023			42	50	8	
	12	2022		8.33	8.33	50.00	33.33	
CAFS	11	2024		9.09	63.63	27.27		
	7	2023			71	29		
	18	2022		16.66	66.66	16.66		
Design and Technology	10	2024		50	40	10		
	4	2023		25	75			
	9	2022		11.11	66.66	11.11	11.11	
Drama	0	2024						
	7	2023	14	43	43			
	6	2022		16.66	50.00	33.33		
Earth and Environmental Science	8	2024		25	50	25		
	23	2023	20	20	60			
	5	2022		60.00	40.00			
Economics	9	2024		11.11	11.11	77.77		
	8	2023		13		50	13	25
	0	2022						
Engineering Studies	6	2024				100		
	0	2023						
	0	2022						
English Advanced	25	2024	8	36	52	4		
	35	2023		37	49	6	9	
	31	2022		22.58	74.19	3.22		

English Standard	45	2024		4.44	60	35.55		
	24	2023			33	58	8	
	29	2022		3.44	37.93	58.62		
English Studies Examination	0	2024						
	0	2023						
	7	2022				42.85	57.14	
Food Technology	8	2024		37.5	50	12.5		
	10	2023		40	40	10	10	
	10	2022			80.00	20.00		
Geography	13	2024		15.38	84.61			
	8	2023		13	88			
	8	2022		50.00	37.50	12.50		
Industrial Technology	10	2024		30	50	20		
	15	2023	7	7	33	53		
	16	2022	6.25	6.25	25.00	62.50		
Legal Studies	18	2024	5.55	11.11	44.44	33.33	5.55	
	7	2023	14		29	14	43	
	11	2022			36.36	27.27	27.27	9.09
Mathematics Advanced	10	2024		30	20	50		
	17	2023		12	47	29	6	6
	11	2022		18.18	63.63	18.18		
Mathematics Standard 2	28	2024		28.57	42.85	21.42	7.14	
	29	2023	3	17	45	28	7	
	39	2022	5.12	20.51	48.71	25.64		

Modern History	14	2024	7.14	21.42	42.85	14.28	14.28	
	12	2023			75	17	8	
	9	2022		11.11	66.66	22.22		
Music 1	10	2024	50	30	20			
	2	2023	50	50				
	7	2022	28.57	71.42				
PDHPE	18	2024	16.66	38.88	22.22	11.11		18
	17	2023	6	18	47	6	24	
	18	2022			44.44	44.44	11.11	
Physics	8	2024		12.5	62.5	25		
	11	2023		9	18	55	9	9
	10	2022		10.00	20.00	70.00		
Studies of Religion I	1	2024		100				
	2	2023		50	50			
	2	2022				100.00		
Studies of Religion II	5	2024		60	20	20		
	1	2023						100
	3	2022			33.33	33.33	33.33	
Textiles and Design	10	2024		10	70	10	10	
	7	2023		14	57	29		
	7	2022		14.28	71.42	14.28		
Visual Arts	22	2024	4.54	36.36	59.09			
	12	2023		58	33	8		
	11	2022		45.45	54.54			

Interpretative comments for Higher School Certificate result trends over time

Each year we have seen an increase in both Early offers and the development of Alternate pathways into university being pursued by students at CCAS enabling them to both attain their post school destinations and embrace a wholistic approach to their educational experience in the senior years of schooling.

2.5 Senior secondary outcomes

Percentage of students in Year 12 undertaking vocational or trade training: *There are no students currently undertaking a vocational or trade training pathway.*

VET courses offered in 2024: *CCAS has commenced offering Business Services (Certificate III) with the first cohort expected to complete this course in 2025*

Percentage of students in Year 12 attaining a Year 12 certificate or equivalent VET qualification:
100%

2.6 Post School Destinations

We do not have a mechanism to accurately report Post school destinations for students attending CCAS. However, we can supply anecdotal indicators of the pathway's students follow on completion of their secondary schooling as follows:

Universities: More than 70% of CCAS students gained entry to a university course in 2024

TAFE: A small percentage of students undertook a TAFE course – this would be less than 10%

Employment: A percentage of students have gone directly into the workforce in either part time or full-time work.

Apprenticeships: A small percentage of students have gained an apprenticeship – less than 10%



3 Staffing

3.1 Teacher Accreditation Status

Accreditation Level of Teachers	Numbers of teachers
(i) Conditional	0
(ii) Provisional	2
(iii) Proficient or higher	83
	85

3.2 Workforce composition

Central Coast Adventist School has approximately a 2/3 vs 1/3 female to male split when viewing all staff. Over 85% staff are Seventh-day Adventist (SDA). The school currently has one indigenous teacher on staff. While a preferential employer the school does not only employ SDA staff. If a suitable SDA employee is unavailable then the school seeks to employ qualified Christian staff who support the Philosophy and ethos of the school.



4 Attendance

4.1 Average Year Level Attendance

Year Level	Average Attendance (%)
Kindergarten	91
Year 1	92
Year 2	92
Year 3	93
Year 4	92
Year 5	91
Year 6	89
Year 7	88
Year 8	92
Year 9	88
Year 10	89
Year 11	89
Year 12	90
Total school attendance average	91

4.2 Management of non-attendance

Students who miss school are required to bring a signed note from a parent/guardian to explain their absence. If this is not complied with the following system comes into play;

- a) The roll marking teacher makes contact with student and parents to obtain a note of absence, either physically or by email
- b) If this does not resolve the issue then the secondary and primary administrative assistants follow up to obtain the required documentation.

Failing this, and rarely, the Head of Primary or Head of Secondary will intervene and resolve. Stage Leaders and Primary and Secondary Administrators generally monitor routine reports that are automatically generated to highlight any students with attendance concerns (<85%) to assist facilitating timely conversations with parents. Due to the relatively small size of the school and the focus on parent partnerships the school has not and does not have an issue with excessive school absenteeism with its students. If required, then the school utilises the DET School Liaison Officer.

5 School policies

The following school policies are publicly available and can be found at this link:

<https://nsw.adventist.edu.au/policies/>

- Anti-bullying
- Child protection
- Discipline
- Enrolment
- Managing Complaints

6 Stakeholder satisfaction

In 2023 the school undertook staff parent and student perception surveys through insight SRC to inform school improvement priorities in for 2024. This complemented the parent survey data collected the year previously.

This data and feedback cover all aspects of the school's operation. The feedback obtained provides an important insight into the expectations of parents and students, and the perspective of staff within the school. As the school conducts Reviews of specific areas of the school, this data is used to provide an important reference point.

7 Summary financial information

Income

Income Sources	Percentage of Total Income
Fees and private income	46.13%
State recurrent grants	10.76%
Commonwealth recurrent grants	40.69%
Other Government grants	0.48%
Government capital grants	1.87%
Other capital income	0.08%

Expenditure

Expenditure Costs	Percentage of Total Expenditure
Salaries, allowance and related expenses	44.19%
Non-salary expenses	16.88%
Classroom expenditure	3.55%
Capital expenditure	35.38%