



# ANNUAL REPORT

Reporting on the  
2019 Calendar Year



WAHROONGA  
ADVENTIST SCHOOL

# CONTENTS

3

CONTEXTUAL INFORMATION

11

ATTENDANCE

4

MESSAGE FROM KEY  
SCHOOL BODIES

12

ENROLMENT POLICIES  
AND CHARACTERISTICS OF  
THE STUDENT BODY

6

STUDENT PERFORMANCE

16

SCHOOL POLICIES

9

PROFESSIONAL LEARNING  
AND TEACHING STANDARDS

26

LOOKING FORWARD

10

WORKFORCE COMPOSITION

28

FINANCIAL INFORMATION

Owned and Operated by

**Seventh-day Adventist Schools  
(Greater Sydney) Ltd**

# WAHROONGA ADVENTIST SCHOOL

---

*Nurture for Today • Learning for Tomorrow • Character for Eternity*

## CONTEXTUAL INFORMATION

---

At the heart of Wahroonga Adventist School is a belief that children achieve true growth when their mental, physical and spiritual needs are met. The school takes this holistic approach to education; and as a result it nurtures character development and values creativity, academics and sport.

Wahroonga Adventist School has served the local community for over one hundred and ten years with quality Christian education from Prep through to Year 10. Situated in Sydney's Upper North Shore, the school facilities include generously sized classrooms and specialist learning areas. We encourage our students to reach their full potential using the ideals expressed in our vision statement: Nurture for today, Learning for tomorrow, Character for eternity. Through our Peer Support program, older students are taught skills to enable them to nurture younger students.

Our Learning program is designed to give students the rigorous grounding in the key learning areas. Through cross-class timetabling, students are streamed for Maths, Spelling and Reading. This gives the advanced students an opportunity to accelerate, while at the same time learning support is provided where it is needed. Students demonstrate a high level of competence in basic skills, indicated by standardised test results and awards in academic competitions. A Prep program for 4 1/2 year olds is offered to help children experience an easy transition to school life. Because the program is on school grounds, children become familiar with the daily surroundings, people, philosophy and routines of school. With flexible attendance, parents can choose how often the child attends, making their start at Wahroonga Adventist School smooth and worry free.

To assist us with our Rolling School Improvement Plan, we reviewed the following components from the Quality Adventist Schools Improvement framework:

- Vision, Mission and Values
- Teaching Practices
- Human Resources
- Students and their families
- Professional Learning
- Sharing Faith
- Wider Community
- Leading the Learning and Improvement Culture
- Pastoral Care
- Student Learning and Engagement
- Finance Facilities and Resources
- Student Achievement
- Curriculum
- Church
- Improvement Processes and Planning

Our professional, dedicated staff model Christian values through leadership by example. Extracurricular activities include performance groups - choir and band, community service activities and participation in

local sporting events. We compete at ASISSA, NSWCIS, CSSA and NSWPSA sporting events. After school care is also available. Our aim is to give your child a full education program that will prepare them for life as well as work. With a lively extra-curricular enrichment program, creativity is fostered and affirmed in the art and music programs at Wahroonga Adventist School. Students can be part of the school band, choir, as well as having the opportunity for individual music tuition.

# A MESSAGE FROM KEY SCHOOL BODIES

## PRINCIPAL'S MESSAGE

---

Wahroonga Adventist School has provided the local community with quality Christian Education for over 110 years. It is a Prep to Year 10 Christian School which provides a nurturing environment to our students and families.

Parents elect to enrol their children at Wahroonga Adventist School because of our small size, our ability to offer individualized learning, our Christian emphasis and our high academic achievements.

2019 has been a successful year as this report illustrates. Staff, parents and students can be proud of our school's achievements in all aspects of school life.

## SCHOOL COUNCIL'S MESSAGE

---

The Wahroonga Adventist School is operated by the Seventh-day Adventist Schools (Greater Sydney) Ltd (Company), an entity of the Seventh-day Adventist Church. The direct oversight of the School is delegated to the School Council, which is appointed by the Company's Board of Directors. Nine members make up the School Council.

The role of the School Council is to support the Principal in the running of the school. This includes - implementation of the Quality Adventist Schools Framework, Rolling School Improvement Plan, Finances, WH&S, Buildings and Plant management as well as Policy development.

The School Council Chairman and the School Principal work together to set the agenda items for each meeting. Members are also encouraged to add items to the agenda through the School Principal or Chairman. Meetings occur each four to six weeks. Minutes of each meeting are filed in the Principal's office.

## HOME AND SCHOOL COMMITTEE MESSAGE

---

The H&S Committee's coordination and development of parent teams brings together a diverse pool of contributors, without whose efforts the School would be a much lesser place. The purpose of the H&S Committee is to actively contribute to the physical up keep of Wahroonga Adventist School, as well as creating a special sense of spirit and belonging for students and their families.

The H&S Committee provides many opportunities for parents to become involved with their child's school. It is the umbrella organisation that provides support to the many special interest groups throughout the School. Every parent is eligible to be a member of the H&S Committee and encouraged to take part in its many activities. Its main activities include:

- Holding of regular business meetings.
- Friend-making within the school community.
- Fundraising for school specific capital spending.

Meetings are held monthly and are well publicised in advance in the Term Calendars and School Newsletter. The Principal and a number of School Council representatives actively attend H&S Committee meetings. Representatives from key support groups, including Canteen, Social Committee and Meals with Love attend these meetings and provide updates on their activities.

The success of the H&S Committee depends on the support of all parents and friends of the school. All proceeds from H&S Committee's fundraising events are used directly for enhancement of the educational experience of the students at Wahroonga Adventist School.

## STUDENT REPRESENTATIVE COUNCIL (SRC)

---

At Wahroonga Adventist School, the student body selects 2 students from each grade (from Years 3 to Year 10) to be on the SRC. The SRC is an active student group and is guided through each meeting by Mrs Renee Stanculescu.

The SRC were involved in peer support activities throughout the year.

The SRC are encouraged to discuss student needs with the staff to enhance our school community.

In 2019 the SRC organised the following events:

- Multicultural Day
- Legacy Day Fundraising
- Operation Christmas Child
- Beyond our School Yard – Christmas Gifts

# STUDENT PERFORMANCE

*in National and State-wide tests and examinations*

## STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

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

### READING

		% in top two bands	% below national minimum standard	(Mean score) Average
YEAR 3	School	73.70	0	473.60
	Nationwide	59.82	2.24	432.01
YEAR 5	School	64.58	2.08	543.70
	Nationwide	40.09	4.43	509.00
YEAR 7	School	49.46	1.75	575.00
	Nationwide	32.15	6.29	549.69
YEAR 9	School	46.56	1.72	616.50
	Nationwide	26.08	6.59	540.56

### WRITING

		% in top two bands	% below national minimum standard	(Mean score) Average
YEAR 3	School	71.45	0	449.10
	Nationwide	58.00	1.30	429.65
YEAR 5	School	27.04	2.08	506.60
	Nationwide	20.09	5.27	479.21
YEAR 7	School	22.81	1.75	529.60
	Nationwide	18.58	8.09	516.95
YEAR 9	School	18.97	5.17	586.40
	Nationwide	9.82	15.35	552.40

## SPELLING

		% in top two bands	% below national minimum standard	(Mean score) Average
YEAR 3	School	59.54	0	456.40
	Nationwide	54.20	4.65	428.53
YEAR 5	School	70.83	0	568.60
	Nationwide	40.23	4.57	508.14
YEAR 7	School	54.18	1.75	587.00
	Nationwide	35.23	5.94	553.37
YEAR 9	School	32.76	1.72	616.50
	Nationwide	25.33	5.90	590.56

## GRAMMAR AND PUNCTUATION

		% in top two bands	% below national minimum standard	(Mean score) Average
YEAR 3	School	79.45	0	489.10
	Nationwide	57.60	2.24	448.10
YEAR 5	School	58.31	0	544.10
	Nationwide	38.71	6.68	505.81
YEAR 7	School	49.12	5.26	572.00
	Nationwide	32.71	7.16	546.00
YEAR 9	School	39.65	1.72	613.80
	Nationwide	22.11	8.54	579.09

**NUMERACY** *Incorporates Numbers and Data, Patterns and Algebra, Measurement, Space and Geometry.*

## NUMERACY

		% in top two bands	% below national minimum standard	(Mean score) Average
YEAR 3	School	66.60	0	465.60
	Nationwide	45.44	2.76	414.83
YEAR 5	School	47.87	4.17	533.47
	Nationwide	31.35	13.93	501.36
YEAR 7	School	53.16	1.75	591.00
	Nationwide	37.67	3.93	560.90
YEAR 9	School	39.65	0	620.90
	Nationwide	28.72	2.30	599.70

# INTERPRETIVE COMMENTS ON STUDENT OUTCOMES

At Wahroonga Adventist School, all our students participate in the National Testing and we do not apply for exemptions for students with special needs or for students who have been in Australia less than 12 months.

Our results for Year 3 show that the students are working higher than the nationwide average in all areas. Year 3 Spelling average is down from previous years results.

Our results for Year 5 show that the students are working higher than the nationwide average in all areas. Year 5 showed a significantly higher mean score for Spelling compared with the nationwide mean.

Our results for Year 7 show that the students are working higher than the nationwide average in all areas.

Our results for Year 9 show that the students are working higher than the nationwide average in all areas. Year 9 showed a significantly higher mean score for Reading compared with the nationwide mean.

## UNIVERSITY OF NSW INTERNATIONAL ASSESSMENTS

Our students from Years 3-10 sat the University of NSW Competitions as part of our annual assessment program. Our Year 2 students also participated in Science, Mathematics and English. Again our results for 2019 have made us proud. The following certificates were obtained:

SCIENCE		DIGITAL TECHNOLOGIES	
High Distinctions	1	High Distinctions	1
Distinctions	9	Distinctions	13
Credits	35	Credits	37
Merits	19	Merits	7
SPELLING		ENGLISH	
High Distinctions	3	High Distinctions	14
Distinctions	15	Distinctions	29
Credits	28	Credits	11
Merits	18	Merits	0
MATHEMATICS		WRITING	
High Distinctions	2	High Distinctions	1
Distinctions	21	Distinctions	15
Credits	39	Credits	20
Merits	14	Merits	6

## RECORD OF SCHOOL ACHIEVEMENT

Number of students studying in Year 10

40

Number of ROSAs issued by NESA in 2019

0



# PROFESSIONAL LEARNING AND TEACHING STANDARDS

## AREAS OF PROFESSIONAL LEARNING

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

First Aid/Resuscitation Course CAPE/CASE	<b>55</b>
Teaching and Motivating Students with Specific Learning Disabilities	<b>5</b>
Challenging Behaviours	<b>4</b>
AIS – Teaching Writing K-4	<b>3</b>
Better Assessment: Improving Feedback, Reducing Correction Colour Conference Dyscalculia - What it is and isn't How to build an interest in Words & Vocabulary for Comprehension Success SPD Faith and Science Conference Spell It Out: Explicit Teaching of Spelling K-6 Teaching and Motivating Students with Particular Needs Teaching Design Technology through Science Inquiry Tough Conversations Front Line Treatment for Selective Mutism	<b>2</b>
Achieving a Professional Quality School Production CSSA GMA HoDs Day HSC Economics Course Igniting a Passion for Learning Innovate – Year 9 Food Tech Law Day Out for Legal Studies and Commerce Teachers National Coach Accreditation NSW Trainer Retreat Once Upon a Rotten Time Professional Development Session for Library Staff Revamping and Resourcing Commerce for new syllabus Strategies for Teaching Problem Solving in Mathematics – Years 5 and 6 Teaching Boys Teaching the HSC (Yr 12) in Business Studies for the 1st Time The Higher Order Thinking Scaffolding Toolkit WH&S	<b>1</b>

*Total Staff PD experiences: 159*

*Average cost per teacher for each professional learning: \$119*

# TEACHER ACCREDITATION STATUS

ACCREDITATION LEVEL OF TEACHERS	NUMBER OF TEACHERS
CONDITIONAL	5
PROVISIONAL	6
PROFICIENT OR HIGHER	36
TOTAL NUMBER OF TEACHERS	47

# WORKFORCE COMPOSITION 2019



At Wahroonga Adventist School our teaching staff consists of 36 female teachers and 11 male teachers. 37 are full-time teachers and 10 are part-time. The teachers classroom experience ranges from 1 to 40+ years. There was 1 indigenous staff member working at Wahroonga Adventist School in 2019.

# STUDENT ATTENDANCE RATE & NON-ATTENDANCE

## *Average Year Level Attendance*

KINDERGARTEN	92
YEAR 1	92
YEAR 2	92
YEAR 3	92
YEAR 4	93
YEAR 5	93
YEAR 6	93
YEAR 7	94
YEAR 8	93
YEAR 9	91
YEAR 10	92

Total school attendance average

92%

## MANAGEMENT OF NON-ATTENDANCE

---

At Wahroonga Adventist School students achieve a satisfactory attendance rate. If a student is absent from school a letter or email of explanation must be sent from home directly to the appropriate teacher.

If the attendance of a student falls below 85% attendance year-to-date, the class teacher will notify the Principal and continue to report while the attendance remains below 70% year-to-date.

It is the responsibility of the Head of School to review the attendance record and if it is unacceptable will organise a family conference where the importance of attendance at school is reiterated and strategies for better attendance is developed

If these strategies are not adhered to the school will report the family to Community Services for “Failure to educate” 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 K 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.

Wahroonga Adventist School's intake years are Prep (turn 5 before 30th September) and Kindergarten (turn 5 before 1st March). The school will check readiness of children that are 1 month out of these cut off dates.

## 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 an absolute discretion in determining the weight of each of the factors it takes into account in determining whether to offer a place for the student.

**4** Continued enrolment at the school is dependent upon the student making satisfactory academic progress, attending consistently, and the student and the parent/carer(s) observing all behavioural codes of conduct, payment of fees and other requirements of the school which are applicable from time to time.

## ENROLMENT PROCEDURES

---

- Intake years are Prep, Kindergarten and Year 7.
- Enrolment in other grades are pending on places available.
- The school endeavours to enrol all children with Adventist parents, and non-Adventist children who are seeking a Christian education.
- Care is taken to ensure that parents and children are fully aware of the philosophy and regulations of the school and agree to abide by these.
- The School Council has the responsibility to accept or reject an application for admission.

### STAGE 1: ENQUIRY

Enquiries about enrolments will generally be handled by the office staff. This may include:

- the provision of application forms, the school handbook and prospectus
- Information about fees
- Information about enrolment for overseas students
- Information about the school uniform

## STAGE 2: APPLICATION FOR ENROLMENT

Application to enrol is made by completing an “Application for Enrolment” form.

### **Prep & Kindy**

Application form with \$200 non refundable deposit must be handed into the School Office. This deposit will be returned at the completion of Year 6.

Parents will need to supply copies of the following documents to support the application:

- Birth Certificate
- Immunisation Certificate
- Legal documents relating to special family circumstances, eg. AVO
- Passport and visa, if applicant or parents are not citizens of Australia.

### **Years 1-6**

A completed application form must be completed and returned to the school office. With the following documentation:

- Birth Certificate
- Immunisation Certificate
- Legal documents relating to special family circumstances, eg. AVO
- Passport and visa, if applicant or parents are not citizens of Australia.
- Naplan results (if applicable)
- Last 2 school reports

The child’s name will then be placed on the waitlist. If a placement becomes available, a “letter of offer” will be issued. This letter will include details of when to pay the \$200 non refundable deposit. This deposit will be returned at the completion of Year 6.

Acceptance letters will be sent out once a placement becomes available. Students of the SDA faith and siblings of current students receive priority.

### **Years 7-10**

A completed application form with a non refundable application fee of \$50 per child, must be returned to the School Office for processing, With the following documentation:

- Birth Certificate
- Immunisation Certificate
- Legal documents relating to special family circumstances, eg. AVO
- Passport and visa, if applicant or parents are not citizens of Australia.
- Naplan results (if applicable)
- Last 2 school reports

Letters of Offer will be issued to approved applicants 18 months prior to commencement. This letter will include details of when to pay the \$400 non refundable, enrolment deposit, which will secure the student’s place. This deposit will be returned on completion of Year 12.

Enrolment priority will be given to current students, students of the SDA faith and siblings of current students.

Following the collection of this information about the student, the school will discuss the program of support and reasonable adjustments that can be offered with the parents/guardians. If the enrolment is to proceed,

the support offered by the school is outlined in the letter of offer and may include but not limited to the following details:

- school assistant support
- teacher support
- agency support
- therapeutic support
- equipment and modifications
- the Student Support Plan as a framework to review the enrolment
- behaviour management plan.

The letter of offer will also outline that the support arrangements be reviewed on a regular basis. Parents/guardians sign the letter accepting the school's offer.

Wahroonga Adventist School complies with the Disability Standards and although schools are required only to make reasonable adjustments they are exempt from making adjustments that would impose unjustifiable hardship on them, and therefore there may be a time where an enrolment is declined.

It is possible that students presently enrolled in the School may have an undiagnosed disability. When this occurs the School is committed to processes outlined above to collect information about the student, the support needed and develop a set of adjustments to the program to cater for this student.

## RE-ENROLMENT GUIDELINES

---

### PRE-REQUISITES FOR CONTINUING ENROLMENT

The School will maintain a position for each enrolled student for successive calendar years.

This will be dependent on the following conditions:

- The person responsible for the fees ensures that the fee account is up-to-date or has an agreed plan with the School Office for the ongoing payment of fees.
- The School has not terminated the student's enrolment as a result of its discipline guidelines.
- The School has not terminated the student's enrolment as a result of poor attendance.

### Prep

Prep students will need to indicate whether they require a placement for Kindy by the 1st June. This is so that the school knows the amount of places available for new Kindy students.

### Year 5 Students

Year 5 students will be asked to complete "Intention to Enrol for Year " form by the end of Term 1. Priority for Year 7 will be given to current Year 5 students who have completed their form and paid their deposit of \$400, \$200 of which can be rolled over from the Primary deposit.

### All Other Current Students

All current students will need to fill out a re-enrolment form to indicate whether a placement is required for the following year. This will need to be completed by the end of Term 2.

## COMPOSITION / CHARACTERISTICS OF THE STUDENT POPULATION

---

Our student population has 516 students ranging from Kindy to Year 10. The Prep class (young kindy group) consisted of 22.6 FTE students per day.

In 2019 the student population consisted of 272 boys and 244 girls. Not all classes had an even mix of boys and girls. Year 4 and Year 11 were fairly boy heavy. The population of students who are Seventh-day Adventists are 24% and 76% of the school population are from other faiths.

# SCHOOL POLICIES

## STUDENT WELFARE POLICY

### 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

---

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 2019.*



# DISCIPLINE POLICY

## 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 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 and staff.

## AIM

---

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

## 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 2019.*

# ANTI-BULLYING POLICY

This procedure defines bullying and outlines the approach the school will take to such activities and to communicate to students, staff, parents and the community that bullying will not be tolerated.

## DEFINITION

Bullying is any act that causes hurt or fear in a less powerful person or persons, through intentional behaviour by an individual or group of individuals in a more powerful position. It may be deliberate or a result of thoughtlessness. It may be indirect, such as spreading rumours, excluding people from groups or manipulation of others to mistreat another student.

Forms of bullying include

1. Verbal (e.g. name calling, teasing abuse, putdowns, sarcasm, insults and threats)
2. Physical (e.g. hitting, punching, kicking, scratching, tripping, spitting)
3. Social (e.g. ignoring, ostracising, alienating, making inappropriate gestures)
4. Psychological (e.g. spreading rumours, dirty looks, hiding or damaging possessions)

## **STANDARDS**

1. Bullying in any form will not be tolerated.
2. Students, staff, parents and members of the wider community can expect;
  - that students will be safe at school, free from fear of bullying, harassment and intimidation.
  - to be involved in the collaborative development of the school anti bullying procedures and strategies.
  - to know what is expected of them and others in their relationships with other members of the school community.
  - that all students will be provided with appropriate support when bullying occurs.
3. Each class will run anti bullying program. This will be integrated into their weekly Bible, PDHPE program or through our school Value Units. An anti bullying program will be presented every three years as part of the school peer support program.
4. The school will ensure that adequate classroom and playground supervision is provided to minimise the opportunities for bullying to occur.
5. Each group within the school community has a specific role in preventing and dealing with bullying.

### **Students can expect to**

1. Know that their concerns will be responded to by the school staff.
2. Be provided with appropriate support (for both the subjects of and those responsible for the behaviour)
3. Take part in learning experiences that address key understandings and skills relating to positive relationships, safety, gender equity, discrimination, bullying and harassment. These experiences will be guided by the Personal Development, Health and Physical Education syllabuses and other Key Learning Areas.

### **Students have a responsibility to**

1. Behave appropriately, respecting individual differences and diversity.
2. Follow the school Anti Bullying Procedures.
3. Respond to incidents of bullying according to their school Anti Bullying Procedures.

### **Parents and caregivers have a responsibility to**

1. Support their children in all aspects of their learning.
2. Be aware of the school Anti Bullying Procedure and assist their children in understanding bullying behaviour.
3. Support their children in developing positive responses to incidents of bullying consistent with the school Anti Bullying Procedure.
4. Support all students of the school to deal effectively with bullying through the strategies of the Anti Bullying Procedure.

### **Schools have a responsibility to**

1. Develop an Anti Bullying Procedure through consultation with parents, caregivers, students and the community, which clearly identifies both the behaviours that are unacceptable and the strategies for dealing with bullying in the classroom and playground.
2. Inform students, parents, caregivers and the community about the School Discipline Procedure and Anti Bullying Procedures.
3. Provide students with strategies to respond positively to incidents of bullying behaviour, including responsibilities as bystanders or observers.
4. Provide parents, caregivers and students with clear information on strategies that promote appropriate behaviour and the consequences for inappropriate behaviour.
5. Communicate to parents and caregivers that they have an important role to play in resolving incidents of bullying behaviour involving their children.
6. Follow up complaints of bullying, harassment and intimidation.

## Teachers have the responsibility to

1. Respect and support students in all aspects of their learning.
2. Model appropriate behaviour.
3. Respond in an appropriate and timely manner to incidents of bullying according to the school Anti Bullying Procedures.

# WHAT TO DO IF YOU ARE BULLIED

## INITIAL COPING STRATEGIES

---

1. Try not to show that you are upset. Bullies feel great if they have upset you.
2. Try to be assertive look and sound confident.
3. Walk quickly and confidently, even if you don't feel that way inside – appearing confident is helpful.
4. 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.
5. Talk to a friend/friends about it.
6. Avoid "risk" situations where possible, or stay close to adults or friends.
7. 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.
8. 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.
9. Consider talking to the School Chaplain – this person can help you develop skills which can be useful in bullying situations.

## PROCEDURE TO FOLLOW

---

1. Stand Strong
2. Stay Calm
3. Respond Confidently
4. Walk Away
5. 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. Contact can also be made to the Schools Liaison Officer - Hornsby 9476 9799

# WHAT TO DO IF SOMEONE ELSE IS BULLIED

## PROCEDURE TO FOLLOW

---

1. Report it - the person bullied may be too scared to tell anyone
2. Remember - that nobody deserves to be bullied
3. Show - the bully that you and your friends strongly disapprove of his/her actions
4. Give - support to students who are bullied

*Location of the Discipline policy (Student Management Policy) is found on the school's Intranet. To obtain a copy please contact the School Office.*

# 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.

# 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, 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.

## 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 two changes made to this Policy in 2019.*

- 1. In Facilitating Complaints this line was added: (see Acknowledgement of Complaints).*
- 2. In Acknowledgement of Complaints the first paragraph was changed to The receipt of each complaint will usually be within 24 hours and a response, or an update, will be given within 10 working days*

# LOOKING FORWARD

## *School determined improvement targets*

### **Student Achievement**

The intention was to provide professional development for every teacher, on how to best teach Writing, with the purpose of developing a school-wide resource guide to provide memory scaffolds for all stages and genre.

Due to a large shift in staff assigned to implementing this initiative, the program was put on pause and will be revisited in the future.

### **Finance, Facilities and Resources**

All Potential play spaces were identified. The following are the play spaces that the students can now enjoy:

- Oval adjacent to natural bushland
- Synthetic grass outdoor play area
- Rooftop play space
- Playground for Middle School Students
- Playground for Junior School Students
- Multisport courts
- Handball courts
- Library

## 2020 AREAS FOR SCHOOL IMPROVEMENT

AREA	PRIORITIES
Student Achievement	Develop a whole school approach to improve Writing skills

# INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

Each class participate in and learn about a character value. This involves an adaptation from the Character First program. The program has been modified to suit our school setting and students. In addition to this we have introduced new school mottos which focus on age appropriate values. The Junior School is “Shine” Middle School is “Grow” and Senior School is “Reach”.

## TEACHER ENCOURAGEMENT

---

As part of the school discipline policy positive encouragement is used to promote good behavior, respect and responsibility in students. Students are affirmed and rewarded for good behaviour. This is done with teacher praise, special certificates, and medals.

## COMMUNITY SERVICE ACTIVITIES

---

Our students enjoy helping others. Some projects included:

- Participating in the Sydney Adventist Hospital carols program.
- Senior, Junior and Infant Choirs performed at local Churches.
- Collection for Legacy
- Farmers Christmas Project
- “Operation Christmas Child” whereby students donate a shoebox full of gifts for children in a poor village.

# PARENT, STUDENT AND TEACHER SATISFACTION

Parent and teacher feedback indicated that Wahroonga Adventist School demonstrates a strong focus on Pastoral Care and Student Engagement. Parents indicated concerns to include more play spaces for the future and change areas for senior students. Teaching Staff scored low for staff wellbeing especially in the area of role clarity. A review on School Administration Structure was completed and the change will be monitored throughout next year. Included in the restructure a Wellbeing Coordinator was appointed to assist in staff and student wellbeing.

Parents also raised concerns about the future residential development that has been planned to be built next to the school.

Goals have been set to improve the concerns raised by the parents.

These goals can be found in our Quality Adventist Schools Improvement Plan.

## STUDENT SATISFACTION

The students expressed appreciation for the fact that teachers support them and listen to their needs and that the school has an excellent Pastoral Care program.

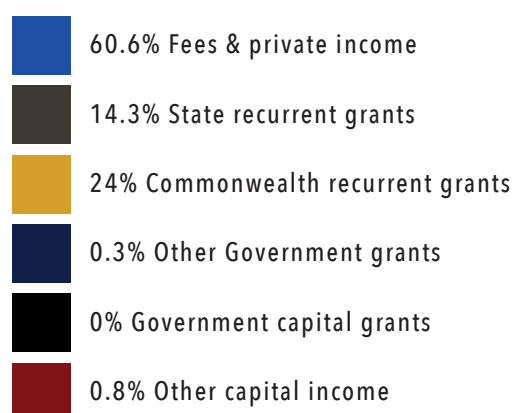
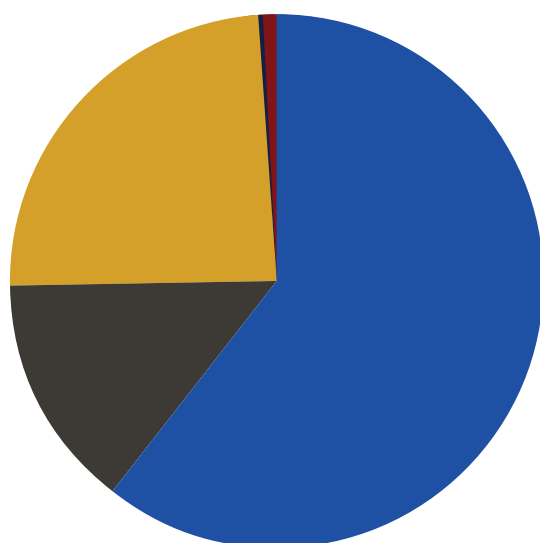
The students appreciated the new facilities and overall enjoyed learning in the new classroom spaces.

# FINANCIAL INFORMATION

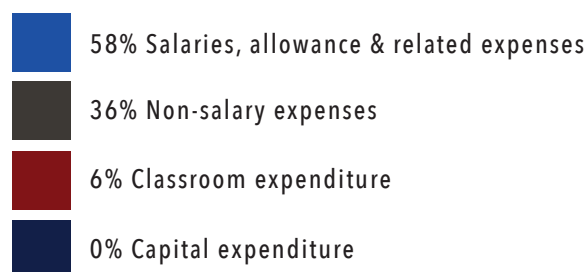
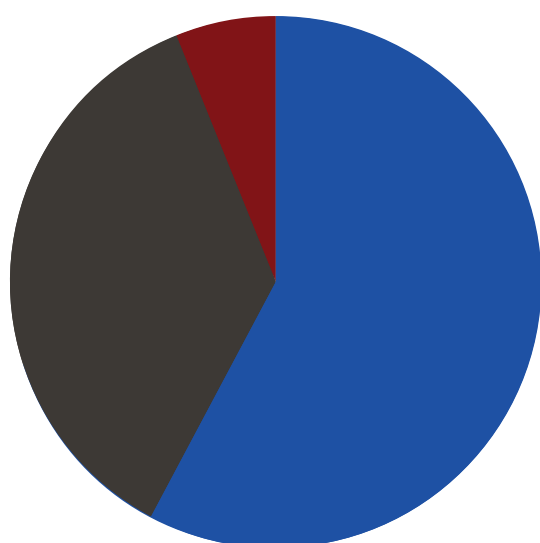
## WAHROONGA ADVENTIST SCHOOL 2019 INCOME & EXPENDITURE

---

### INCOME



### EXPENDITURE



### PUBLIC DISCLOSURE OF EDUCATIONAL AND FINANCIAL PERFORMANCE

*The 2019 Annual report will be published on the School's website and available on request from the College office.*

## SECTION 2: CHECKLIST

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

Please tick that your school complies with the following.

- Participates in National Student Assessments – NAPLAN
- Provides national reports on the outcomes of schooling
- Provides individual school information on performance
- Passes on the NAPLAN reporting to parents showing student results against key national information
- 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