



ANNUAL REPORT

Reporting on the
2020 Calendar Year



WAHROONGA
ADVENTIST SCHOOL

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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

For over 115 years Wahroonga Adventist School has upheld the tradition of providing affordable, quality education for boys and girls. This tradition has seen the school expand into a Pre-Kindy to Year 11 school this year, continuing to work alongside the school community and families to spark the potential held in every student.

Owned and operated by the Seventh-Day Adventist Church, Wahroonga Adventist School is part of a worldwide network of Adventist schools, colleges, and universities providing an affordable, private Christian school experience.

When asked what makes Wahroonga Adventist School unique, invariably the answer can be seen in our students. At the heart of our school there is a belief it takes more than just a classroom to achieve true growth and learning. This is evident when our students are seen embracing the school's holistic approach to learning: an approach that focuses on their mental, physical, social and spiritual needs.

With a motto of Nurture for Today, Learning for Tomorrow, Character for Eternity, the focus is on ensuring students are provided with learning that prepares them for a meaningful life. We believe in an education that goes beyond the classroom, and students have the opportunity to participate in a wide range of co-curricular activities from outdoor camps, to sport competitions. Being a member of a number of school sport associations at both the primary and high school level students are able to compete in a range of sport events all the way to national level. Creativity is fostered and affirmed in art and music programs and weekly chapels provide an opportunity for students and staff to celebrate faith through word and song.

2020 has been a year of change and we value the sense of connectedness in our school and the continued aspiration of our students, staff and families.

A MESSAGE FROM KEY SCHOOL BODIES

PRINCIPAL'S MESSAGE

As a new decade dawned, Wahroonga Adventist School began the year speaking of possibilities, but the school community achieved so much more than it could have imagined as it adapted to the challenges associated with the COVID-19 pandemic. 2020 saw the school innovate, adjust and create as a community, maintaining connection despite experiencing isolation. There have been failures, but there have been numerous successes, all part of true learning. During the highs and lows of 2020, acts of kindness, faith and collaboration were seen daily in the school community – all speaking to the resilience of staff, students and families.

2020 saw the implementation of the first Year 11 class who completed their preliminary course and began the HSC. It is wonderful to see the school continue to grow and provide a caring learning environment where each child is valued and supported in their learning. Students have continued to learn and excel in a variety of arenas, despite the limitations of COVID, increasing their repertoire of technology skills for communication. Staff, students and parents can be proud of their achievements in an exceptional year.

CHAIR OF SCHOOL ADVISORY COUNCIL

Year 2020 proved to be a challenging year for the School, Australia, and the whole world due to the COVID-19 Pandemic. Despite that, the school leadership, teachers, chaplains, and staff proved to be resilient and flexible enough to adapt successfully to the new online teaching mode and then returning to a COVID-19 safe environment. The School Advisory Council acknowledges the hard work, long hours, and disruption to normal work conditions of the School to ensure that all students got the best possible education and care.

The main focus of the Wahroonga Adventist Advisory Council is to support the School in the development and ethos of the school. Although the Council is not involved in the daily operation of the School, it is dedicated and supportive of the developmental learning of all its students and the growth of the School. The School continued to grow in 2020 with Year 11 being added to the Senior School. The School has continued to focus on the well-being of all students and the enrolment and finances met the planned outcomes of the school at this stage of its development.

The School Advisory Council wishes to thank the outgoing Principal, Mrs Michelle Streatfield, for her many years of service and wishes the incoming Principal, Mrs Julia Heise, all the best as she leads the school in the coming years. Mrs Streatfield successfully ran the primary school and was visionary in the expansion of the school into a comprehensive Prep to Year 12, with contemporary new buildings.

We look forward to God's leading and continued growth in 2021.

PRESIDENT OF HOME AND SCHOOL

The Home and School committee holds an important part of the cultural development and growth of Wahroonga Adventist School. Made up of volunteering School parents and carers, many of whom are eligible to be a member, the Home and School supports School Council with its aims and objectives. The Home and School Executive Committee helps facilitate the Home and School meetings and is responsible for overseeing planned activities.

Home and School is a means of coming together as a parent body and working with teachers to enhance the school space via social events, purchasing specific items, and assisting with the development of the school culture and spirit. We achieve this objective by running a number of standing programs such as Meals with Love (meals provided to families in need) and Beyond our Backyard (working with the students to provide to a chosen charity). Home and School also carry the portfolio of organising social events and parent masterclasses. Fundraising is now done by a contribution at the beginning of the school year and it is via the Home and School that the distribution of those funds is managed for the enhancement of both the spiritual and physical environment for students and families.

During the pandemic limitations of 2020, the Home and School were able to be creative in creating connection and continue to develop a sense of belonging at Wahroonga Adventist School through the following initiatives:

- Gratitude Conversation starters and chocolates
- Gingerbread Building Competition
- Installation of the Pirate Ship playground
- Customised Balls for the students with the WAS logo and colours
- Creating a Year 12 Common Space
- Family Fire Pit night via Zoom
- Online resources/pod casts for parents.

Home and School is a wonderful opportunity for parents and carers to be part of their child's development, enhance the school space and connect with the School community.

STUDENT REPRESENTATIVE COUNCIL

Wahroonga Adventist School provides opportunities for students to develop leadership skills in a variety of areas including the Student Representative Council, with members elected by their peers to represent and be the voice of students in the school.

The Student Representative Council (SRC) has encouraged students to participate in fundraising events such as Beanies for Brain Cancer, Movember and Operation Christmas Child, helping to raise awareness amongst their peers and contribute to the broader community.

We have seen students from the SRC step into further roles such as School Prefects and Captains, equipped with leadership skills that they were able to develop during their time in the SRC. As a school, we are proud of the initiative our SRC students display and look forward to seeing this grow in the years to come.

STUDENT PERFORMANCE

in National and State-wide tests and examinations

RECORD OF SCHOOL ACHIEVEMENT

Number of students studying in Year 10	49
Number of ROSAs issued by NESA in 2020	0

RESULTS OF THE HIGHER SCHOOL CERTIFICATE (HSC) EXAMINATION 2020

The school did not have a Year 12 cohort in 2020. 2021 will be the first Year 12 graduates.

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

Proverbs 22:6

PROFESSIONAL LEARNING AND TEACHING STANDARDS

AREAS OF PROFESSIONAL LEARNING

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

AREAS OF PROFESSIONAL LEARNING	TEACHERS (NUMBER OR GROUP)
First Aid/Resuscitation Course	55
NSW Child Protection Crossing Professional Boundaries Webinar	44
URStrong	5
Governance Training	4
Talk for writing essentials online workshop	2
Teaching the Preliminary Course (Yr 11) in Business Studies Teaching the Preliminary Course (Yr 11) in Economics Child Protection for Online Learning Math and Chemistry Tutoring Vectors in Stage 6 Maths Ext 1 & 2 Teams training – Setting up a Class Team & delivering a remote lesson 2020 K-12 Wellbeing Webinar: supporting student wellbeing Feedback and assessment with online forms Programming and planning for Science and Tech K-6 online Making sense of English Spelling Developing Powerful Spelling Pedagogy Lawsense Effectively dealing with parents and students in separated families Phonology Fundamentals for Teachers Making the most of York assessment of reading for comprehension Go Deeper with your HSC programming Online Photography Course The Photography Institute	1

Total Staff PD experiences: 82

Average cost per teacher for professional learning: \$163

TEACHER ACCREDITATION STATUS

ACCREDITATION LEVEL OF TEACHERS	NUMBER OF TEACHERS
CONDITIONAL	8
PROVISIONAL	2
PROFICIENT OR HIGHER	41
TOTAL NUMBER OF TEACHERS IN SCHOOL	51

WORKFORCE COMPOSITION 2020

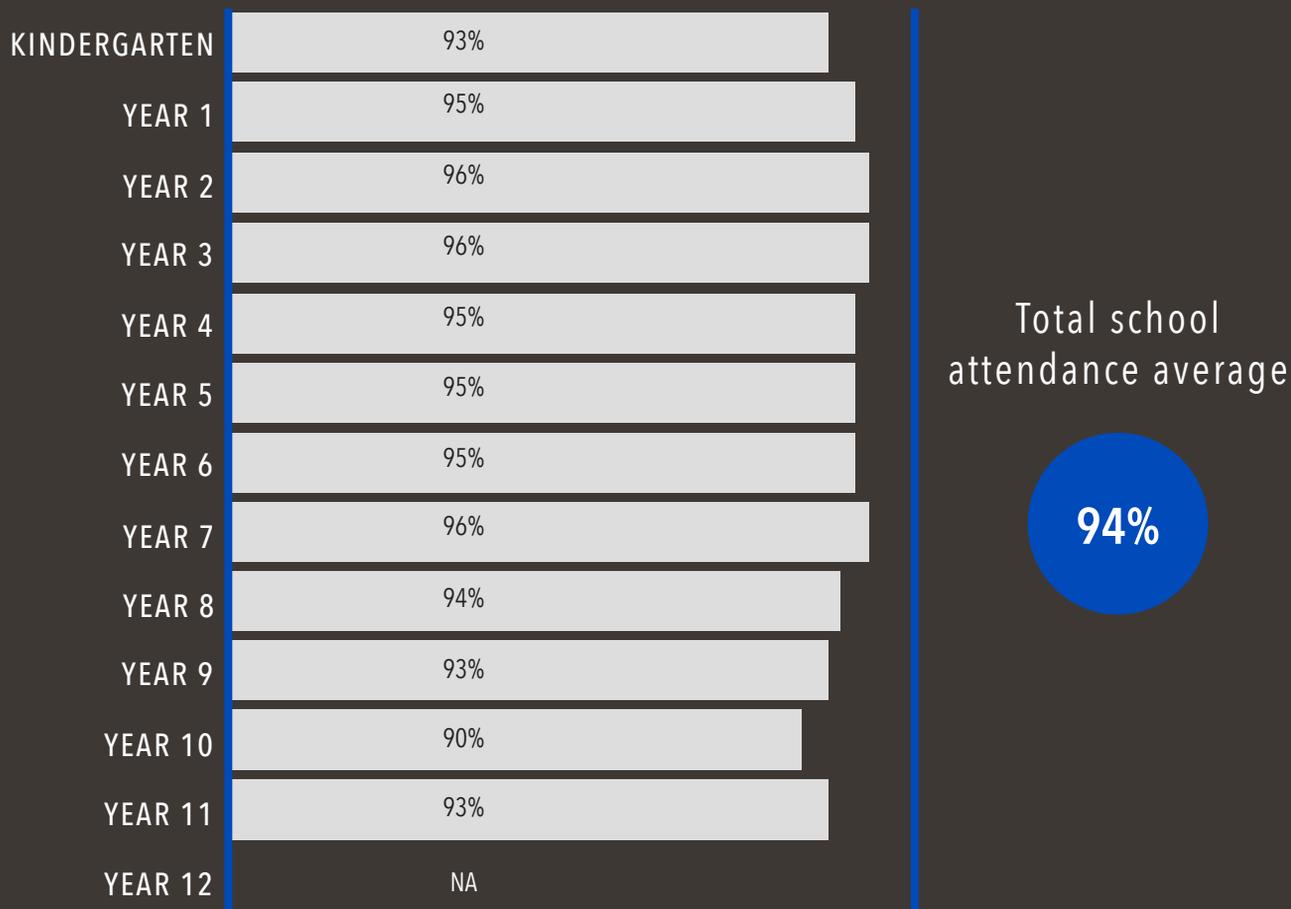


Teaching and non-teaching staff are from a variety of cultural backgrounds, all of which are Christian, and the majority are Seventh-day Adventist. There are 51 teaching staff including the Principal, and 15 of these staff are part time. Approximately one-fifth of teaching staff are early career teachers with a significant proportion working toward their proficient teaching status. There are no Indigenous teachers and one Indigenous chaplain.

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

Brad Henry

STUDENT ATTENDANCE RATE & NON-ATTENDANCE



MANAGEMENT OF NON-ATTENDANCE

Students who are not at school at the beginning of the day are noted by the homeroom teacher. Office staff contact parents and carers by SMS when a child is recorded as absent on any day. Parents and carers are then required to notify the school with the reason for the absence. Parents are expected to provide written or verbal explanation of the reason for the absence. Should staff receive no response to the SMS and the student has not returned for 3 or more days the homeroom teacher will contact the parents to check on the welfare of the student and ask for an explanation.

In cases where an absence rate is below 85% parents are contacted by the Head of School and if necessary, 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 and the child has more than 30 days in 100 unexplained absences, the school will report the family to the Department of Communities & Justice for "failure to educate".

RETENTION FROM YEAR 10 TO 11

PERCENTAGE RETENTION RATE

90%

The school did not have a Year 12 cohort in 2020.

POST SCHOOL DESTINATIONS

There were no students 17 and over who left school during 2020 for post school destinations and there was no Year 12 cohort.

ENROLMENT POLICIES AND CHARACTERISTICS OF THE STUDENT BODY

APPLICATIONS

Applications for enrolment may be made at any time by the parent/carer(s) of students to commence at a nominated SDA school.

Students enrolling in Kindergarten at the school for the first time will be at least 5 years of age on or before 1 March of the enrolling year. Students enrolling in Pre-Kindergarten classes will be turn 5 years of age on or before 30 September of the enrolling year. The school will check readiness of children that are one month out of these cut off dates.

The school starting date was 28 January 2020.

IMMUNISATION REQUIREMENTS

All schools are required to request an immunisation certificate at enrolment. The school will then:

- record each child's immunisation status in a register and retain copies of approved immunisation certificates for a period of three years after the child has ceased to attend the school;
- provide a copy of a child's immunisation certificate to a school that the child has transferred to (on request);
- notify the public health unit if an enrolled child has a vaccine preventable disease, or if they reasonably believe that an unimmunised enrolled child has come into contact with someone who has a vaccine preventable disease;
- exclude unimmunised children at risk of contracting a disease from attending school on the direction of a public health officer.

PROCESSING APPLICATIONS

1

The school will base any decision about offering a place to a student on:

Family Relationship with the school:

- the applicant coming from a Seventh-day Adventist family;
- sibling of a current or ex-student;
- whether they hold attitudes, values and priorities that are compatible with the school ethos.

The Student:

- the contribution that the student may make to the school, including the co-curricular activities;
- any special needs or abilities of the student;
- the student's reports from previous schools.

Other Considerations:

- order of receipt - when the application to enrol is received by the school.

2

The school will meet with parent/caregiver(s) of the students before offering a place.

3

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

4

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

CHARACTERISTICS OF THE STUDENT POPULATION

Our student population is 571 students ranging from Kindy to Year 11. The Pre-Kindy class consisted of 20.6 FTE students per day. Most students live within a 5 km range of the school. The population of students who are Seventh-day Adventists is 26% and 74% 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 2020.

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 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.

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 2020.

ANTI-BULLYING POLICY

The school does not tolerate bullying and students, staff, parents and caregivers can expect that they will be safe at school, free from fear of bullying, harassment and intimidation.

The school's procedures outline expectations and responsibilities about anti-bullying, provide processes for responding to and managing allegations of bullying including identifying types of bullying, specific procedures to address bullying and reporting guidelines.

Location of the full text of the Anti-Bullying Policy is found on the school's intranet. To obtain a copy please ask at the front office.

There were no changes made to the Policy during 2020.

COMPLAINTS AND GRIEVANCES POLICY

PURPOSE

This Guideline is intended to ensure that complaints are handled fairly, efficiently and effectively.

The complaints management system is intended to:

- enable schools and the Company to respond to issues raised by people making complaints in a timely way; and
- provide information that can be used to deliver quality improvements in schools, systems, practices, procedures and complaint handling.

This document provides the key principles and concepts of the complaints management system for both staff and parents and others who wish to make a complaint.

COMPANY COMMITMENT

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

DIRECTOR

The Director is committed to promoting a culture that values complaints and their effective resolution by:

- providing adequate support and direction to key staff responsible for handling complaints;
- regularly reviewing reports about complaint trends and issues arising from complaints;
- encouraging staff to make recommendations for system improvements;
- supporting recommendations for system improvements arising from analysis of complaint data.

PRINCIPAL

The Principal is responsible for complaint handling in each school and is committed to establishing and managing the complaints management system by:

- providing regular reports to the Director on issues arising from complaint handling work;
- ensuring recommendations arising out of complaint data analysis are canvassed with the Director and implemented where appropriate;
- training and empowering staff to resolve complaints promptly and in accordance with company policies and guidelines.
- encouraging staff to provide suggestions on ways to improve the company's complaints management system.

STAFF

Staff whose duties include complaint handling are expected to be committed to demonstrating exemplary complaint handling practices by:

- treating all people with respect, including people who make complaints;
- complying with the Company Complaints Handling Guideline;
- keeping informed about best practice in complaint handling;
- assisting people who wish to make complaints to access the complaints handling guideline;
- assisting those handling complaints to resolve matters promptly;
- providing feedback to their principal/director on issues arising from complaints; and
- implementing changes arising from individual complaints and from the analysis and evaluation of complaint data.

GUIDING PRINCIPLES

FACILITATING COMPLAINTS

PEOPLE FOCUS

The company is committed to seeking and receiving feedback and complaints about practices, procedures and complaint handling at schools and/or the company level.

Any concerns raised in feedback or complaints will be dealt with within a reasonable time frame.

People making complaints will be:

- provided with information about the complaints handling process;
- listened to, treated with respect by staff and actively involved in the complaint process where practicable and appropriate; and
- provided with reasons for decision/s and any options for redress or review.

NO DETRIMENT TO PEOPLE MAKING COMPLAINTS

All reasonable steps will be taken to ensure that people making complaints are not adversely affected because a complaint has been made by them or on their behalf.

ANONYMOUS COMPLAINTS

Anonymous complaints will be accepted and there will be an investigation of the issues raised where there is enough relevant information provided, including the identity of the school or office to which the complaint relates.

VISIBILITY AND TRANSPARENCY

Information about how and where complaints may be made will be readily available and publicised on school websites.

ACCESSIBILITY

The company is committed to ensuring that its complaints management process is easily understood and accessible to everyone, particularly people who may require assistance, for example, people for whom English is not their first language.

If a person prefers or needs another person to assist them in the making and/or resolution of their complaint, the school or company will communicate with them through their representative if this is their wish. Anyone may represent a person wishing to make a complaint, with their consent.

RESPOND TO COMPLAINTS

EARLY RESOLUTION

Where possible, complaints will be resolved at first contact with the particular school or, in the case of complaints about the company, first contact with the director.

RESPONSIVENESS

Complaints will be assessed and prioritised in accordance with the urgency and/or seriousness of the issues raised. If a matter concerns an immediate risk to safety or security the response will be immediate and will be escalated appropriately.

The company is committed to managing people's expectations and will inform them as soon as possible, of the following:

- the complaints process;
- the expected time frames for actions;
- the progress of the complaint and reasons for any delay; and
- their likely involvement in the process.

The school or company will advise people as soon as practicable when it is unable to deal with any part of their complaint.

OBJECTIVITY AND FAIRNESS

Each complaint will be addressed with integrity and in an equitable, objective and unbiased manner. Each complaint will be assessed on its merits. Conflicts of interests, whether actual or perceived, will be managed responsibly. In particular, internal reviews of how a complaint was managed will be conducted by a person other than the original decision maker.

CONFIDENTIALITY

The identity of people making complaints will be protected where this is practical and appropriate.

Personal information that identifies individuals will only be disclosed or used by the company as permitted under privacy legislation

MANAGE THE PARTIES TO A COMPLAINT

EMPOWERMENT OF STAFF

All staff managing complaints are empowered to implement the complaints guideline as relevant to their role and responsibilities. Staff are empowered to resolve complaints promptly and with as little formality as possible. Staff are encouraged to provide feedback on the effectiveness of this complaints management process.

MANAGING UNREASONABLE CONDUCT BY PEOPLE MAKING COMPLAINTS

Schools and the company are committed to being accessible and responsive to all people who approach them with feedback or complaints.

When people behave unreasonably in their dealings with either a school or the company, conduct can significantly affect the progress and efficiency of the school or company's work. As a result, any conduct that negatively and unreasonably affects a school or the company will be proactively and decisively managed by staff.

COMPLAINT MANAGEMENT SYSTEM

STAGES OF MANAGING A COMPLAINT

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



RECEIPT OF COMPLAINTS

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

The record of the complaint will identify:

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

ACKNOWLEDGEMENT OF COMPLAINTS

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

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

INITIAL ASSESSMENT AND ADDRESSING OF COMPLAINTS

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

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

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

The methodology for addressing the complaint may include:

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

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

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

PROVIDING REASONS FOR DECISIONS

Following consideration of the complaint and any investigation into the issues raised, the person making the complaint will be contacted in a timely manner and advised of:

- the outcome of the complaint and any action that was taken arising out of the complaint so far as permitted under privacy legislation;
- the reasons for any decisions that have been made; and
- any remedy or resolution that has been offered.

CLOSING THE COMPLAINT, RECORD KEEPING, REDRESS AND REVIEW

At the time of closing the complaint a record will be made of the following:

- steps taken to address the complaint;
- the outcome of the complaint; and
- any undertakings or follow up action required.

THREE LEVELS OF COMPLAINT HANDLING

Where possible, complaints will be resolved by staff at the appropriate school level. Staff will be adequately equipped to respond to complaints, including being given appropriate authority, training and supervision.

Where early resolution of a complaint is not possible, due to the complexity of the issues raised, dissatisfaction with the complaint outcome or how the complaint was dealt with, the complaint may be escalated to the director level. This second level of complaint handling will provide for the following internal mechanisms:

- assessment and possible investigation of the complaint and decision/s already made, and/or
- facilitated resolution (where a person not connected with the complaint reviews the matter and attempts to find an outcome acceptable to the relevant parties).

Where a person making a complaint is dissatisfied with the outcome of the director's review of their complaint they may seek a further review from the Chair of the Board of Directors. In some instances, the Chair of the Board of Directors may engage a third party to review a matter and provide a report.

ACCOUNTABILITY AND LEARNING

ANALYSIS AND EVALUATION OF COMPLAINTS

Complaints are recorded in a systematic way so that information can be easily retrieved for reporting and analysis. Regular reports will be run on:

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

Regular analysis of these reports will be undertaken to monitor trends, measure the quality of service and make improvements. Both reports and their analysis will be provided to the Director of Education for review.

MONITORING OF THE COMPLAINT MANAGEMENT SYSTEM

The complaints management system will be monitored to:

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

CONTINUOUS IMPROVEMENT

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

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

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

There have been no changes made to this Policy in 2020.

LOOKING FORWARD

SCHOOL DETERMINED IMPROVEMENT TARGETS

PRIORITY AREAS FOR IMPROVEMENT FOR 2021

School improvement is a key focus of Wahroonga Adventist School and the three priority areas for 2021 are as follows:

1. Wellbeing:
 - a. Develop the theme of Look Again in chapels and classrooms
 - b. Develop a focus on a service mindset
 - c. Finalise the School Wellbeing Framework and develop a Wellbeing Scope and Sequence P-12

2. Engagement and Rigorous Learning:
 - a. Consistently check for student understanding through formal and informal assessment
 - b. Develop student writing skills K-12
 - c. Regularly use and evaluate a range of engagement strategies

3. Positive Behaviour for Learning
 - a. Collaboratively decide on four school values utilising parent, staff and student voice
 - b. Develop a whole school Positive Behaviour for Learning (PB4L) Framework around the four school values
 - c. Implement PB4L clearly and consistently

ACHIEVEMENT OF PRIORITY AREAS LISTED FOR IMPROVEMENT IN THE 2020 REPORT

The identified area for growth in 2020 was in the area of student achievement. The priority was to develop a whole school approach to improve writing skills. Due to the disruptions of learning with the COVID-19 pandemic, the development of a whole school approach to writing was not achieved. Students still had multiple opportunities to improve writing skills and a systemic approach to writing will be developed next year.

INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

The School has a variety of initiatives for promoting respect and responsibility in the student body including:

CULTURAL ACTIVITIES

NAIDOC: NAIDOC is celebrated in a special Chapel program and in class activities that create an awareness about being respectful of our First Nation Peoples.

MULTICULTURAL EVENTS: Respect for culture is promoted in a number of key school wide events including Multicultural Day.

WELLBEING INCLUDING CHAPLAINCY

HOME ROOM: Each morning in Home Room students worship together and participate in activities associated with the values of the College including respect and responsibility.

INVICTUS: Year 7-10 students participate in a weekly wellbeing program, Invictus, that is designed specifically to support the developmental journey of Australian young people. Students are involved in a wide range of collaborative and challenge activities designed to support the self-esteem and responsibility of students.

WEEKLY CHAPEL PROGRAM: Students participate in a weekly Chapel program that affirms resilience and core values through a range of speakers presenting on topics as diverse as making healthy choices, spiritual development, interpersonal relationships and respect. Students are responsible for running the preliminaries and singing, which encourages responsibility.

WEEKLY WORSHIP ACTIVITIES: All students participate in Week of Worship programs where for one period per day over the course of a week, students engage in a chapel program designed to build self-esteem, confidence and respect in the context of a relationship with Christ. Students lead in the music and preliminaries, thus encouraging involvement and responsibility.

DAYS OF WORSHIP: Respect for God and for students from affiliated schools in the Sydney Adventist system is supported through combined Days of Worship that are run once a year across the Sydney region. Junior School, Middle School and Senior School each have their own Day of Worship. Due to COVID-19, some of these Days of Worship were online.

WIRED: The chaplaincy team coordinates a Friday evening Wired community program once term involving live music, food and inspiring speakers. Students have responsibility for assisting in the Wired program by serving the BBQ, providing music and running activities.

AWARDS: Awards are given each week in standing assembly acknowledging not just achievement, but also respect, effort, responsibility and compassion.

CHARACTER FIRST: All Kindy to Year 4 students are involved in a program called Character First that facilitates a growth in understanding of values. This includes a focus on respectful relationships and responsibilities to themselves and others.

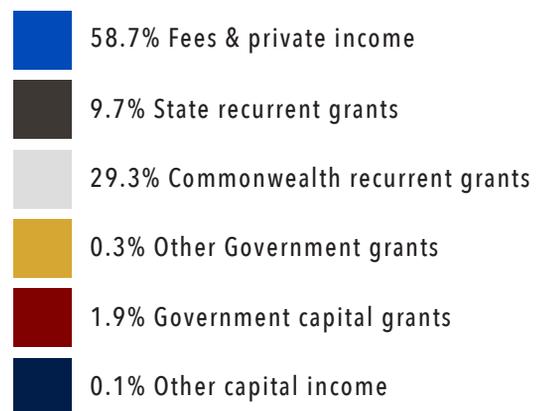
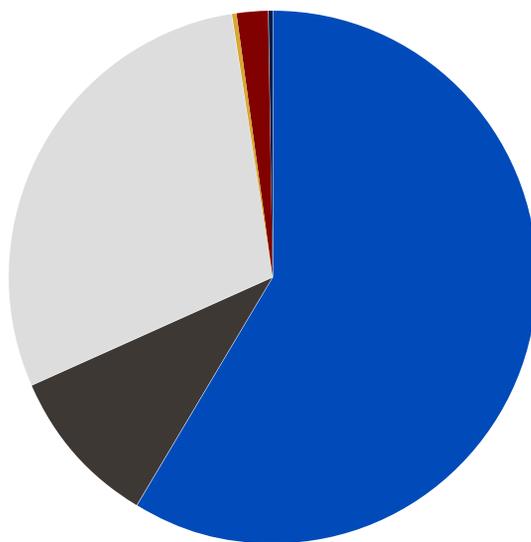
COMMUNITY SERVICE AND ENGAGEMENT

All students have opportunities to be involved in service to the community that are age appropriate. Due to the limitations of COVID, community service and engagement was focused more on encouraging others through giving of cards and non-perishable food and gifts through programs such as the Hornsby Women's Shelter and Operation Christmas Child.

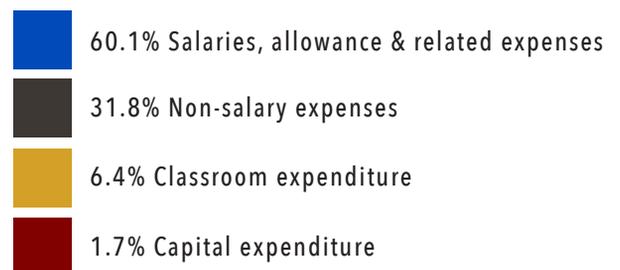
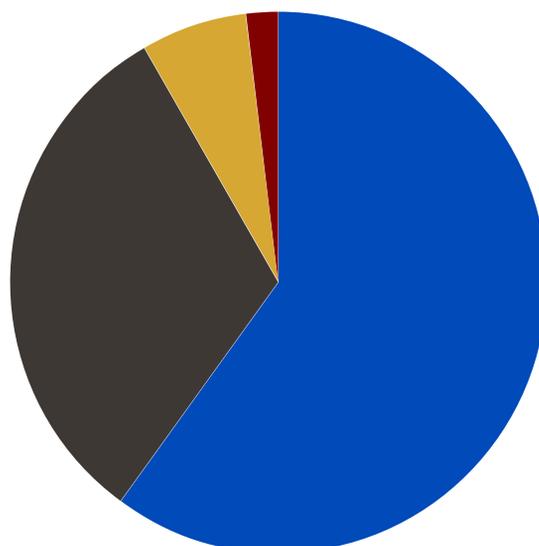
FINANCIAL INFORMATION

WAHROONGA ADVENTIST SCHOOL 2020 INCOME & EXPENDITURE

INCOME



EXPENDITURE



PUBLIC DISCLOSURE OF EDUCATIONAL AND FINANCIAL PERFORMANCE

The 2020 Annual report will be published on the School's website and available on request from the School office.

CHECKLIST

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

Please tick that your school complies with the following.

- Provides national reports on the outcomes of schooling
- Provides individual school information on performance
- Annually reports on school performance information and makes the report publicly available
- Implements the National Curriculum as it becomes available
- Has an annual certificate of financial accountability from a qualified accountant
- Annually reports on each program of financial assistance provided under this Act
- Participates in program evaluations