



WAHROONGA
ADVENTIST SCHOOL

NSW EDUCATION STANDARDS AUTHORITY

ANNUAL REPORT

*Reporting on the 2021
Calendar Year*



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Principal's Message

The end of a year is a time to celebrate achievements and in 2021 we proudly celebrated the graduation of the inaugural Year 12 students at Wahroonga Adventist School. Built on the passion of key leaders in the past, the graduation of the first Year 12 cohort marked a milestone and demonstrated the resilience of our students and School community. The HSC results were a celebration of adaptability and tenacity, underpinned by God's grace. The top ATAR of 96.6 was achieved by the first Year 12 School Captain. Ranked 163 out of 509 schools in NSW, 12% students were honoured on the Distinguished Achievers list and over a third of the class attained an ATAR of 80 or above.

While students have been challenged in so many ways over the last two years with the difficult circumstances of remote learning and interruptions due to the pandemic, they have proven they are unstoppable. Not only did our school community survive an extended period of remote learning due to COVID-19, but we also achieved so much more than we could have imagined as everyone adapted to circumstances. Parents juggled work and helping children learn from home, teachers created online classes and students spent more time in front of a screen than they would have liked. During the highs and lows of this historical year, acts of kindness, faith and collaboration have spoken to the character of our school community.

A number of initiatives demonstrated the power of our collective community and the leadership of staff and students. Initiatives that spoke to inclusion and diversity such as Harmony Day run by the School Representative Council. Initiatives that spoke to our ethics as we distilled our core values to compassion, integrity, responsibility and respect. Initiatives that supported the learning and wellbeing of our students such as Showcase and UR Strong.

I am proud of our vibrant, Christ-centred learning community where strong values and individualised care for each child are at the centre of all we do. I am also grateful to the staff for their hard work and commitment, to the School Advisory Council for their direction, to the Home and School for building community, to the students themselves for their positive spirit.

Julia Heise
Principal

“During the highs and lows of this historical year, acts of kindness, faith and collaboration have spoken to the character of our school community.”



Chair of Wahroonga Adventist School Advisory Council

Greek philosopher Aristotle once said, 'Educating the mind without educating the heart is no education at all.' For Wahroonga Adventist School, education extends even further—it reaches the soul. When it comes to learning, our multifaceted lives require a multifaceted approach. We aim to provide the harmonious development of the physical, mental, emotional, and spiritual powers of our students.

Wahroonga Adventist School has grown from a small primary school to become a full Prep to Year 12. Secondary education commenced in 2016 and the first Higher School Certificate cohort will complete their credential this year, 2021. It is a great milestone in the history of our school.

This year also started with a change of flag in school leadership from the legendary Mrs Streatfield to the accomplished Mrs Heise, bringing with her passionate leadership, care, and enthusiasm to continue the school vision so ably set by Mrs Streatfield.

The COVID-19 Pandemic has proved to be very challenging to our staff, but they have reacted positively to the trial and found a renewed passion for the profession. The resilience and agility of our educators motivated them to seek new ways to support student learning and development. I take my hat off to our teachers in gratitude for their innovation, hard work, and long hours.

I highly appreciate the chaplaincy team of our school who cared for the spiritual and emotional wellbeing of our students, teachers, and their families. Heaven is witnessing the positive impact of their service.

The School Advisory Council supports the School Principal in meeting the expectations of the Board of Directors and I thank the members of the Council for the expertise and talents they have brought to collaboratively provide informed advice to the school in its success journey.

I thank God for Wahroonga Adventist School and pray that it will continue to be a lighthouse within its community. The relations and friendships that have been established within the school will continue to the last days of our lives and beyond to the life to come. Let us cherish every moment and enjoy being part of the Wahroonga Adventist School family.

Pr E Akrawi

Chair of Wahroonga Adventist School Advisory Council

President of Home and School

The Home and School Committee holds a valuable part of the cultural development and growth of Wahroonga Adventist School. The focus of the Home and School is to create opportunities for connection within our community and to support the school in certain resources that enhance our children's well-being.

The Committee is made up of volunteering school parents and carers, many of whom are eligible to be members. We meet about two times per school term where we welcome all parents from our school community to join in the discussion of cultural development ideas and assisting with the responsibility for overseeing planned events for the year.

The Home and School supports the School Council with its aim and objectives. Being part of this group can be a very rewarding and enriching way to connect with our school. It is a forum of coming together as a parent body and working with teachers to enhance the school space via social events, purchasing of specific items, and assisting with the development of the school culture and spirit.

We achieve the objective of creating a sense of belonging and culture through the running of a number of standing programs such as Meals with Love (meals provided to families in need) and Beyond the School Yard (working with the students to provide to a chosen charity). Home and School also carry the portfolio of organising social events and parent master-classes.

Fundraising is now done by a contribution at the beginning of the school year and it is via Home and School that the distribution of those funds is managed for the enhancement of both the spiritual and physical environment for the students and families.

During 2021, the challenges of the ongoing pandemic continued to impact on the role of the Home and School, consequently leading us to be creative in our efforts to connect with our community.

The biggest achievement for Home and School in 2021 was the working with the Wahroonga Adventist School to fund the build of a Covered Outside Learning Area over the current basketball courts planned for 2022, which will enable the space to be used all year round whether it is raining or shining bright.

We were also able to create a new position within the Home and School Advisory called the Community Engagement portfolio. It is a new role which we are still evolving but as the title suggests it is a person on the committee who will look at ways in which we can create better and stronger connections with our local businesses, previous students, and local community members.

Home and School is all about creating opportunities of connection to develop relationships and a sense of belonging through various events and being involved in purchasing of items that will enhance the school environment for our children.

Mrs M Roberts

Home and School President

Student Representative Council Report

Wahroonga Adventist School's Student Representative Council (SRC) of 2021 was committed to serving their peers and working with charities to make a difference in the lives of others this year.

Despite the restrictions of the pandemic, the SRC led in a number of initiatives to raise awareness and funds throughout the year. As part of the Harmony Day celebrations, the SRC decided on raising funds for three charities including an orphanage, providing an eLearning hub for Aboriginal Communities and creating safe communities in Cambodia. The outward focus of fund raising continued through a partnership with the Home and School to use money raised at the Mother's Day Stall to support ten different charities for women in Australia and abroad. Finally, the SRC held a Schizencephaly Mufti Day to raise awareness about a rare condition that one of our school students has.

The SRC also served in the local school environment through activities such as helping out in the canteen. The voice of students is important in continuing to improve the experience of those in the school and in the broader community and we have appreciated the leadership of the SRC this year.

Mrs Emily Cooper

SRC Coordinator

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CONTEXTUAL INFORMATION ABOUT THE SCHOOL

Wahroonga Adventist School is an independent co-educational school owned and operated by the Seventh-Day Adventist Church. Established as a primary school in 1905, 2021 saw the school grow into a full Prep to Year 12 educational facility, with the graduation of the first Year 12 class.

Built on a reputation for nurture and excellence, the school is well-regarded in the community as a learning environment where values are integral to the wellbeing of all. Wholistic student learning is at the centre of ensuring students are provided with learning that prepares them for a meaningful life. Based on a solid Christian foundation, students, staff and parents can explore their faith and participate in a range of service activities to build character and give back to the community.

Academic learning outcomes are foundational for the success of students and staff and families are partners in the education of children.

The vision of the school is Nurture for Today. Learning for Tomorrow, Character for Eternity. This is underpinned by the mission of providing a thriving, Christ-centred learning community where students and families of all faiths and backgrounds are valued.

We believe in an education that goes beyond the classroom. Students can participate in a wide range of co-curricular activities from outdoor camps to sport, chess, debating, art and music so that student agency is developed for success in life beyond the school gates.



“
*The vision of the school
is Nurture for Today.
Learning for Tomorrow,
Character for Eternity.*
”

3 STUDENT PERFORMANCE IN STATE-WIDE TESTS AND EXAMINATIONS

3.1 Student outcomes in standardised national literacy and numeracy testing

STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

LITERACY

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

READING

YEAR	% BELOW NATIONAL MINIMUM STANDARD	% AT NATIONAL MINIMUM STANDARD	% ABOVE NATIONAL MINIMUM STANDARD
Year 3	0	0	99.9
Year 5	2.3	9.3	93.1
Year 7	0	4.1	96
Year 9	0	8.0	92

WRITING

YEAR	% BELOW NATIONAL MINIMUM STANDARD	% AT NATIONAL MINIMUM STANDARD	% ABOVE NATIONAL MINIMUM STANDARD
Year 3	0	3.8	96.1
Year 5	2.3	4.7	93
Year 7	2.8	8.2	89
Year 9	2.0	12.2	85.7

SPELLING

YEAR	% BELOW NATIONAL MINIMUM STANDARD	% AT NATIONAL MINIMUM STANDARD	% ABOVE NATIONAL MINIMUM STANDARD
Year 3	0	0	99.9
Year 5	0	4.7	95.4
Year 7	0	4.2	95.9
Year 9	2.0	14.0	84

GRAMMAR AND PUNCTUATION

YEAR	% BELOW NATIONAL MINIMUM STANDARD	% AT NATIONAL MINIMUM STANDARD	% ABOVE NATIONAL MINIMUM STANDARD
Year 3	0	0	99.9
Year 5	0	9.3	90.7
Year 7	1.4	2.8	95.9
Year 9	4.0	6.0	90

INTERPRETATIVE COMMENTS

Our results for Year 3 for literacy show that:

- All students are working above or at the minimum standard for Writing, Reading, Spelling and Grammar and Punctuation

Our results for Year 5 for literacy show that:

- No students are below the minimum standard for spelling and grammar/punctuation.
- The significant majority of students are above the national minimum standard in all areas of literacy

Our results for Year 7 for literacy show that:

- No students are below the minimum standard for reading and spelling.
- Reading, spelling, grammar and punctuation are all very strong

Our results for Year 9 for literacy show that:

- No students are below the minimum standard for spelling and grammar/punctuation.
- Compared to the nationwide mean our growth in writing is considerably above the average.

NUMERACY

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

YEAR	% BELOW NATIONAL MINIMUM STANDARD	% AT NATIONAL MINIMUM STANDARD	% ABOVE NATIONAL MINIMUM STANDARD
Year 3	2.2%	15.2%	82.6%
Year 5	2.4%	14.6%	83%
Year 7	12.7%	20%	67.3%
Year 9	6.8%	15.3%	77.9%

INTERPRETATIVE COMMENTS

Our results for Year 3 numeracy show that:

- All students are working above or at the minimum standard for Numeracy

Our results for Year 5 numeracy show that:

- Most students are achieving above the national minimum standard

Our results for Year 7 numeracy show that:

- 2 students are below the minimum standard
- There is an increased of students achieving a band 10 in numeracy

Our results for Year 9 numeracy show that:

- No students are working below the minimum standard for numeracy.

3.2 Record of School Achievement

ITEM	STUDENTS
Number of Students studying in Year 10	42
Number of ROSAs issued by NESA in 2021	0



3.3 Results of the Higher School Certificate Examination 2021

COMPARISON OF 2021 RESULTS COMPARED TO THE STATE

Subject	No of students		Performance band achievement by number and/or %					
			Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
Information Processes and Technology	4	School	0.0	50.0	25.0	0.0	25.0	0.0
	1897	State	8.32	23.77	25.14	23.24	14.44	5.06
Biology	12	School	8.33	50.0	25.0	16.67	0.0	0.0
	18712	State	7.17	24.14	34.80	25.15	6.68	2.06
Business Studies	10	School	10.0	40.0	10.0	10.0	30.0	0.0
	17664	State	9.49	26.60	30.40	20.54	9.07	3.89
Chemistry	7	School	0.0	28.57	57.14	14.29	0.0	0.0
	9885	State	20.97	29.43	25.89	22.43	9.23	2.06
Drama	2	School	50.0	0.0	50.0	0.0	0.0	0.0
	3939	State	18.27	27.26	37.21	15.71	1.37	0.15
Economics	5	School	0.0	40.0	20.0	20.0	20.0	20.0
	5043	State	14.87	35.37	27.40	16.67	5.05	0.61
English Advanced	19	School	15.78	31.57	42.10	10.52	0.0	0.0
	24412	State	16.30	52.47	25.11	5.40	0.62	0.08
English Standard	17	School	0.0	5.88	41.17	35.29	17.64	0.0
	31343	State	0.59	16.03	41.20	32.71	7.84	1.60
Food Technology	7	School	14.28	14.28	42.85	28.57	0.0	0.0
	3625	State	10.92	25.51	26.23	24.97	10.45	2.89
Industrial Technology	8	School	0	12.50	50.00	0	37.50	0
		State	8.32	23.77	25.14	23.24	14.44	5.06
Information Processes and Technology	4	School	0.0	50.0	25.0	0.0	25.0	0.0
	1897	State	8.32	23.77	25.14	23.24	14.44	5.06
Mathematics Advanced	10	School	30.0	10.0	30.0	30.0	0.0	0.0
	16770	State	23.24	26.97	28.54	15.08	4.28	1.87
Mathematics Standard 2	19	School	0	15.78	26.31	52.63	5.26	0
	17	School	0.0	11.76	23.52	41.17	17.64	5.88
Modern History	11	School	9.09	9.09	36.36	18.18	27.27	0.0
	10892	State	10.71	27.28	27.09	19.11	10.26	5.52

Subject	No of students		Performance band achievement by number and/or %					
			Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
Music 1	6	School	33.33	33.33	33.33	0.0	0.0	0.0
	4697	State	19.99	44.34	25.12	8.83	1.44	0.25
Personal Development, Health and Physical Education	8	School	0.0	25.00	25.00	37.50	12.50	0.0
	16483	State	6.94	23.97	29.43	26.10	10.78	2.74
Physics	5	School	0.0	40.0	40.0	0.0	20.0	0.0
	7922	State	12.42	28.19	30.71	19.51	7.39	1.75
Studies of Religion II	3	School	0.0	66.66	33.33	0.0	0.0	0.0
	6133	State	12.73	33.53	25.63	18.83	7.48	1.77
Textiles and Design	2	School	50.0	0.0	0.0	50.0	0.0	0.0
	1189	State	16.90	39.78	24.30	12.27	4.62	2.10
Visual Arts	9	School	11.11	66.66	22.22	0.0	0.0	0.0
	8418	State	16.95	46.23	27.51	7.73	1.38	0.17
English Extension	3	School			66.66	33.33	0.0	0.0
	3415	State			41.08	52.85	5.65	0.40
Maths Extension	4	School			25.0	75.0	0.0	0.0
	8547	State			37.26	36.99	19.93	5.80

INTERPRETATIVE COMMENTS FOR HIGHER SCHOOL CERTIFICATE RESULTS

191 exams were sat by 36 HSC students and the top ATAR was 96.6. The school ranked 163 in NSW out of 509 schools and first amongst Adventist Schools.

In the 23 subjects offered at Wahroonga Adventist School, 14 were over the State mean.

11.6% of students were Distinguished Achievers gaining a Band 6 which is 90 or above. This was well above the State Average of 5.4%.

Subjects in which a Band 6 was gained were Biology, Business Studies, Drama, English Advanced, English Extension 1, Food Technology, French Beginners, Korean in Context, Mathematics Advanced, Mathematics Extension 1, Modern History, Music 1, Textiles and Design, and Visual Arts.

One student was nominated for Artexpress which is the HSC Showcase for Visual Arts.

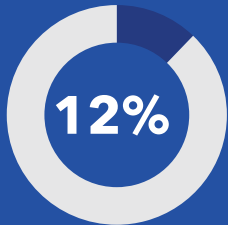
28% of student achieved Band 5 results, which is 80-29.

11% attained an ATAR of 90 and above and 31% attained an ATAR of 80 and above.

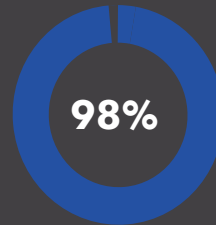
COMPARISON OF 2021 HSC RESULTS AS A TREND OVER TIME

2021 was the first cohort undertaking the Higher School Certificate for Wahroonga Adventist School, therefore, interpretative comments over time are not available.

4 SENIOR SECONDARY OUTCOMES



PERCENTAGE OF STUDENTS IN YEAR 12 UNDERTAKING VOCATIONAL OR TRADE TRAINING



PERCENTAGE OF STUDENTS IN YEAR 12 ATTAINING A YEAR 12 OR EQUIVALENT VET QUALIFICATION

YEAR 11

Fourteen Year 11 students were enrolled in a TVET course with TAFE NSW in 2021 – 4 in Construction Pathways, 2 in Information & Digital Media (Digital Animation), 1 in Information & Digital Media (Web and Software Applications), 1 in Business Services, 1 in Fitness, 1 in Screen and Media: Production (Film and Television), 1 in Beauty Services (Make-Up), 1 in Automotive, 1 Animal Studies, and 1 was enrolled in a School Based Apprenticeship and Traineeship (SBAT) - Certificate III in Retail with McDonalds RTO

YEAR 12

Five Year 12 students were enrolled in a TVET course with TAFE NSW in 2021 – 3 in Construction Pathways, 1 in Information & Digital Media (Digital Animation), and 1 in Human Services: Allied Health.

One Year 12 student undertook a pathways approach to Year 12 for health reasons and will complete Year 12 in 2022.



5.1 Professional Learning

Areas of professional learning	Teachers
First Aid (CPR and Anaphylaxis) and refresher	53
Teaching Ext 1 Maths	1
Perspectives on Writing	1
URStrong	10
Aboriginal Science	1
Science Heads Day	1
Geography course	1
The Prescence of History	1
Peer Support	2
ACSA Conference	1
Career Accreditation	1
Meet Manager	1
Multilit	15
Socially challenged kids	1
Step by Step Interventions	1
ACSA Conference	1
Cert III Applied Fashion	1
Adobe Online Training	1
Initialit	15
The Science of Reading	20
Shared Past, different interpretation	1
Evidence based classroom management	15
Text and human Experience	1
Teaching Synthetic Phonics	15
Stage 6 Assessment - NESAs	11
Interpreting NAPLAN	50
Autism Spectrum Disorder	53
Rigorous Engagement	48
Learning Intentions and Success Criteria	52
Feedback in the classroom	53
Generation Alpha	53
Feedback in the classroom	53

Total Staff PD experiences:	534
Average cost per teacher for professional learning:	\$48

5.2 Teacher Accreditation Status

ACCREDITATION LEVEL OF TEACHERS	NUMBER OF TEACHERS
Conditional	6
Provisional	3
Proficient or higher	44
	53

6 WORKFORCE COMPOSITION

Teaching and non-teaching staff are from a variety of cultural backgrounds, all of which are Christian, and the majority are Seventh-day Adventist. Approximately one-fifth of teaching staff are early career teachers with a significant proportion working toward their proficient teaching status.

Teaching Staff Prep to Year 12 including the Principal	53
Full-time equivalent Teaching Staff	50
Ancillary Staff	19
Full-time equivalent Ancillary Staff	12.1
Full-time equivalent Indigenous Staff	0

7

STUDENT ATTENDANCE RATE AND NON-ATTENDANCE

7.1 Average Year Level Attendance

Kindergarten	95
Year 1	95
Year 2	95
Year 3	96
Year 4	97
Year 5	95
Year 6	95
Year 7	96
Year 8	97
Year 9	96
Year 10	96
Year 11	94
Year 12	95

TOTAL SCHOOL
ATTENDANCE AVERAGE

96%

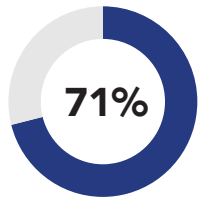
7.2 Management of non-attendance

Wahroonga monitors and manages school attendance through the student administration system SEQTA. The rolls are marked each lesson. 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 via an Absence Notification via the school's website. 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 and Justice for "failure to educate".

7.3 Retention from Year 10 to Year 12 (where relevant)



Percentage retention rate

8 POST SCHOOL DESTINATIONS

Surveys of Higher School Certificate post school indicated that the vast majority gained successful entry to tertiary institutions, such as university to study a degree course, TAFE or private colleges to participate in certificate or diploma courses.

A wide variety of Bachelor Degree courses were entered including law, commerce, nursing, computer science, teaching, communication, marine biology and medical science. Macquarie University was the most popular destination, with some students also going to UNSW, Sydney University and Avondale University.

A few students entered the work force including apprenticeships, with three students undertaking IT apprenticeships.



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 31 July of the enrolling year, unless there are extenuating circumstances. Students enrolling in Pre-Kindergarten classes will be at least 4 years of age on or before 31 July of the enrolling year.

The school starting date was 27 January 2021.

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:
 - o the applicant coming from a Seventh-day Adventist family;
 - o sibling of a current or ex-student;
 - o whether they hold attitudes, values and priorities that are compatible with the school ethos.
- The Student:
 - o the contribution that the student may make to the school, including the co-curricular activities;
 - o any special needs or abilities of the student;
 - o the student's reports from previous schools.
- Other Considerations:
 - o 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.

Composition/characteristics of the student population

Our student population is very multicultural. Mountain View Adventist College has 52 different nationalities represented.



10 SCHOOL POLICIES

Student Welfare Policy

Summary of policies for Student Welfare

1. RATIONALE

All children have a right to feel safe and supported in their school environment. As school staff, we have a legal and moral responsibility to ensure programs and procedures are in place to provide support and pastoral care for students as well as providing for their physical safety at school.

2. AIM

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

3. 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 2021.

Discipline Policy

1. RATIONALE

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

2. AIM

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

3. 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 2021.

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 have been no changes made to this policy during 2021.

Complaints and Grievances Policy

1. PURPOSE

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

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

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

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2. COMPANY COMMITMENT

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

a. 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.

b. 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.

c. 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.

3. GUIDING PRINCIPLES

Facilitating Complaints

People focus

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

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

People making complaints will be:

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

No detriment to people making complaints

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

Anonymous complaints

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

Visibility and transparency

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

Accessibility

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

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

Respond to Complaints

Early resolution

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

Responsiveness

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

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

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

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

Objectivity and fairness

Each complaint will be addressed with integrity and in an equitable, objective and unbiased manner. Each complaint will be assessed on its merits.

Conflicts of interests, whether actual or perceived, will be managed responsibly. In particular, internal reviews of how a complaint was managed will be conducted by a person other than the original decision maker.

Confidentiality

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

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

Manage the Parties to a Complaint

Empowerment of staff

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

Managing unreasonable conduct by people making complaints

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

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

4. COMPLAINT MANAGEMENT SYSTEM

Stages of Managing a Complaint

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

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

Receipt of Complaints

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

The record of the complaint will identify:

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

Acknowledgement of Complaints

The receipt of each complaint will be acknowledged promptly and usually within 10 working days. Consideration will be given to the most appropriate medium for communicating with the person making a complaint, taking into account the needs of the school or the company and the expressed views of the person making the complaint.

Initial Assessment and Addressing of Complaints

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

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

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

Addressing complaints

The methodology for addressing the complaint may include:

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

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

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

5. 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.

6. 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.

7. THREE LEVELS OF COMPLAINT HANDLING

1. 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.
2. 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).
3. 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.

8. ACCOUNTABILITY AND LEARNING

Analysis and Evaluation of Complaints

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

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

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

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

Monitoring of the Complaint Management System

The complaints management system will be monitored to:

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

Continuous Improvement

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

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

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

There have been no changes made to this policy during 2021.

11 SCHOOL DETERMINED IMPROVEMENT TARGETS

Priority Areas for Improvement for 2022

The 2022 School Improvement Plan continues the three big goals of 2021 as initiatives are refined and embedded to improve wholistic learning outcomes for students and support staff in the journey through professional learning and a cycle of inquiry. Wahroonga Adventist School continues to partner with the Association of Independent Schools NSW in the wellbeing and rigorous learning initiatives using evidenced based strategies.

1. Spirituality and Wellbeing:

a. To immerse every part of Wahroonga Adventist School in our Lord Jesus. Rom 13:14.

Goal: 'Immerse' is clearly articulated, understood and acted on throughout the school in conversations and experiences both on and off campus in 2022 including chapels, classroom worships, bible studies church services, Friday night programs.

b. Strengthen whole-school wellbeing together:

i. Raise understanding and awareness of whole-school wellbeing

Goal: Whole of School Wellbeing is strengthened through the collaborative actions of staff, students and parents so that research-based wellbeing measures demonstrate a 10% growth in school wellbeing by Term 3 2023.

ii. Establish wellbeing teams to provide strategic direction and drive implementation of wellbeing initiatives and responses

Goal: Wellbeing Teams are established in Terms 1 & 2 2022 and provide strategic direction to drive the implementation of whole school wellbeing initiatives throughout 2022 as measured by the COMPASS RoadMap.

iii. Design mechanisms for feedback and evaluation of wellbeing initiatives and responses

Goal: Mechanisms for feedback and evaluation of wellbeing initiatives are developed in Terms 1 and 2 and implemented throughout the year so that all members of the school community are meaningfully represented and contribute to strategic whole-school wellbeing planning throughout 2022.

2. Engagement and Rigorous Learning

a. Consistently check for student understanding to inform the next steps of learning.

Goal: By the end of 2022 a shared understanding and aligned implementation of a range of research-based checking for understanding strategies will be used by all teachers to inform the next steps of learning as evidenced by student and staff feedback in programs, workbooks, assessment tasks, focus groups and surveys so that learning is meaningfully differentiated.

b. Enhance writing skills for P-12.

Goal: By the end of 2023 there is a consistent approach to teaching writing across stages and KLA's so that student writing outcomes improve across all year levels as evidenced in formative and summative assessment and NAPLAN data.

3. Positive Behaviour for Learning (PB4L)

- a. **Develop a clear PB4L whole-school process around the 4 school values.**
- b. **Implement PB4L clearly and consistently.**

Goal: *By the end of Term 4 2022 all teachers will be consistently implementing a school wide PB4L framework that celebrates helpful behaviour and reduces unhelpful behaviour as tracked through SEQTA.*

Achievement of Priority Areas listed for improvement in the 2021 report

The Wahroonga Adventist School Improvement Plan for 2021 is outlined below. It was implemented throughout the course of the school year with support from AISNSW. The majority of targets were met with some interruptions from the pandemic and all applicable funding expended. Many of the targets were designed to be ongoing and have been included in the schools 2022 School Improvement Plan with adaptations.

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

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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 Harmony Day.

Wellbeing including chaplaincy

HOME ROOM

Each morning in Home Room students worship together and participate in activities associated with the values of the School which are respect, responsibility, compassion and integrity.

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.

WEEK OF 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.

AWARDS

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

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.



13 PARENT, STUDENT AND TEACHER SATISFACTION

Feedback on parent, student and teacher satisfaction is sought through surveys and focus groups. Parent feedback from internal surveys during remote learning identified a high level of satisfaction with school communication, learning arrangements, teacher connection with their child and support for academic progress and emotional wellbeing.

An external survey conducted by SRC Insight indicated that community engagement was reasonably strong and parents appreciated the learning opportunities for their child.

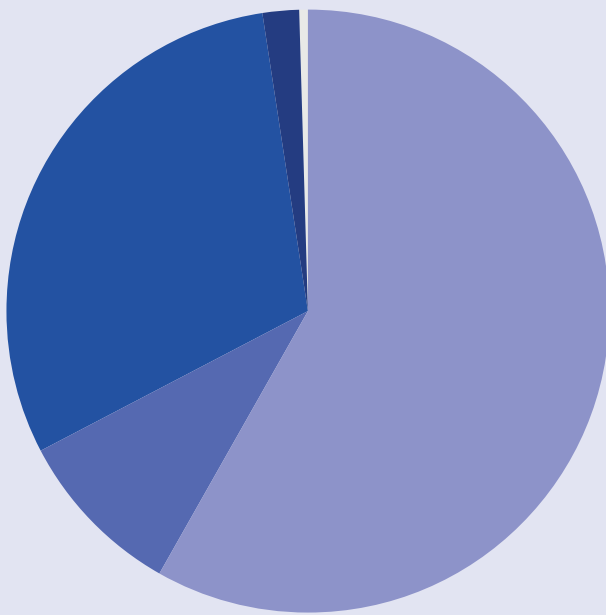
Teachers stated that their wellbeing was challenged with the significant changes of online learning and adaptations to delivering curriculum.

Student surveys conducted in Years 3-12 along with focus groups conducted by an external party indicated that they felt that teachers encouraged their learning, knew their subject and students were well behaved. Areas for growth identified by students was that teachers needed to provide more differentiation and regular feedback for learning. Students also identified emotional wellbeing as being lower, partly due to remote learning.

14 SUMMARY FINANCIAL INFORMATION

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

INCOME



Income Sources | % of Total Income

Fees and private income | 58.1%

State recurrent grants | 9.2%

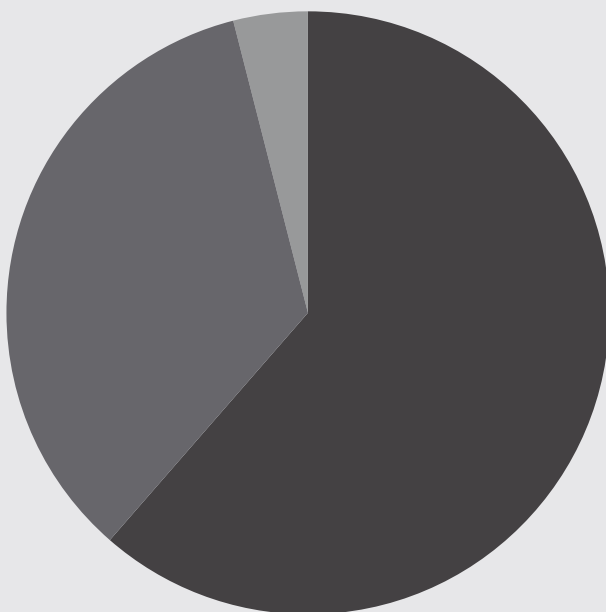
Commonwealth recurrent grants | 30.2%

Other Government grants | 0.2%

Government capital grants | 1.8%

Other capital income | 0.4%

EXPENDITURE



Expenditure Costs | % of Total Expenditure

Salaries, allowance & related expenses | 61.7%

Non-salary expenses | 34.7%

Classroom expenditure | 3.9%

Capital expenditure | 0.0%

PUBLIC DISCLOSURE OF EDUCATIONAL AND FINANCIAL PERFORMANCE

The 2021 Annual report will be published on the College's website and available on request from the College office.

CHECKLIST

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

Please tick that your school complies with the following:

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