



WAHROONGA
ADVENTIST SCHOOL

NSW EDUCATION STANDARDS AUTHORITY

ANNUAL REPORT



*Reporting on the 2022
Calendar Year*

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1

A MESSAGE FROM KEY SCHOOL BODIES

PRINCIPAL'S MESSAGE:

At Wairoonga Adventist School, education has always been about more than knowledge, as important as it is. To educate is to form character, to shape values, and to make a positive contribution to the broader community.

This report provides a glimpse into learning at Wairoonga Adventist School, as students have grown academically, socially, emotionally and spiritually. In a time of rapid social, environmental, and technological change, I believe that our wholistic, Christ-centred approach to learning is powerful.

Academically, we achieved excellent results in the HSC. Throughout the year students have participated in a wide range of competitions from Maths Olympiad to DaVinci Decathlon, from STEM to debating. Responding to the increasing need for design thinking in today's world we have partnered with Sydney University's STEM Academy to enrich the learning experiences of our students.

The variety of co-curricular opportunities has continued to grow and 2022 saw the inaugural performance of the School Orchestra at the launch of the Wairoonga Adventist School Alumni, along with the first full Years 7-12 Creative and Performing Arts Showcase.

In sport, students have competed at national level in golf and swimming and state level in basketball, gymnastics, cricket and athletics. Many students achieved personal bests and represented the school in a variety of regional sporting events such as cross country, soccer, netball, and touch football.

In citizenship, students participated in a variety of service projects. In the true spirit of compassion, our school community raised money for a variety of causes including flood victims in NSW, war victims in Ukraine, and supported disadvantaged families in our local area.

Student leadership was expanded to include Environmental Ambassadors who have the responsibility to improve sustainability in our school and local surrounds and greening our school environment for the wellbeing of all.

The school celebrated two wonderful weeks of spiritual renewal with the theme of immersing ourselves in God's love at the centre. Weekly chapels continued to reveal Jesus, and camps provided an opportunity for students to step out of their comfort zone in God's nature.

None of the above would be possible without the willing spirit of students, dedication of staff, the guidance of the School Advisory Council, and the support of parents and carers. It has been wonderful to reconnect face to face again with a number of Home and School sponsored events, and to see the student leaders fulfill their duties with enthusiasm. I commend this report to you.

Julia Heise

Principal

CHAIR OF WAHROONGA ADVENTIST SCHOOL ADVISORY COUNCIL

As 2022 closed out and the veil of new normalcy lifted, there was much to be excited about. The new ways of working gave rise to a new community confidence in what we are doing now and into the future.

The sheer joy of gathering has been clearly demonstrated at 'home and school' events with enthusiasm to rival NRL/AFL events, while the future and strategic focus of the school continues to evolve with parental involvement and enthusiasm.

I would also like to highlight the transformation of culture that is taking place in accord with our values and associated behaviours. While this shift alone should be celebrated, it would be remiss to ignore major milestones and achievements of 2022.

1. Consolidated our reputation in the community as an aspirational P-12 school with the second cohort of Year 12 graduating with flying colours this year.
2. Broadened student leadership to include Environmental Ambassadors and made connections with Ku-ring-gai Council and parents to green our school and increase the focus on sustainability.
3. Gratefully received a very generous donation of quality orchestra instruments that are used in the various strings, band and orchestral groups.
4. Established partnerships to enhance learning and wellbeing including Sydney University STEM Academy, Association of Independent Schools NSW Compass program, and student mentorships with the Adventist Media Centre.

This has all occurred as a result of the energy and focus of our students, harnessed and mentored by our competent and committed band of teachers, staff and volunteers at Wahroonga Adventist School. As our principal, Julia and lieutenants educate our children for eternity and our facilities for the future, consistent with our shared values. I extend to them the thanks and gratitude of the School Advisory Council and parents alike for a great job under the difficulties that still prevail.

As I reflect over these words and the formality it projects, I would simply say, 'Great Stuff'.

Mr Ken Smith

Chair of Wahroonga Adventist School Advisory Council

PRESIDENT OF HOME AND SCHOOL

Holding a valuable role in the cultural development and growth of Wahroonga Adventist School, the mission of the Home and School Committee is to create opportunities that foster belonging, a sense of connection and growth. As a parent body, we have added two new portfolios to complement our mission: Community Engagement and the Gardening Club.

This year, the Home and School have made a significant commitment to finance the building of the Covered Outdoor Learning Area over the Basketball courts so it can be used all year round. We have also provided grants for the Garden Working Bee, a Year 12 social event and new pie heaters for the canteen.

2022 has been a rewarding and affirming year for the Home and School as we were able to organise social events where we could finally come together in person again. Events such as a movie afternoon for Primary students and families, laser tag for our senior students during Week of Worship and a working bee with our Gardening Club all contributed to connection as a community. We were blessed to host a wonderful Mother's Day Morning Tea and Father's Day Big Breakfast on campus that were both well attended.

The Home and School is fortunate to be able to work with our talented Chaplains at many of our events. At Easter time, we hosted a morning tea for our parents and grandparents who then joined Chapel to celebrate the resurrection of Christ, and our children participated in a colouring competition to celebrate Easter. We also provided two Parent Masterclasses on the topics of technology addictions and self-bullying.

We have had a busy end of year with an ice skating event, Dads' campout, gingerbread houses and our annual Beyond the School Yard initiative which was run in conjunction with the Student Representative Council. Our Meals with Love program has continued to provide home cooked meals to school families in need throughout the year.

The Home and School is a group of volunteers, and all school families are encouraged to get involved as even small contributions make a big difference to the school community.

Mrs M Roberts
Home and School President

STUDENT REPRESENTATIVE COUNCIL

The Student Representative Council (SRC) have been an excellent representation of each year level and homeroom class across the Wahroonga Adventist School school in 2022. These students were nominated and voted for by their peers, being identified for their character, leadership and community minded attitude. We have been blessed to have such a willing and capable group represent our student community this year.

The SRC started the year by spearheading a two-part fundraiser in response to two significant national and international crisis that occurred as 2022 started: the war in Ukraine and the floods in northern New South Wales.

In second term the SRC turned their attention to raising awareness and funds in support of mental health, holding a "winter woollies and onesies" mufti day and donating to Kids Helpline.

In Term Three the focus was on the environment, through a collaboration with the Wahroonga Gardening Club and the land care group, money was raised and new trees were planted to support our local environment.

In Term Four the SRC drove the Hornsby Fusion food donation initiative, a program that sees our school community donate much needed supplies to local individuals and families in need. The team also coordinated fundraising efforts to donate to the ADRA Christmas appeal, generating funds for international aid projects over the Christmas period, helping to change the world on a global scale, and in tangible ways.

While these significant events shaped the annual SRC calendar, the team also engaged in the weekly service around our school; assisting in the school canteen, Harmony Day planning and leadership, serving food at Father's Day BBQ, promoting school events and initiatives in homeroom each week and being the student voice, advocating for their peers in regular meetings throughout the year. Wahroonga Adventist School is a better place thanks to the effort and commitment of the student representatives of 2022.

Mr Chris Starret, Ms Reiko Kohama, Miss Georgia Robertson
SRC Coordinators

2 CONTEXTUAL INFORMATION ABOUT THE SCHOOL

Wahroonga Adventist School is an independent co-educational school located in Sydney, NSW. Established as a primary school in 1905, 2022 saw the graduation of the second Year 12 class as the school proudly established itself as a Prep to Year 12 educational community of excellence.

Part of a global system of Adventist Schools, Wahroonga Adventist school offers a well-rounded Christian education with every member of the school community encouraged to live out the values of respect, responsibility, integrity and compassion, regardless of their faith background.

Service to others and building character are core to the thriving learning community of the school, and a nurturing environment ensures that every student is supported in their learning journey.

A wide ranging co-curricular program gives students opportunities to be involved in the life of the School. This includes outdoor camps, gardening, chess, debating, Duke of Edinburgh, Drone Club and many more. A wide range of sports are offered from basketball to mountain biking, with a number of students succeeding at state and national levels in swimming and athletics.

Music has a long tradition at Wahroonga Adventist School and forms a creative part of student's education along with art and technologies, where students can apply their design thinking skills.

Partnering with Sydney University STEM Academy and Australian Junior Landcare, the school has made great strides in sustainability with students, staff and families involved.

When students graduate from Wahroonga Adventist School, they take with them lifelong friendships and the skills and mindset to contribute to an ever-changing world.



3 STUDENT PERFORMANCE IN STATE-WIDE TESTS AND EXAMINATIONS

3.1 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

YEAR	% BELOW NATIONAL MINIMUM STANDARD	% AT NATIONAL MINIMUM STANDARD	% ABOVE NATIONAL MINIMUM STANDARD
Year 3	0	2.4	97.6
Year 5	0	10.2	89.8
Year 7	1.7	8.5	89.8
Year 9	0	9	91

WRITING

YEAR	% BELOW NATIONAL MINIMUM STANDARD	% AT NATIONAL MINIMUM STANDARD	% ABOVE NATIONAL MINIMUM STANDARD
Year 3	2.5	0	97.5
Year 5	0	4.1	95.1
Year 7	3.4	5.1	91.5
Year 9	1.5	13.4	85.1

SPELLING

YEAR	% BELOW NATIONAL MINIMUM STANDARD	% AT NATIONAL MINIMUM STANDARD	% ABOVE NATIONAL MINIMUM STANDARD
Year 3	0	0	99.9
Year 5	0	4.2	95.8
Year 7	1.7	8.5	89.8
Year 9	0	4.5	95.5

GRAMMAR AND PUNCTUATION

YEAR	% BELOW NATIONAL MINIMUM STANDARD	% AT NATIONAL MINIMUM STANDARD	% ABOVE NATIONAL MINIMUM STANDARD
Year 3	2.5	0	97.5
Year 5	0	4.2	95.8
Year 7	1.7	8.5	89.8
Year 9	4.5	9	86.5

INTERPRETATIVE COMMENTS

Our results for Year 3 for literacy show that:

- All students are working above standard for Reading & Spelling
- Majority of our students are working at or above standard for Writing & Grammar and Punctuation

Our results for Year 5 for literacy show that:

- No students are below the minimum standard for reading, writing, 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:

- The majority of our students are at or above the national minimum standard for all areas of Literacy.

Our results for Year 9 for literacy show that:

- No students are below the minimum standard for reading and spelling
- The majority of students are at or above the national standard for writing and grammar & punctuation

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	2.4	11.9	85.7
Year 5	0	4.3	95.7
Year 7	1.7	5.1	93.2
Year 9	0	6	94

INTERPRETATIVE COMMENTS

Our results for Year 3 numeracy show that:

- The majority of students are working above or at the minimum standard for Numeracy

Our results for Year 5 numeracy show that:

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

Our results for Year 7 numeracy show that:

- The majority of students are achieving at or above the national minimum standard for 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	61
Number of ROSAs issued by NESA in 2022	47



3.2 RESULTS OF THE HIGHER SCHOOL CERTIFICATE EXAMINATION 2022

COMPARISON OF 2022 RESULTS COMPARED TO THE STATE

2022 - SCHOOL V STATE BAND %

Subject	No of students		Performance band achievement by number and/or %					
			Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
Ancient History	6	School	16.66	33.33	33.33	0.0	16.66	0.0
	6337	State	8.50	25.39	29.82	19.77	10.84	5.66
Biology	22	School	4.54	27.27	13.63	40.90	13.63	0.0
	18893	State	6.35	20.47	26.51	26.40	16.00	4.24
Business Studies	12	School	8.33	33.33	25.00	25.00	8.33	0.0
	17950	State	10.49	24.37	29.98	25.47	8.30	1.36
Chemistry	7	School	0.0	14.28	57.14	28.57	0.0	0.0
	9930	State	9.22	23.94	30.80	20.56	11.36	4.08
Community and Family Studies	8	School	0.0	37.5	50.00	12.50	0.0	0.0
	8964	State	5.81	27.04	41.64	20.15	4.66	0.68
Economics	5	School	0.0	0.0	40.00	20.00	40.00	0.0
	5378	State	14.52	34.92	26.47	17.16	6.13	0.78
English Advanced	21	School	0.0	61.90	23.80	9.52	4.76	0.0
	24661	State	14.52	52.64	26.06	5.90	0.81	0.04
English Extension 1	6	School	NA	NA	33.33	50.00	16.66	0.0
	3427	State	NA	NA	39.59	52.96	7.17	0.26
English Standard 2	19	School	0.0	15.78	31.57	36.84	15.78	0.0
	30646	State	0.56	14.89	40.25	32.28	10.69	1.30
Food Technology	4	School	25.00	25.00	0.0	50.00	0.0	0.0
	3639	State	8.76	21.48	27.01	29.32	9.56	3.84
History Extension	3	School	NA	NA	0.0	100.00	0.0	0.0
	3427	State	NA	NA	25.39	58.28	14.22	2.08
PDHPE	8	School	0	0	0	25	50	25
		State	5.22	20.92	24.12	29.65	16.93	3.15
Industrial Technology	8	School	25.00	0.0	25.00	37.50	12.50	0.0
	5673	State	7.56	14.36	29.01	35.67	11.24	2.13
Legal Studies	6	School	0.0	16.66	50.00	16.66	0.0	16.66
	10225	State	14.63	26.33	25.20	18.65	10.00	5.17
Mathematics Advanced	10	School	20.00	50.00	30.00	0.0	0.0	0.0
	16867	State	22.58	26.41	27.42	18.05	4.60	0.91
Mathematics Extension 1	7	School	NA	NA	14.28	28.57	28.57	28.57
	8680	State	NA	NA	34.76	38.80	20.47	5.95
Mathematics Standard 2	23	School	13.04	21.73	26.08	30.43	8.69	0.0
	29876	State	7.38	21.68	25.05	27.67	14.72	3.48
Modern History	8	School	0.0	0.0	50.00	37.50	12.50	0.0
	10154	State	9.83	24.60	33.49	20.87	8.60	2.58

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	4	School	25.00	75.00	0.0	0.0	0.0	0.0
	4263	State	21.69	47.92	19.86	8.56	1.50	0.44
PDHPE	10	School	00.0	20.00	10.00	50.00	20.00	0.0
	15884	State	5.21	20.92	24.12	29.65	16.92	3.15
Physics	4	School	0.0	50.00	0.0	25.00	0.0	25.00
	7633	State	12.35	29.09	26.54	18.76	9.28	3.95
Software Design and Development	2	School	0.0	0.0	100.00	0.0	0.0	0.0
	1806	State	13.78	24.19	31.61	17.27	10.35	2.76
Studies of Religion 2	4	School	25.00	25.00	25.00	25.00	0.0	0.0
	6091	State	10.09	36.36	33.01	13.75	5.23	1.52

INTERPRETATIVE COMMENTS FOR HIGHER SCHOOL CERTIFICATE RESULTS

In 2022 our second cohort of Year 12 students graduated with 17% of students achieving the HSC Honour Roll with an ATAR of 90% or more. This is an outstanding achievement, reflective of sustained application by students and support by teachers and families.

The top ATAR was 97.8 with the school ranking 165 in NSW out of 509 schools.

10% of students were Distinguished Achievers gaining a Band 6 which is 90 or above. 28% of students achieved a Band 5 which is 80 – 89.

In the 22 subjects offered at Wahroonga Adventist School, 11 were over the State mean.

Subjects in which the top band (Band 6 or Band E4) was gained were Ancient History, Biology, Business Studies, English Extension 1, Food Technology, Industrial Technology, Mathematics Standard, Mathematics Advanced, Mathematics Extension 1, Music 1, Spanish Beginner and Studies of Religion II.

Two students were nominated for Industrial Technology in the NESA HSC InTech Showcase.

COMPARISON OF 2022 HSC RESULTS AS A TREND OVER TIME

Subject	No of students		Performance band achievement by number and/or %					
			Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
Ancient History	6	2022	16.66	33.33	33.33	0.0	16.66	0.0
	7	2021	0.0	14.29	20.57	0.0	57.14	0.0
Biology	22	2022	4.54	27.27	13.63	40.90	13.63	0.0
	12	2021	8.33	50.0	25.0	16.67	0.0	0.0
Business Studies	12	2022	8.33	33.33	25.00	25.00	8.33	0.0
	10	2021	10.0	40.0	10.0	10.0	30.0	0.0
Chemistry	7	2022	0.0	14.28	57.14	28.57	0.0	0.0
	7	2021	0.0	28.57	57.14	14.29	0.0	0.0
Community and Family Studies	8	2022	0.0	37.5	50.00	12.50	0.0	0.0
	0	2021	NA	NA	NA	NA	NA	NA
Economics	5	2022	0.0	0.0	40.00	20.00	40.00	0.0
	5	2021	0.0	40.0	20.0	20.0	20.0	0.0
English Advanced	21	2022	0.0	61.90	23.80	9.52	4.76	0.0
	19	2021	15.78	31.57	42.10	10.52	0.0	0.0
English Extension 1	6	2022	NA	NA	33.33	50.00	16.66	0.0
	3	2021	NA	NA	66.66	33.33	0.0	0.0
English Standard 2	19	2022	0.0	15.78	31.57	36.84	15.78	0.0
	17	2021	0.0	5.88	41.17	35.29	17.64	0.0
Food Technology	4	2022	25.00	25.00	0.0	50.00	0.0	0.0
	7	2021	14.28	14.28	42.85	28.57	0.0	0.0
History Extension	3	2022	NA	NA	0.0	100.00	0.0	0.0
	0	2021	NA	NA	NA	NA	NA	NA
Industrial Technology	8	2022	25.00	0.0	25.00	37.50	12.50	0.0
	6	2021	0.0	0.0	100.0	0.0	0.0	0.0
Legal Studies	6	2022	0.0	16.66	50.00	16.66	0.0	16.66
	0	2021	NA	NA	NA	NA	NA	NA
Mathematics Advanced	7	2022	0	0	0	2	4	2
	10	2022	20.00	50.00	30.00	0.0	0.0	0.0
Mathematics Extension 1	7	2022	NA	NA	14.28	28.57	28.57	28.57
	4	2021	NA	NA	25.0	75.0	0.0	0.0
Mathematics Standard 2	23	2022	13.04	21.73	26.08	30.43	8.69	0.0
	17	2021	0.0	11.76	23.52	41.17	17.64	5.88
Modern History	8	2022	0.0	0.0	50.00	37.50	12.50	0.0
	11	2021	9.09	9.09	36.36	18.18	27.27	0.0
Music 1	4	2022	25.00	75.00	0.0	0.0	0.0	0.0
	6	2021	33.33	33.33	33.33	0.0	0.0	0.0
PDHPE	10	2022	0.0	20.00	10.00	50.00	20.00	0.0
	8	2021	0.0	25.00	25.00	37.50	12.50	0.0
Physics	4	2022	0.0	50.00	0.0	25.00	0	25.00
	5	2021	0.0	40.0	40.0	0.0	20.0	0.0
Software Design and Development	2	2022	0.0	0.0	100.00	0.0	0.0	0.0
	0	2021	NA	NA	NA	NA	NA	NA
Studies of Religion II	4	2022	25.00	25.00	25.00	25.00	0.0	0.0
	3	2021	0.0	66.66	33.33	0.0	0.0	0.0

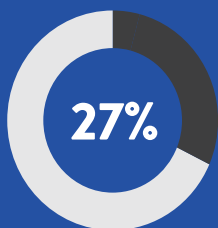
INTERPRETATIVE COMMENTS FOR HIGHER SCHOOL CERTIFICATE RESULTS OVER TIME

2022 saw the second cohort of 2022 saw the second cohort of Year 12 students graduate in the history of the school. HSC results remained consistently high with the top ATAR of 97.8, slightly higher than 2021 where it was 96.6.

A greater proportion of student achieved a Band 6 with a score of 90 or above this year than the previous with 17% of students in 2022 and 11.6% in 2021.

Students achieving a Band 5 remained steady with 28% of students achieving 80-89 in both years. The percentage of subjects achieving over the state mean was 50% in 2022 and 61% in 2021.

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

Two Year 11 students were enrolled in a TVET course with TAFE NSW in 2022 – one in construction and one in hospitality.

YEAR 12

Thirteen Year 12 students were enrolled in a TVET course with TAFE NSW in 2022 – 3 in Construction, 3 in Information & Digital Media (Digital Animation), 1 in Information & Digital Media (Web and Software Applications), 1 in Fitness, 1 in Sport, Lifestyle & Recreation, 1 in Screen and Media: Production (Film and Television), 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

5

PROFESSIONAL LEARNING AND TEACHER STANDARDS

5.1 PROFESSIONAL LEARNING

AREAS OF PROFESSIONAL LEARNING	TEACHERS (NUMBER OR GROUP)
First Aid	62
How to be a Friend	1
Business Studies exam prep	1
Leading the implementation of the new English K-2 Syllabus	2
Writing Across the Curriculum K-6	2
Leading the Implementation of the New Maths K-2 syllabus	2
Annual Conference ETA Teaching English	1
School Visit	4
Numeracy Essentials for K-2	2
Managing Student Behaviour & Discipline New Policy NSW State	1
AISNSW Science HOD conference – Leading the Way	1
Wilderness First Aid	1
AISNSW Compass Symposium	4
Compass – Foundations of Wellbeing	48
Staff wellbeing	62
Australian Student Wellbeing Framework	38
PDHPE and Wellbeing Collaboration	1
Leading the Way to mentally healthier schools	1
Compass Schools Network Day	5
Using Powerful Routines in Mathematics K-6	2
Planning and programming for the New Maths K-2 Syllabus	2
Wilderness First Aid recertification	1
IEU Environmental Conference 2022	1
Teaching Writing in History	1
Using Powerful Routines in the maths classroom K-6	1
Deep dive – indigenous literature and the Australian curriculum	1
Online Prelim D & T – stage 6 success	1
Online HSC D & T – stage 6 success	1
AIS – Purpose to Impact	15
Rigorous Learning and Engagement	43
Promoting and protecting student wellbeing	1
Autism Spectrum Universal supports	1
Moving Beyond Numbers Using Qualitative Data	1
Writing and Source analysis	1
Writing – ALARM Matrix	3
Online safety	2

Child Safe Standards	65
Lawsense Managing student behaviour and discipline	1
Volleyball Coaching	1
URStrong educator training	15
Supervising teacher's progressing to proficient	2
PreLit workshop	1
Bigger Better Brains	1
Legal studies exam prep	1
WHS in schools	1
MacLit workshop	1
CA Accreditation training	1
School Improvement	62
Positive Behaviour for Learning	50
STEM Academy University of Sydney	7
Engaging Students in Design Thinking	45

Total Staff PD experiences:	571
Average cost per teacher for professional learning:	\$32.40

5.2 TEACHER ACCREDITATION STATUS

ACCREDITATION LEVEL OF TEACHERS	NUMBER OF TEACHERS
(i) Conditional	2
(ii) Provisional	8
(iii) Proficient or higher	41
	51

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 20% of teaching staff are early career teachers.

Wahroonga Adventist School does not currently employ any staff who identify as Aboriginal and/or Torres Straight Islander.

Teaching Staff Prep to Year 12 including the Principal	51
Full-time equivalent Teaching Staff	47
Ancillary Staff	19
Full-time equivalent Ancillary Staff	13.3
Full-time equivalent Indigenous Staff	0



7 STUDENT ATTENDANCE RATE AND NON-ATTENDANCE

7.1 AVERAGE YEAR LEVEL ATTENDANCE

Kindergarten	88
Year 1	89
Year 2	89
Year 3	89
Year 4	91
Year 5	93
Year 6	88
Year 7	91
Year 8	91
Year 9	90
Year 10	89
Year 11	92
Year 12	89

TOTAL SCHOOL
ATTENDANCE AVERAGE
90%

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

Percentage
retention rate:





POST SCHOOL DESTINATIONS

Surveys of Higher School Certificate post school indicated that all students 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 economics, law, education, nursing and media. Macquarie University was the most popular destination, with some students also going to UNSW, Sydney University and Avondale University.

A couple of students entered the work force as a gap year, including work overseas.



9 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 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.

Wahroonga Adventist School commenced classes on 31 January 2022.

Please Note: Individual SDA schools may vary in the starting age of students. (Pre-Kindergarten students can start at the age of 4)

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.



THE STUDENT POPULATION

The student population is 597 students in Kindergarten to Year 12. The Pre-Kindy class consisted of 26 students by head count. Most students live within a 5 km range of the school. The population of students who are Seventh-day Adventists is 25% with another 50% identifying as Christian. 25% are from other faiths or atheist. One student is of First Nations heritage, and one student is an overseas student. All students speak fluent English although they represent a wide variety of cultures.

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 2022.

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 2022.

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 2022.

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.

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

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.

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 2022.

11 SCHOOL DETERMINED IMPROVEMENT TARGETS

PRIORITY AREAS FOR IMPROVEMENT FOR 2023

The 2023 School Improvement Plan continues the three big goals of 2022 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. Wairoonga Adventist School partners with the Association of Independent Schools NSW in the development and delivery of the new Mathematics and English syllabi for Kindergarten to Year 6, using evidenced based strategies.

1. CHRISTIAN FAITH AND WELLBEING:

a. Develop an authentic Christian Community

- i. Give our best for God
- ii. Embrace our Christian identity
- iii. Provide opportunities for staff, students and community to experience God richly

b. Strengthen whole-school wellbeing together:

- i. Publish whole-school wellbeing documentation
- ii. Embed effective weekly student wellbeing review and action through Wellbeing Hub Teams

2. ENGAGEMENT AND RIGOROUS LEARNING

a. Checking for Understanding

- i. Use a wide range of effective feedback strategies in the classroom
- ii. Implement thoughtful assessment design to foster curiosity and enthusiasm for learning in students

b. Numeracy

- i. Improve student numeracy outcomes in P-12 through data informed explicit direct instruction

3. POSITIVE BEHAVIOUR FOR LEARNING (PB4L)

a. Implement PB4L clearly and consistently aligned with school values.

ACHIEVEMENT OF PRIORITY AREAS LISTED FOR IMPROVEMENT IN THE 2022 REPORT

The Wairoonga Adventist School Improvement Plan for 2022 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. The three big goals were designed to be ongoing and have been included in the schools 2023 School Improvement Plan with adaptations.

1. SPIRITUALITY AND WELLBEING:

a. To immerse every part of Wairoonga 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.

12 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.

U R STRONG

Students in Primary School participate in a resilience program, U R Strong, focused on building positive relationships. Parent masterclasses are part of this initiative.

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.

CAMPS

Year camps for Years 5 to 10 allow for students to step outside of their comfort zone in a safe and supportive environment. Years 7-10 camps have a strong outdoor recreation focus and align with the Invictus and Duke of Edinburgh programs.

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.

AWARDS

Awards are given each week in standing assembly acknowledging not just academic and sporting achievement, but also the four school values of respect, responsibility, integrity 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, some community service and engagement was focused more on encouraging others through giving rather than on-site service. The Home and School actively partnered with the School Representative Council to raise funds and give food and gift items to programs such as Women's shelters both locally and overseas, Operation Christmas Child. Funds were also raised for those affected by floods in Australia and war overseas.

Students were involved in local ANZAC Day Services, and planting trees in Coups Creek through a partnership with Wahroonga Waterways and the Hornsby Council.

13 PARENT, STUDENT AND TEACHER SATISFACTION

Feedback on parent, student and teacher satisfaction is sought through an external survey conducted by SRC Insight. Supplementary information is gained from students and staff through internal surveys.

SRC Insight Data gathered in April 2022 showed positive gains in Christian culture, teaching climate, team-based practice, student behaviour and motivation, and student wellbeing. It also showed that staff had a better sense of purpose. Both external and internal surveys highlighted the importance of staff action teams to maximise school improvement.

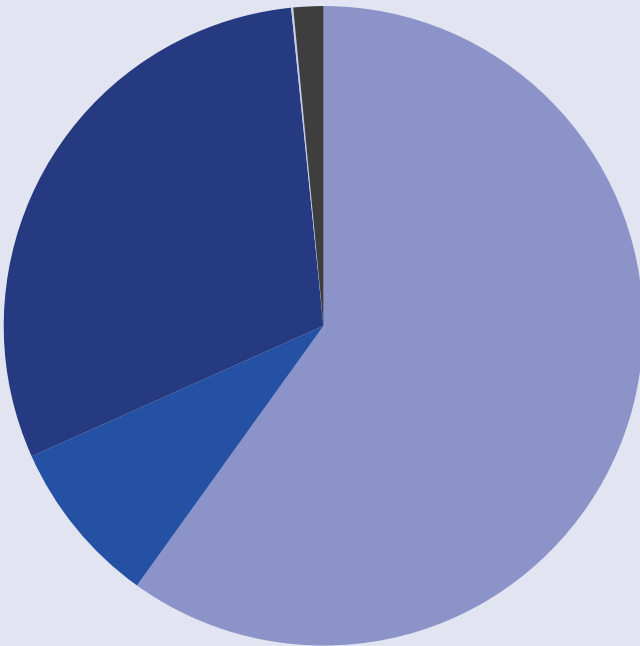
Parents were most satisfied with co-curricular learning opportunities, student safety and classroom behaviour. Community engagement was perceived to be lower, in context of COVID restrictions.

Student surveys conducted in Years 3-12 identified positive growth in teacher relationships and teaching and learning, with the most significant growth being in the focus on literacy. Students state that their emotional wellbeing was a area for growth in the school, however, they felt that student behaviour was good and cyber bullying was low.



14 SUMMARY FINANCIAL INFORMATION

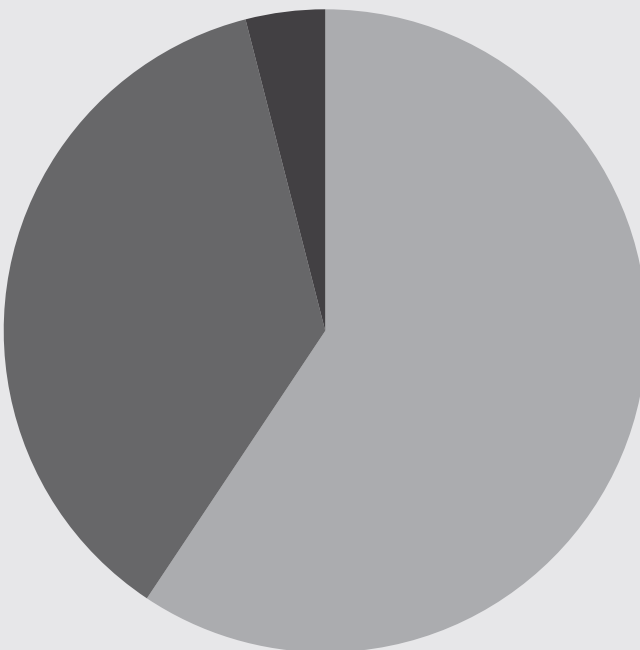
INCOME



INCOME SOURCES | % OF TOTAL INCOME

Fees and private income	59.92%
State recurrent grants	8.39%
Commonwealth recurrent grants	30.07%
Other Government grants	0.11%
Government capital grants	0.0%
Other capital income	1.51%

EXPENDITURE



EXPENDITURE COSTS | % OF TOTAL EXPENDITURE

Salaries, allowance & related expenses	59.36%
Non-salary expenses	36.65%
Classroom expenditure	3.99%
Capital expenditure	0.0%

15 PUBLIC DISCLOSURE OF EDUCATIONAL AND FINANCIAL PERFORMANCE

The 2022 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