



WAHROONGA
ADVENTIST SCHOOL

NSW EDUCATION STANDARDS AUTHORITY

Annual Report

REPORTING ON THE
2023 CALENDAR YEAR



Contents

1	A MESSAGE FROM KEY SCHOOL BODIES	03
2	CONTEXTUAL INFORMATION ABOUT THE SCHOOL	07
3	STUDENT PERFORMANCE IN NATIONAL AND STATE-WIDE EXAMINATIONS	08
4	SENIOR SECONDARY OUTCOMES	16
5	PROFESSIONAL LEARNING AND TEACHER STANDARDS	17
6	STAKEHOLDER SATISFACTION	17
7	STUDENT ATTENDANCE AND NON-ATTENDANCE RATE	20
8	POST SCHOOL DESTINATIONS	21
9	ENROLMENT POLICIES AND CHARACTERISTICS OF THE STUDENT BODY	22
10	SCHOOL POLICIES	24
11	SCHOOL DETERMINED IMPROVEMENT TARGETS	25
12	INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY	27
13	PARENT, STUDENT AND TEACHER SATISFACTION	27
14	SUMMARY FINANCIAL INFORMATION	28
15	PUBLIC DISCLOSURE OF EDUCATIONAL AND FINANCIAL PERFORMANCE	29
16	CHECKLIST	29

1 A Message from Key School Bodies

PRINCIPAL

Purpose and impact. Two words that reflect not only our school year, but the belief that true education empowers students to make a meaningful difference in their world.

From the classroom to the playing fields, from artistic endeavours to academic triumphs, this annual report provides a snapshot of the purpose we have to serve as a faith-based learning community, and impact this makes in the lives of our students.

Encouraging a culture of service, empathy, and social responsibility enables our students to live purpose-filled lives and this was embodied in the 2023 theme of 'Choose Kind'. From the simplest act of a cheery 'hello' to serving overseas, choosing to be kind has positively influenced the culture of our school.

Purpose and impact have been realised across a broad spectrum of learning environments from Prep to Year 12. Environmental Ambassadors represented the school in a variety of Junior Landcare videos along with Costa from Gardening Australia, and we achieved highly commended in our first produce entries at the Royal Easter Show. Student Representative Council leaders advocated for mental health awareness and students competed at an international level in robotics, sailing and cup stacking. Basketball, debating and chess continued to grow and thrive as did our music and art program.

Academic achievements were also a highlight from students winning scholarships to Cambridge courses, to placing first in state in spelling, to excellent HSC results.

Parents entrusted us with the privilege of being a part of their children's lives, and we have witnessed them utilise opportunities for growth.

The construction of the cover over the sports courts enhanced school facilities and provided a visual testament to the impact School Council and Home and School Executive made through their leadership and advocacy of quality in our school.

Likewise, staff made a difference in the lives of our students through their dedication and vision.

At the heart of all we did was the students, as we provided opportunity for them to live a life of purpose. I commend this annual report to you.

Julia Heise
Principal



CHAIR OF WAHROONGA ADVENTIST SCHOOL ADVISORY COUNCIL

'A year of superlatives,' were the words used recently by a prominent academic to describe 2023. From Covid-end? to coronation, wars to the wonderful Matildas, 2023 has shown us much!

While a more down to earth commentary suggested the year was one of, 'more gladness than sadness', none of it eclipses our excellent academic achievements in the Higher School Certificate.

In addition, we

- were first in State in the Year 5 International ICAS Spelling competition.
- won Highly Commended in the Secondary School Premium String Ensemble Section of the Sydney Eisteddfod.
- competed in the NSW Science and Engineering Challenge State Final.
- won Highly Commended in our inaugural participation in the Flower and Garden category at the Sydney Royal School Produce Competition.
- represented NSW and Australia, both students and staff, in a variety of sports including swimming, athletics, sailing and flag football.
- constructed the Yarning Circle to facilitate group learning.
- launched the inaugural overseas service-learning trip for Year 11 to Fiji.
- constructed the all-weather cover over the outdoor basketball courts enabling the introduction and expansion of the co-curricular basketball program.

Little of this would have been possible without the energy and support of our Principal, together with her dedicated teachers and staff, and assisted by our volunteers and volunteer committees, who in a Christ like manner give significantly more than expected. It is this energy and dedication that enables our students to reach their aspirations.

Our Year 12 students deserve every success for their futures, and we wish them well!

Ken Smith
Chair

HOME AND SCHOOL

A community is built through connection. The Home and School's mission is to create moments and opportunities that cater for the needs of our school families, foster the growth of the school and balance the busy calendar of a school year. Our success is only made possible with the support of teachers, chaplains, parent volunteers and student leaders at events, as well as the overarching support from our community through the Home and School. This year in particular, we have witnessed the engagement of our students in making school events a joyous and enriching experience, and it has felt like a whole school experience in the development and nurture of a sense of belonging.

The Home and School has played a crucial financial role in the erection of the new Covered Outdoor Learning Area, protecting the hard surface sports court, and making this space an all-weather resource. We have purchased pizza ovens for catering events, materials for garden working bees and contributed to the Year 6 and Year 12 formals. This is in addition to other donations of resources, funding and time that enhance our student's learning spaces and educational experience.

Events for the year started with a super fun Family Day Picnic at Crosslands, water events, games and a tasty BBQ. We hosted a movie and pizza night and provided 900 Easter buns for students and families after the Easter chapel. We have had multiple working bees for our Gardening Club, including funding new plants, compost bins and a water garden. Our traditional Mother's Day and Father's Day events were very special occasions with many parents enjoying the food, games and socialising with other families.

Dancing, food and music are always a recipe for joy and this made the Bush Dance a real highlight. 'How to Make our Relationships Better' was the focus of our Parent Masterclass and the Dads' Campout is always a fun and adventurous event. Meals with Love has been super busy this year with many meals delivered to our school family in celebration and sadness. Our incredible volunteers who manage this program work tirelessly. Donations and sorting of the Christmas Hampers was co-ordinated by the Beyond our Schoolyard leaders and other volunteers. This was a great way to end our year of events by turning our focus outwards to those in need.

As a Council, we have found this busy year incredibly rewarding and affirming of our calling to enrich, support and grow our school community.

Michelle Roberts

Home and School President





STUDENT REPRESENTATIVE COUNCIL (SRC)

Each Year level and Homeroom class across Wahroonga Adventist School is represented by a student in the Student Representative Council (SRC). These students have stepped up in their various roles, showing leadership, sharing their ideas and being a student voice. This year, both our Primary and High School SRC leaders have engaged in weekly service around our school, including hosting wellbeing initiatives, keeping our school clean and tidy, helping in the canteen and at various school events, as well as promoting initiatives in their Homeroom classes.

The SRC brought the school together as one to celebrate the diverse cultures and backgrounds represented at Wahroonga Adventist School during Harmony Day. We celebrated culture through language, dance, dress, song, food and sharing in each other's backgrounds. Our SRC students ran quizzes during Chapel, helped sell food at the cultural food stalls and worked behind the scenes to organise fun activities throughout the day. As a whole school, we raised more than \$1400! Thank you to those who gave generously and donated their time and food for our stalls. Wahroonga Adventist School is all the richer for the many countries and nationalities that our students represent.

The Cancer Council's Biggest Morning Tea fundraiser in Term 2 gave students an opportunity to give generously to the community of cancer sufferers. Our SRC students decided to add their own spin on the well-known event, hosting Wahroonga Adventist School's Big Breakfast! This was our first time hosting this event and it was a huge success raising more than \$1700 to a worthy cause. We also raised money for another worthy charity, HeadSpace Australia, with a Winter Woollies Day where students dressed in their warm winter clothing and donated a gold coin.

In Term 3, the Primary SRC students focused on wellbeing, running weekly Wellbeing Wednesday games. These students showed excellent leadership by planning and running these games, encouraging everyone to get in and have a go! Towards the end of Term 3, on RUOK? Day, students were invited to wear yellow accessories, "enjoy a kit kat and have a chit chat" and take the time to remember that it is important to ask RUOK?

To round out the year of events, students collected donations of food and Christmas items, organising and packaging them into hampers and then donating them to the Hornsby Fusion Drive. This organisation delivers these Christmas Hampers to families who need assistance during challenging times.

Georgia Ah-You. Brittany Andrews. Caitlin McCartney. Tapa Ahele
SRC Co-ordinators

2 Contextual Information About The School

Wahroonga Adventist School is a faith-based independent co-educational school located in Sydney, NSW. It 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.

Owned and operated by the Seventh-day Adventist Church, the school was established in 1905 and has proudly established itself as a Prep to Year 12 educational community of excellence.

Building character is core to the thriving learning community of the school, and our mission is to enable every student to flourish.

Student wellbeing is supported through the pastoral care program and caring staff. Opportunities for students to challenge themselves and develop resilience occur in a wide range of activities from outdoor recreation style camps to student leadership portfolios, and service activities.

Academic programs are strong, and the approach of direct explicit instruction is used particularly in the areas of mathematics and English. Students all have the opportunity to develop their design thinking skills in both science and technology and develop their ethics in religious education.

The sport and co-curricular program has continued to expand particularly in the areas of basketball, music and environmental sustainability.

When students graduate from Wahroonga Adventist School, they take with them lifelong friendships and the skills and mindset to contribute positively to their community.



3

Student performance

in National and State-wide tests and examinations

3.1

STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

LITERACY

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

READING

YEAR	NEEDS ADDITIONAL SUPPORT	DEVELOPING	STRONG	EXCEEDING
Year 3	2.3%	2.3%	56.8%	38.6%
Year 5	3.8%	0.0%	34.6%	61.5%
Year 7	1.4%	14.1%	57.7%	26.8%
Year 9	0.0%	4.2%	34.7%	61.1%

WRITING

YEAR	NEEDS ADDITIONAL SUPPORT	DEVELOPING	STRONG	EXCEEDING
Year 3	2.3%	6.8%	72.7%	18.2%
Year 5	0.0%	11.5%	50.0%	38.5%
Year 7	0.0%	22.9%	61.4%	15.7%
Year 9	1.4%	12.5%	56.9%	29.2%

SPELLING

YEAR	NEEDS ADDITIONAL SUPPORT	DEVELOPING	STRONG	EXCEEDING
Year 3	2.3%	9.1%	61.4%	27.3%
Year 5	0.0%	3.8%	34.6%	61.5%
Year 7	0.0%	7.5%	62.7%	29.9%
Year 9	1.4%	6.9%	62.5%	29.2%

GRAMMAR AND PUNCTUATION

YEAR	NEEDS ADDITIONAL SUPPORT	DEVELOPING	STRONG	EXCEEDING
Year 3	0.0%	13.6%	61.4%	25.0%
Year 5	0.0%	3.8%	53.8%	42.3%
Year 7	1.5%	22.4%	49.3%	26.9%
Year 9	0.0%	15.3%	51.4%	33.3%

INTERPRETATIVE COMMENTS

Our **Year 3** literacy results show that:

- Students performed well above the Australian average in all areas of literacy.
- About 90% of students have strong or exceeding ability in all areas of literacy.
- A small number of students are still developing or need additional support.

Our **Year 5** literacy results show that:

- Students performed well above the Australian average in all areas of literacy.
- Reading and spelling were very strong with over 60% of the cohort achieving at the exceeding level.
- Approximately 90% of students have strong or exceeding skills in all areas of literacy and there are very few students in the developing range.

Our **Year 7** literacy results show that:

- Students performed above the Australian average in all areas of literacy.
- Overall results show that about 80% of students are at the strong or exceeding proficiency level.
- There are some students who are developing literacy skills or require addition support.

Our **Year 9** literacy results show that:

- Students performed well above the Australian average in all areas of literacy except writing which was above the Australian average.
- Reading was the strongest domain for Year 9 with over 60% achieving the exceeding proficiency level.
- Over 80% of students have strong or exceeding skills in all areas of literacy.

NUMERACY

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

YEAR	NEEDS ADDITIONAL SUPPORT	DEVELOPING	STRONG	EXCEEDING
Year 3	2.3%	6.8%	50.0%	40.9%
Year 5	0.0%	3.8%	73.1%	23.1%
Year 7	2.8%	15.3%	52.8%	29.2%
Year 9	0.0%	8.3%	26.4%	65.3%

INTERPRETATIVE COMMENTS

Numeracy results were well above the national average for all cohorts. In Years 3, 5 and 9 over 90% of students demonstrated proficiency at the strong or exceeding category. In Year 7 over 80% demonstrated proficiency at these levels. A few students are still developing proficiency or require additional support .

3.2 RECORD OF SCHOOL ACHIEVEMENT

ITEM	STUDENTS
Number of Students studying in Year 10	61
Number of ROSAs issued by NESAs in 2023	61

3.3 RESULTS OF THE HIGHER SCHOOL CERTIFICATE EXAMINATION 2023

COMPARISON OF 2023 RESULTS COMPARED TO THE STATE

SUBJECT	NO OF STUDENTS		PERFORMANCE BAND ACHIEVEMENT BY NUMBER AND/OR %					
			BAND 1	BAND 2	BAND 3	BAND 4	BAND 5	BAND 6
Ancient History	14	School	0.00	7.14	14.28	42.85	35.71	0.00
		State	5.68	13.27	20.02	28.29	23.43	9.27
Biology	12	School	0.00	0.00	50.00	33.33	8.33	8.33
		State	1.46	9.14	25.47	31.92	23.67	8.31
Business	10	School	10.00	0.00	20.00	50.00	20.00	0.00
		State	1.96	9.81	24.07	28.05	24.69	11.39
Chemistry	8	School	0.00	0.00	0.00	75.00	25.00	0.00
		State	1.83	12.45	19.38	27.99	25.90	12.41
Chinese in Context	1	School	0.00	0.00	0.00	0.00	0.00	100
		State	0.00	0.78	0.78	4.68	29.68	64.06
Community and Family Studies	1	School	0.00	0.00	100.00	0.00	0.00	0.00
		State	1.54	6.20	20.17	36.19	30.08	5.79
Construction Examination	1	School	0.00	0.00	0.00	100.00	0.00	0.00
		State	0.32	3.41	19.53	33.20	38.16	5.35
Design & Technology	3	School	0.00	0.00	33.33	66.66	0.00	0.00
		State	1.11	3.88	16.97	30.71	35.10	12.21
Earth and Environmental Science	1	School	0.00	0.00	100.00	0.00	0.00	0.00
		State	4.93	11.82	22.48	27.06	26.32	7.36
Economics	2	School	0.00	0.00	0.00	0.00	100.00	0.00
		State	2.15	5.54	15.68	28.08	35.43	13.09

SUBJECT	NO OF STUDENTS		PERFORMANCE BAND ACHIEVEMENT BY NUMBER AND/OR %					
			BAND 1	BAND 2	BAND 3	BAND 4	BAND 5	BAND 6
Engineering	2	School	0.00	0.00	0.00	50.00	50.00	0.00
		State	0.31	4.45	26.51	39.34	20.57	8.79
English Advanced	18	School	0.00	0.00	0.00	16.66	72.22	11.11
		State	0.05	0.50	4.09	28.16	53.39	13.79
English Extension 1	5	School			(E1) 0.00	(E2) 0.00	(E3) 80.00	(E4) 20.00
		State			0.32	5.25	53.52	40.88
English Standard	16	School	0.00	6.25	6.25	75.00	12.50	0.00
		State	1.59	8.70	30.00	46.51	12.86	0.31
Food Technology	8	School	0.00	12.50	12.50	25.00	37.50	12.50
		State	2.11	9.21	23.75	34.73	23.43	6.75
French Continuers	1	School	0.00	0.00	0.00	100.00	0.00	0.00
		State	0.19	0.78	6.26	33.85	33.46	25.44
History Extension	5	School			0.00	20.00	80.00	0.00
		State			(E1) 1.61	(E2) 13.06	(E3) 58.95	(E4) 26.35
Hospitality Examination (Kitchen Operations and Cookery)	1	School	0.00	0.00	100.00	0.00	0.00	0.00
		State	0.70	3.62	17.92	38.85	31.27	7.61
Italian Continuers	2	School	0.00	0.00	0.00	100.00	0.00	0.00
		State	0.00	1.19	12.57	21.55	38.32	26.34
Japanese Beginners	1	School	0.00	0.00	0.00	100.00	0.00	0.00
		State	9.14	14.47	17.52	21.52	26.09	11.23
Mathematics Advanced	11	School	0.00	0.00	9.09	0.00	36.36	54.54
		State	5.58	17.67	25.60	27.45	22.34	5.58
Mathematics Standard 2	17	School	0.00	5.88	5.88	41.17	35.29	11.76
		State	3.49	14.18	24.45	26.22	22.41	9.21
Mathematics Extension 1		School						
		State						
Modern History	7	School	0.00	0.00	0.00	85.71	14.28	0.00
		State	3.94	11.63	20.22	29.08	24.83	10.27
Music 1	2	School	0.00	0.00	0.00	0.00	50.00	50.00
		State	0.70	1.32	8.15	20.84	46.32	22.64
Personal Development, Health and Physical Education	10	School	0.00	10.00	20.00	30.00	40.00	0.00
		State	1.42	8.94	26.12	32.50	24.55	6.43
Physics	9	School	0.00	0.00	0.00	66.66	11.11	22.22
		State	1.08	9.80	21.60	28.55	25.84	13.10
Retail Services Examination	1	School	0.00	0.00	0.00	0.00	0.00	100.00
		State	1.99	12.78	30.62	38.21	14.11	2.26

SUBJECT	NO OF STUDENTS		PERFORMANCE BAND ACHIEVEMENT BY NUMBER AND/OR %					
			BAND 1	BAND 2	BAND 3	BAND 4	BAND 5	BAND 6
Software Design and Development	1	School	0.00	0.00	100.00	0.00	0.00	0.00
		State	2.79	9.28	22.69	29.91	23.17	12.13
Spanish Beginners	1	School	0.00	0.00	0.00	100.00	0.00	0.00
		State	3.12	4.68	9.89	26.04	32.81	23.43
Studies of Religion II	4	School	0.00	0.00	0.00	25.00	75.00	0.00
		State	1.08	3.90	12.67	36.17	35.35	10.81
Textiles and Design	1	School	0.00	0.00	0.00	100.00	0.00	0.00
		State	0.99	4.78	15.63	27.05	34.97	16.55
Visual Arts	6	School	0.00	0.00	0.00	33.33	33.33	33.33
		State	0.10	0.93	7.63	25.73	47.08	18.50

INTERPRETATIVE COMMENTS FOR HIGHER SCHOOL CERTIFICATE RESULTS

Thirty-four Year 12 students sat for the HSC in 2023 and were the third cohort of Year 12 for the school. One Year 11 student also undertook an HSC subject.

- Wairoonga ranked 153 among over 800 NSW Secondary School and the top ATAR was 96.15.
- 14% of students received an ATAR of 90 or above.
- 38.2% of students receiving an ATAR of 80 or above.
- 35% of students were Distinguished Achievers, achieved in the top 10% (Band 6, E4) across 11 subjects.
- 28.19% of students achieved a Band 5, achieving 80-89 in a subject.
- The percentage of subjects achieving over the state mean was 65%.
- One student had their artwork nominated for ArtExpress.

The excellent results of our HSC students are a testament to the academic rigour and attentive pastoral care that staff provide, the dedication of the students and support of families. When students graduate from Wairoonga Adventist School they take with them the skills and attributes to make a positive difference in their world and we wish them God's blessing

COMPARISON OF 2023 HSC RESULTS AS A TREND OVER TIME

SUBJECT	NO OF STUDENTS	YEAR	PERFORMANCE BAND ACHIEVEMENT BY NUMBER AND/OR %					
			BAND 1	BAND 2	BAND 3	BAND 4	BAND 5	BAND 6
Ancient History	14	2023	0	7.14	14.28	42.85	35.71	0
	6	2022	0	16.66	0	33.33	33.33	16.66
	7	2021	0	57.14	0	20.57	14.29	0
Biology	12	2023	0	0	50	33.33	8.33	8.33
	22	2022	0	13.63	40.9	13.63	27.27	4.54
	12	2021	0	0	16.67	25	50	8.33
Business Studies	10	2023	10	0	20	50	20	0
	12	2022	0	8.33	25	25	33.33	8.33
	10	2021	0	30	10	10	40	10

SUBJECT	NO OF STUDENTS	YEAR	PERFORMANCE BAND ACHIEVEMENT BY NUMBER AND/OR %					
			BAND 6	BAND 5	BAND 4	BAND 3	BAND 2	BAND 1
Chemistry	8	2023	0	0	0	75	25	0
	7	2022	0	0	28.57	57.14	14.28	0
	7	2021	0	0	14.29	57.14	28.57	0
Chinese in Context	1	2023	0	0	0	0	0	100
	0	2022	NA	NA	NA	NA	NA	NA
	0	2021	NA	NA	NA	NA	NA	NA
Community and Family Studies	1	2023	0	0	100	0	0	0
	8	2022	0	0	12.5	50	37.5	0
	0	2021	NA	NA	NA	NA	NA	NA
Design & Technology	3	2023	0	0	33.33	66.66	0	0
	0	2022	NA	NA	NA	NA	NA	NA
	0	2021	NA	NA	NA	NA	NA	NA
Economics	2	2023	0	0	0	0	100	0
	5	2022	0	40	20	40	0	0
	5	2021	0	20	20	20	40	0
Engineering	2	2023	0	0	0	50	50	0
	0	2022	NA	NA	NA	NA	NA	NA
	0	2021	NA	NA	NA	NA	NA	NA
English Advanced	18	2023	0	0	0	16.66	72.22	11.11
	21	2022	0	4.76	9.52	23.8	61.9	0
	19	2021	0	0	10.52	42.1	31.57	15.78
English Standard	16	2023	0	6.25	6.25	75	12.5	0
	19	2022	0	15.78	36.84	31.57	15.78	0
	17	2021	0	17.64	35.29	41.17	5.88	0
Food Technology	8	2023	0	12.5	12.5	25	37.5	12.5
	4	2022	0	0	50	0	25	25
	7	2021	0	0	28.57	42.85	14.28	14.28
Industrial Technology	0	2023	NA	NA	NA	NA	NA	NA
	8	2022	0	12.5	37.5	25	0	25
	6	2021	0	0	0	100	0	0
Legal Studies	0	2023	NA	NA	NA	NA	NA	NA
	6	2022	16.66	0	16.66	50	16.66	0
	0	2021	NA	NA	NA	NA	NA	NA
Mathematics Advanced	11	2023	0	0	9.09	0	36.36	54.54
	10	2022	0	0	0	30	50	20
	10	2021	0	0	30	30	10	30

SUBJECT	NO OF STUDENTS	YEAR	PERFORMANCE BAND ACHIEVEMENT BY NUMBER AND/OR %					
			BAND 6	BAND 5	BAND 4	BAND 3	BAND 2	BAND 1
Mathematics Standard 2	17	2023	0	5.88	5.88	41.17	35.29	11.76
	23	2022	0	8.69	30.43	26.08	21.73	13.04
	17	2021	5.88	17.64	41.17	23.52	11.76	0
Modern History	7	2023	0	0	0	85.71	14.28	0
	8	2022	0	12.5	37.5	50	0	0
	11	2021	0	27.27	18.18	36.36	9.09	9.09
Music 1	2	2023	0	0	0	0	50	50
	4	2022	0	0	0	0	75	25
	6	2021	0	0	0	33.33	33.33	33.33
Personal Development, Health and Physical Education	10	2023	0	10	20	30	40	0
	10	2022	0	20	50	10	20	0
	8	2021	0	12.5	37.5	25	25	0
Physics	9	2023	0	0	0	66.66	11.11	22.22
	4	2022	25	0	25	0	50	0
	5	2021	0	20	0	40	40	0
Software Design and Development	1	2023	0	0	100	0	0	0
	2	2022	0	0	0	100	0	0
	0	2021	NA	NA	NA	NA	NA	NA
Studies of Religion II	4	2023	0	0	0	25	75	0
	4	2022	0	0	25	25	25	25
	3	2021	0	0	0	33.33	66.66	0
Textiles and Design	1	2023	0	0	0	100	0	0
	0	2022	NA	NA	NA	NA	NA	NA
	2	2021	0	0	50	0	0	50
Visual Arts	6	2023	0	0	0	33.33	33.33	33.33
	0	2022	NA	NA	NA	NA	NA	NA
	9	2021	0.0	0.0	0.0	22.22	66.66	11.11
English Extension 1	5	2023	NA	NA	0	0	80	20
	6	2022	NA	NA	0	16.66	50.00	33.33
	3	2021	NA	NA	0	0	33.33	66.66
History Extension	5	2023	NA	NA	0	20	80	0
	3	2022	NA	NA	0	0	100	0
	0	2021	NA	NA	NA	NA	NA	NA
Mathematics Extension 1	5	2023	NA	NA	80	0	0	20
	7	2022	NA	NA	28.57	28.57	28.57	14.28
	4	2021	NA	NA	0	0	75.0	25.0

INTERPRETATIVE COMMENTS FOR HIGHER SCHOOL CERTIFICATE RESULT TRENDS OVER TIME

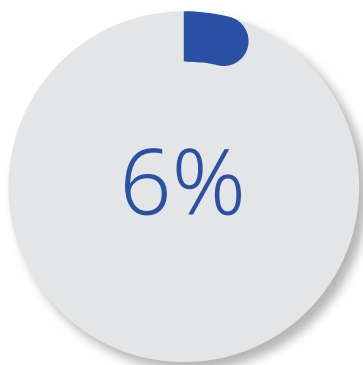
HSC results have remained consistently high since Year 12 started in 2021.

- The percentage of Band 6 results (90+) achieved have consistently been double the state average.
- The number of students achieving a Band 5 (80-89) has remained steady at 28% over the past three years
- The top ATAR has consistently been in the 96 or 97 range.
- The percentage of students achieving an ATAR of 90 or above has varied from 11% to 17% over the last three years.
- The percentage of students achieving an ATAR of 80 or above has risen from 31% in 2021 to 38% in 2023
- The schools ranking has steadily increased over the last three years from 163 to 153.





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 certificate or equivalent VET qualification

Two Year 11 students were enrolled in a TVET course with TAFE NSW in 2023 – one in construction and one in hospitality.

5 Professional learning and Teacher Standards

5.1 PROFESSIONAL LEARNING

AREAS OF PROFESSIONAL LEARNING	TEACHERS (NUMBER OF GROUP)
Leading the implementation of New English	1
Planning and programming	1
Zones of Regulation	1
Initialit workshop	2
Australian Council for Health, Physical Education and Recreation	1
Milestones of History	1
PDHPE marking simulation	1
Matthew Parsons Masterclass	1
Aboriginal and Torres Strait Islander creative art	1
Great teachers give great feedback	1
Christian Schools Library conference	1
Teacher Nightmare Dream Home	1
Insight SRC Building Cultural Capacity	1
Planning and programming with K-2 maths	1
YARC training for Learning Support	1
Professional learning for teachers' transformation	1
Leading the implementation of the new English 3-6 syllabus	1
Truck training and assessment	1
HSC student day	1
EBE Annual conference	1
The AI for educators online course	1

AREAS OF PROFESSIONAL LEARNING	TEACHERS (NUMBER OF GROUP)
Foundation instructor mountain bike	1
Lawsense School Enrolment	1
Sydney Uni STEM Day	1
Tech Mandatory Engineer Course	2
Designing Year 11 HMS unit	1
Spelllex Workshop	2
Year 12 Complex numbers	1
First Aid Course	65
Laser Cutter training	3
AIS History Extension Symposium 2023	1
ACHPER NSW/ACT PDHPE K-12 conference 2023	1
Assessing Common Content in Stage 6 Mathematics	1
Encounter masterclass	1
Primary Numeracy Project	14
Wellbeing Framework	45
Building Cultural Capacity for School Improvement	15
Strategies to Safeguard Assessment Authenticity	30
Child Safe Standards	55
NSW Adventist Schools Curriculum and Strategy - Renewed	65
Difficult conversations	50
School Improvement	65
Leadership Conference	3

TOTAL STAFF PD EXPERIENCES: 417

AVERAGE COST PER TEACHER FOR PROFESSIONAL LEARNING: \$588

5.2 TEACHER ACCREDITATION STATUS

ACCREDITATION LEVEL OF TEACHERS	NUMBER OF TEACHERS
(i) Conditional	4
(ii) Provisional	5
(iii) Proficient or higher	52
	61

6 Workforce composition

Teaching staff	52
Full-time equivalent staff	45.9
Non-teaching staff	19
Full-time equivalent non-teaching staff	14.4

Staff are from a variety of cultural backgrounds and have a range of experience. While none of our staff members have identified as Aboriginal or Torres Strait Islander, we encourage applications from First Nations staff. Approximately three quarters of staff are Seventh-day Adventist.

7 Student Attendance Rate and Non-attendance

7.1 AVERAGE YEAR LEVEL ATTENDANCE



TOTAL SCHOOL
ATTENDANCE AVERAGE
92%

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 -12

Percentage retention rate: **70%**

8 Post School Destinations

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 with Macquarie University the most popular destination, followed by UNSW, Sydney University and Avondale University.





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 K at the school for the first time will be at least 5 years of age on or before 31 July of the enrolling year. Students enrolling in Pre Kindergarten classes will be at least 4 years of age on or before 31 July of the enrolling year.

Wahroonga Adventist School commenced classes on 30 January 2023.

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

The student population in 2023 was 585 students in Kindergarten to Year 12. The Pre-Kindy class consisted of 21 students by fulltime equivalent. 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

The following school policies are publicly available on the NSW Adventist Schools website:

- Enrolment policy
- Child protection policy
- Anti-bullying policy (consolidated with the Student Behaviour policy)
- Discipline policy
- Complaints policy



11 School Determined Improvement Targets

PRIORITY AREAS FOR IMPROVEMENT FOR 2023

The 2023 School Improvement Plan continued the main goals of the previous year as part of the overall strategic plan. The focus was continuing to improve wholistic learning outcomes for students and can be seen below. Wahroonga Adventist School partnered with the NSW Association of Independent Schools in the development and delivery of the new Mathematics 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 Wahroonga Adventist School Improvement Plan for 2022 focused on strengthening whole school wellbeing, continuing to raise the level of student engagement and writing skills; developing and implementing whole-school process of positive behaviour for learning; and immersing our school in our Christian faith-based vision. While there were some disruptions due to the pandemic, progress was still made.

The goal of immersing our school community in our Christian world view aligned with the school purpose and was implemented throughout 2022 in chapels, weeks of worship, bible studies and staff worships.

In the area of strengthening whole-school wellbeing we partnered with the AISNSW Compass initiative which provided some useful frameworks and tools to support the strategic development and implementation of ongoing whole-school wellbeing strategies including the establishment of primary and secondary wellbeing hubs and analysing scope and sequences related to area of wellbeing. Addressing critical, current and emerging wellbeing needs were continued into 2023.

Engagement and rigorous learning was a key goal focusing on consistently checking for student understanding to inform the next steps of learning to help differentiation teaching for varied student needs. Teachers both individually and collaboratively engaged with a variety of checking for understanding strategies that resulted in some improvement in student engagement. 2023 HSC results were very strong indicating a degree of success in this area. Likewise, NAPLAN results demonstrated that writing skills had improved and strategies supporting this goal have now been embedded.

The goal of aligning our behaviour management strategies around the four school values of respect, responsibility, compassion and integrity was achieved and the development of whole-school strategies that are clearly articulated and understood in a Positive Behaviour for Learning Framework will continue into 2023.

12 Initiatives Promoting Respect and Responsibility

Wahroonga Adventist School actively promotes respect and responsibility, which are also two of our **core values**. A wide variety of initiatives are used and there is a genuine culture of nurture and respect amongst the school community.

Most of the initiatives are targeted at the whole school community and some are specific to groups of different developmental ages.

The **delivery of key learning areas** is utilised to embed the promotion of respect and responsibility in daily learning and interactions. Programs such as UR Strong and Invictus that align with the PDHPE syllabus focus on building positive relationships, respect and responsibility. Daily Homeroom time further reinforces these values and awards are given acknowledging respect and responsibility.

As a **faith based school** we deepen students understanding of respect and responsibility through chapel programs, Bible classes and highlight worship events.

Beyond the classroom students have further opportunities to act on the values of respect and responsibility through environmental sustainability teams, celebration of Harmony Day, and honouring ANZAC day. Camps from Years 5 to 12 provide opportunities to develop respect for self and others through outdoor recreation programs.

Students partner with staff and parents as active participants in **community service** and support a range of charities both locally and nationally through SRC sponsored events. 2023 saw the inaugural introduction of an international service learning trip where Year 11 students raised funds to work in a remote Fijian school – an experience that had great impact on their understanding of responsibility and respect.

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.

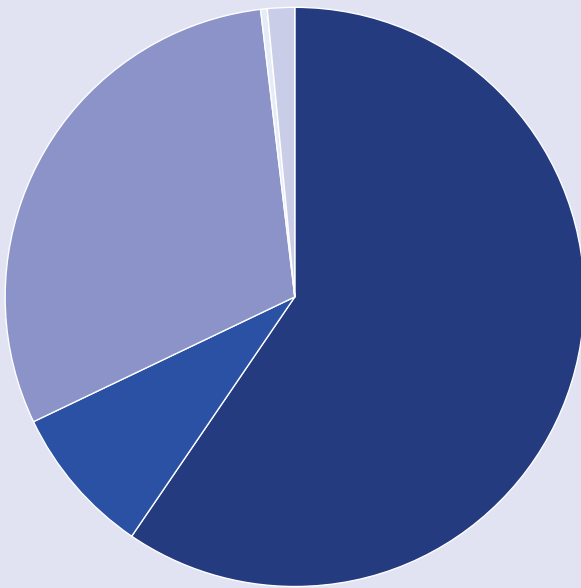
SRC Insight Data gathered in May 2023 showed that student wellbeing, community engagement and school Christian culture were strengths with organisational climate an area to work on.

Student surveys identified that motivation levels were high along with a strong sense of safety, particularly in the classroom. Parents rated peer relations and teacher morale as high, while staff rated their own wellbeing as lower. Staff identified that resources and people were strengths while role clarity and teacher confidence was opportunities.

Home and School focus groups anecdotally identified that parents are happy with the culture of the school and their child's learning. Parents value the focus on character development and nurture, and while there is continued opportunity to improve, this is a strength of the school.

14 Summary financial information

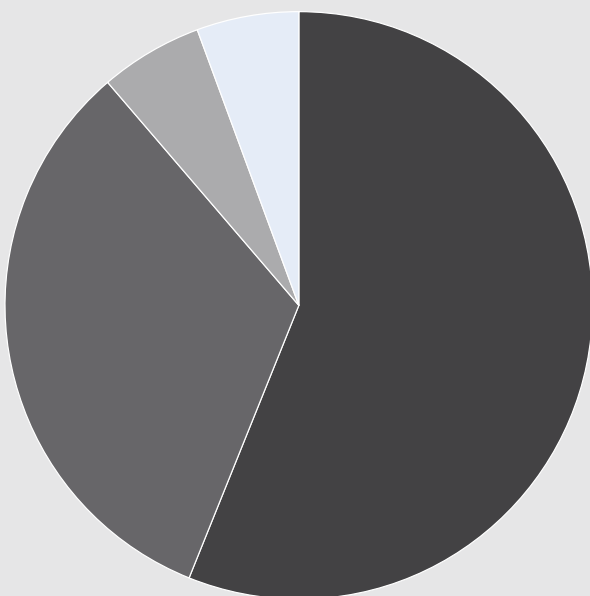
INCOME



INCOME SOURCES | % OF TOTAL INCOME

Fees and private income	59.26%
State recurrent grants	8.35%
Commonwealth recurrent grants	30.07%
Other Government grants	0.37%
Government capital grants	0.0%
Other capital income	1.51%

EXPENDITURE



EXPENDITURE COSTS | % OF TOTAL EXPENDITURE

Salaries, allowance and related expenses	56.1%
Non-salary expenses	32.63%
Classroom expenditure	5.66%
Capital expenditure	5.62%

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.

16 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