

NSW EDUCATION STANDARDS AUTHORITY

ANNUAL REPORT

REPORTING ON THE 2025 CALENDAR YEAR



WAHROONGA
ADVENTIST SCHOOL



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1

Context

1.1

A Message from Key School Bodies

Principal

2025 marked my first year as Principal at Wahrenoona Adventist School.

Our committed staff deserve recognition for their steadfast support of students' holistic development—spiritual, social, emotional, physical, and academic—affirming our identity as a thriving Christ-centred learning community dedicated to student flourishing.

Students have engaged in a wide range of curricular and co-curricular activities, nurturing and extending their God-given talents. Our environmental programme fostered meaningful stewardship of green spaces, while our vibrant music programme, showcased in the secondary CAPA evening and primary music showcases, highlighted student talent. The mid-year musical production of Charlie and the Chocolate Factory celebrated creativity, collaboration and community engagement, making it one of the highlights of 2025.

Fundraising for various charities and involvement in service trips enabled students to live out their faith practically. The Year 10 Tasmania trip, and the Year 11 Fiji Mission trip, with a record 47 students, positively impacted students, staff and communities.

In sport, our inaugural flag football team qualified for nationals under Ms Tamika Sutton. Our basketball programme, led by Jeremiah Amoah, saw 18 students make representative squads, while our primary teams won the metro north competition and advanced to the state championships, and the girls won! Our Under 15 boys Basketball team won their Div 4 grand final at the Australian National Basketball Championships.

Student leadership opportunities for prefects, house and school captains, peer support, and SRC fostered growth and active engagement in the life of our school. Our chaplains involved scores of students in worship and related opportunities, notably with the two Weeks of Worship and weekly primary and secondary chapel teams. The theme 'For Freedom' underpinned our spiritual activities this year.

The Home and School Committee, led by Karen Doust and parent volunteers, successfully organised key events strengthening our community bonds. We thank all parents for their support, as well as our School Advisory Council. This has been particularly appreciated as we witnessed the long anticipated residential building project begin this year.

Ultimately, praise and honour belong to our Heavenly Father for His continual provision, protection and promises, recognising Jesus' words: '...without me you can do nothing' (John 15:5). This annual report is a lasting testament to His gracious leading at Wahrenoona Adventist School in 2025.

Home and School Committee

As President of the Home and School Committee, I have had the privilege of witnessing the strength of our school community through the many opportunities we created for connection and collaboration. The Committee sought to support the life of the school by fostering meaningful relationships between students, families, carers, and staff. Through a range of inclusive events and initiatives, we aimed to nurture a welcoming environment where families felt a genuine sense of belonging and where community engagement enriched the educational experience of our students.

Throughout 2025, the Committee coordinated a range of activities that encouraged participation, celebrated families, and supported the well-being and development of students.

Family Fun Day

The year commenced with the annual Family Fun Day, a welcoming event held on campus featuring a community barbecue and outdoor games. This event played an important role in helping new families integrate into the school community while providing existing families with an opportunity to reconnect following the summer break. The relaxed and inclusive atmosphere helped establish a positive tone for the school year and reinforced the school's commitment to community engagement.

Movie Night

Movie Night continued to be a much-loved tradition within the school community. Held at the Fox Valley Community Centre, the event provided a relaxed and enjoyable evening where students spent time with friends and families and gathered in an informal social setting. Often described as a "school-wide playdate," the evening encouraged connection across year groups and families. It also provided Year 11 students with the opportunity to sell pizza and raise funds in support of their international service trip, giving the event both a strong community focus and a meaningful purpose.

Mother's Day and Father's Day Celebrations

Recognising and celebrating parents and carers continued to be a priority for the Committee.

For Mother's Day, families were invited to a special afternoon tea that included a grazing table, refreshments, and a large Floral photo booth co-created by one of our own talented year 11 students, which allowed students to capture meaningful moments with their mothers and carers.

Father's Day was celebrated with a breakfast gathering followed by games on the school oval and within the Covered Outdoor Learning Area (COLA). The event provided fathers and children with an opportunity to spend quality time together while engaging in informal activities that strengthened family connections within the school community.

Both celebrations served to acknowledge the important role that parents and carers play in supporting students and contributing to the life of the school.

Support for Chaplaincy and Easter Chapel

The Committee also worked in partnership with the school's chaplaincy team to support spiritual life initiatives. Families were invited to attend a special Easter Chapel service, which included colouring and art competitions for students. Following the service, the community gathered for hot cross buns, tea, and coffee. The Committee also provided assistance during the Year 6 Week of Worship, demonstrating continued collaboration between the Committee and school staff in supporting faith-based programs.

Gardening Club and Working Bees

The Gardening Club, overseen by the Home and School Committee, continued to provide opportunities for families, students, and staff to work together in caring for the school environment. Several working bees were held during the year, where volunteers assisted with practical projects such as planting new greenery, mulching garden beds, and installing a new chicken coop.



These sessions not only contributed to the maintenance and development of the school grounds but also provided valuable experiential learning for students, particularly those involved as Environmental Ambassadors. The school's chickens remain a much-loved feature of the campus and a source of enjoyment for many students. Importantly, these gatherings also provided informal opportunities for community members to connect over shared tasks, conversation, and hospitality.

Creative Arts – School Musical Production

The Committee was delighted to support the school's musical production of *Charlie and the Chocolate Factory*. The production showcased the remarkable talents of students while highlighting the collaborative spirit within the school community. Primary and secondary students worked together, forming cross-age connections while developing performance and teamwork skills.

Behind the scenes, parents volunteered countless hours assisting with costumes and rehearsals, while staff members dedicated significant time to staging, set design, and production elements. The musical was a powerful example of how creative arts can unite a community and foster a strong sense of shared achievement.

Beyond the School Yard: Community Service and Charity

In collaboration with the Student Representative Council (SRC) and teaching staff, the Committee supported initiatives that promoted service and compassion beyond the school community. One of the most significant traditions is the annual Christmas hamper program.

In 2025, the school community once again demonstrated remarkable generosity by assembling and donating more than 90 Christmas hampers to families supported by Hornsby Fusion. The sorting and packing day was marked by enthusiasm and teamwork, with primary students, SRC members, and selected Year 7 and 8 students working together to prepare the hampers.

The generosity of families resulted in hamper bags overflowing with festive items. Special acknowledgement was given to Kindy D, 7A, and 8S for their particularly generous class contributions. Feedback from the Fusion team highlighted the significant impact of these donations, with staff expressing heartfelt gratitude for the support provided to families in need.

Fundraising and Financial Contributions

The Committee operates through voluntary family contributions collected at the beginning of the school year. These funds are allocated to projects and initiatives that enhance student experiences and support the broader school environment.

During 2025, the Committee contributed financially to several initiatives, including a significant donation toward the development of the new Covered Outdoor Learning Area. Additional contributions included personalised keep cups for Year 12 students and supported trophies and formal dinner events for both Year 6 and Year 12 cohorts.

These contributions reflect the Committee's commitment to investing in initiatives that enrich school life and celebrate student milestones.

Reflection and Future Outlook

Overall, 2025 was characterised by strong community participation, meaningful collaboration, and a spirit of generosity. The Home and School Committee remains committed to fostering a welcoming and connected school environment where families, staff, and students feel valued and engaged.

The Committee looks forward to continuing this positive momentum in 2026, building on the partnerships and traditions that contributed to the strength and vitality of the whole school community.



Student Representative Council

The Student Representative Council has enjoyed a productive and impactful year, strengthening student voice and fostering positive change across both the Primary and Secondary schools.

The year began with Valentine's Day, where SRC students helped spread kindness by ensuring every student received a small treat, creating a warm and inclusive atmosphere across the school. This was followed by a vibrant Harmony Day celebration, where students wore orange or traditional cultural dress to recognise and celebrate the diversity within our community. Performances were held at Fox Valley Community Centre, followed by music, dancing and cultural food stalls.

In Term 2, the SRC hosted Australia's Biggest Breakfast in support of the Cancer Council. The event was well attended by students and families, who enjoyed pancakes, hot chocolates and croissants generously donated by a local café. As the cooler months approached, SRC students coordinated Winter Woolies Day, raising awareness and support for those in need during winter.

In Term 3, the SRC organised R U OK? Day, marked by a yellow mufti day, cupcake sales and a variety of engaging lunchtime activity rooms. In the lead up to the event, students participated in activities emphasising the importance of checking in with one another. SRC students worked tirelessly behind the scenes, particularly in preparing and decorating cupcakes, contributing to a meaningful and supportive day.

During Term 4, the SRC also led weeks of fundraising in preparation for the School Colour Fun Run, which proved to be a major success. Incentives such as the opportunity to sponge or slime a teacher helped build excitement, and funds raised are being used to improve outdoor communal areas for students.

To finish the year, the SRC promoted the Christmas Hamper Appeal in support of Fusion, a local Christian charity in Hornsby. With the generous support of our school community, we were able to create a meaningful difference for local families in need during the holiday season.

Throughout the year, both Primary and Secondary SRC representatives collaborated to gather student input and develop ideas to better our school. Students had the opportunity to refine and pitch their ideas to the school executive teams, ensuring student voice played an active role in shaping our school community.

The SRC is proud of the leadership, service and commitment shown throughout 2025 and looks forward to continuing to strengthen school spirit and student voice in the year ahead.

Georgia Ah-You
SRC Coordinator





Chaplaincy Report

In 2025 our school community journeyed through the spiritual theme “For Freedom.” Using the symbol of the dove, we reflected on the powerful truth that Jesus stepped behind enemy lines for us, and that all He accomplished through His life, death, and resurrection was ultimately for our freedom. Throughout the year we were reminded that true freedom is found in Christ — freedom to live, to serve, and to become who God created us to be.

One of the greatest joys of the year has been the continued growth and strength of our Chapel Teams, with just over 100 students now serving across six divisions: Pastoral Care, Next Steps, Administration, Worship, Creative, and Audio Visual. We are incredibly proud of each of these students. Year after year we are amazed not only by their willingness to step up and serve with excellence, but also by their spiritual maturity and their capacity to influence the lives of their peers. Often the most powerful ministry happens student to student, and it is a privilege to watch young people rise to that calling.

Throughout the year we have seen God continue to bless the spiritual life of our school as students step forward with fresh vision and passion for ministry. As chaplains, one of our greatest privileges is helping to nurture these ideas and support students as they step out in faith. This year we saw more than double the number of student testimonies shared during Chapel, with around ten Chapel services led by students from within our own cohort. Their courage to share their faith and experiences has had a profound impact on our community.

As a chaplaincy team, we remain committed to continually seeking God’s direction for our school community. Our desire is to faithfully follow where He leads and to play our part in fulfilling the calling He has placed on this school. We believe that when God’s will is pursued, it is always both for His glory and for the good of His people. Every student benefits from the presence and work of God within our school.

To those reading this report, we invite you to partner with us in prayer. Please pray that God will continue to guide our school, that His Spirit will move powerfully in the lives of our students, and that our school will be a light in the darkness — a beacon of hope in Wahroonga for Jesus and His kingdom.

1.2

Contextual information about the school

Wahroonga Adventist School is an independent co-educational faith-based school located in the north shore of Sydney. It offers a wholistic 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.

With the core mission of enabling every student to flourish, education is characterised by high academic performance, a supportive learning environment and a wide range of sport, music and cocurricular opportunities.

Academic programs are strong, and the evidence-based approach of direct explicit instruction is complimented by opportunities for deep enquiry with design thinking skills introduced in primary school and expanded in secondary.

Student wellbeing is promoted and supported daily through homerooms, specialist programs and caring staff. Outdoor recreation and service activities are age appropriate with a camping program running in Years 7-10 and service ranging from the local area such as planting trees to overseas such as contributing to a remote Fijian school.

The sport and co-curricular program provide opportunities for engagement and students have represented the school in a variety of pursuits such as chess, music ensembles, engineering and basketball.

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

2025 School Improvement Goals

GOAL 1

STUDENT VOICE

Understand, value and respond to student opinions and perspectives to empower students' active participation in school decision making and learning environments.

ACTION TEAMS

- Student voice
- School community

GOAL 2

STUDENT ENGAGEMENT IN LEARNING

Consistently and effectively implement high impact teaching strategies (HITS) across P-12 to inspire and motivate student autonomy, engagement and ownership in learning.

ACTION TEAMS

- Implementing HITS
- Celebrating practice

GOAL 3

STAFF EMPOWERMENT

Clearly define staff roles and responsibilities for professional growth to enable staff to take initiative collaboratively make decisions and engage meaningfully in the schools mission.

ACTION TEAMS

- Implementing behaviour
- Teamwork

Priority areas for improvement:

- The three overarching goals in 2025 were: Student Voice, Student Engagement and Learning, and Staff Empowerment, which was to some degree a continuation of the work in 2024.
- HITS (High Impact Teaching Strategies) continued to be a focus for professional development, department and stage meetings, and personal development plans (PDPs).

- All staff were part of six action teams that addressed needs in our school based on 2024 initiatives and the SRC Insight Data. This process has engaged staff in the school improvement journey.
- In May 2025 SRC Insight surveys were sent to parents, staff and students to get feedback and show comparison over the six years. We received a notable improvement in parent participation than in previous years.
- Action Teams reported to whole staff meetings on the plans and progress that they made and it was pleasing to note the initiatives and collegial cooperation. Next steps and further ideas in each area was also shared with staff with the view to informing our Strategic Priorities for 2026-2028.
- An important process in our school improvement journey has been the implementation of the updated *Quality Adventist Schools Framework* (QASF) and use of the portal to plan, document and review our ASA component review cycle. Staff were given opportunities to discuss the key components which provided opportunities for reflection and professional discussions to celebrate areas of success and those requiring more attention.
- The 2025 SRC Insight Data revealed perceived improvement in student behaviour from parents, teachers and students. However, school culture revealed a slight dip in the percentile rankings compared with the previous year, which could be related to staff turnover, and likely the arrival of the new principal. The full reports were shared with staff with a view to making staff aware of the key commendations and areas for improvement for our Three-Year Strategic Planning Priorities (2026-2028).

In 2025, the school continued working on areas that had been previously addressed, but not completely. An example of this was the student leadership portfolios in both primary and secondary schools which we intentionally sort to increase student voice and responsibility in the life of the school; e.g. in secondary, Portfolios included:

- | | |
|----------------------------------|----------------------------------|
| • Academic | • Chaplaincy |
| • Environment and sustainability | • Student Representative Council |
| • Communications | • Sport |
| • Creative and Performing Arts | • Wellbeing |

Service is a key component of responsibility in our school culture and students can serve in many ways including being a peer buddy, through local and national SRC sponsored events, and by participating in Chaplaincy activities such as serving remote communities in Tasmania and Fiji.

Student leadership and involvement in chapels continued to develop in 2025 under the empowering leadership of our chaplains.





1.3

Characteristics of the student body

The student population in 2025 was 633 students in Kindergarten to Year 12. The Pre-Kindy class consisted of 29 students by fulltime equivalent.

All students speak fluent English and 35% live in households where more than one language is spoken. Students come from a wide variety of cultural backgrounds which enriches the school community.

The general breakdown of composition of the student population was 42% girls and 58% boys with most students living within a 5 km range of the school.

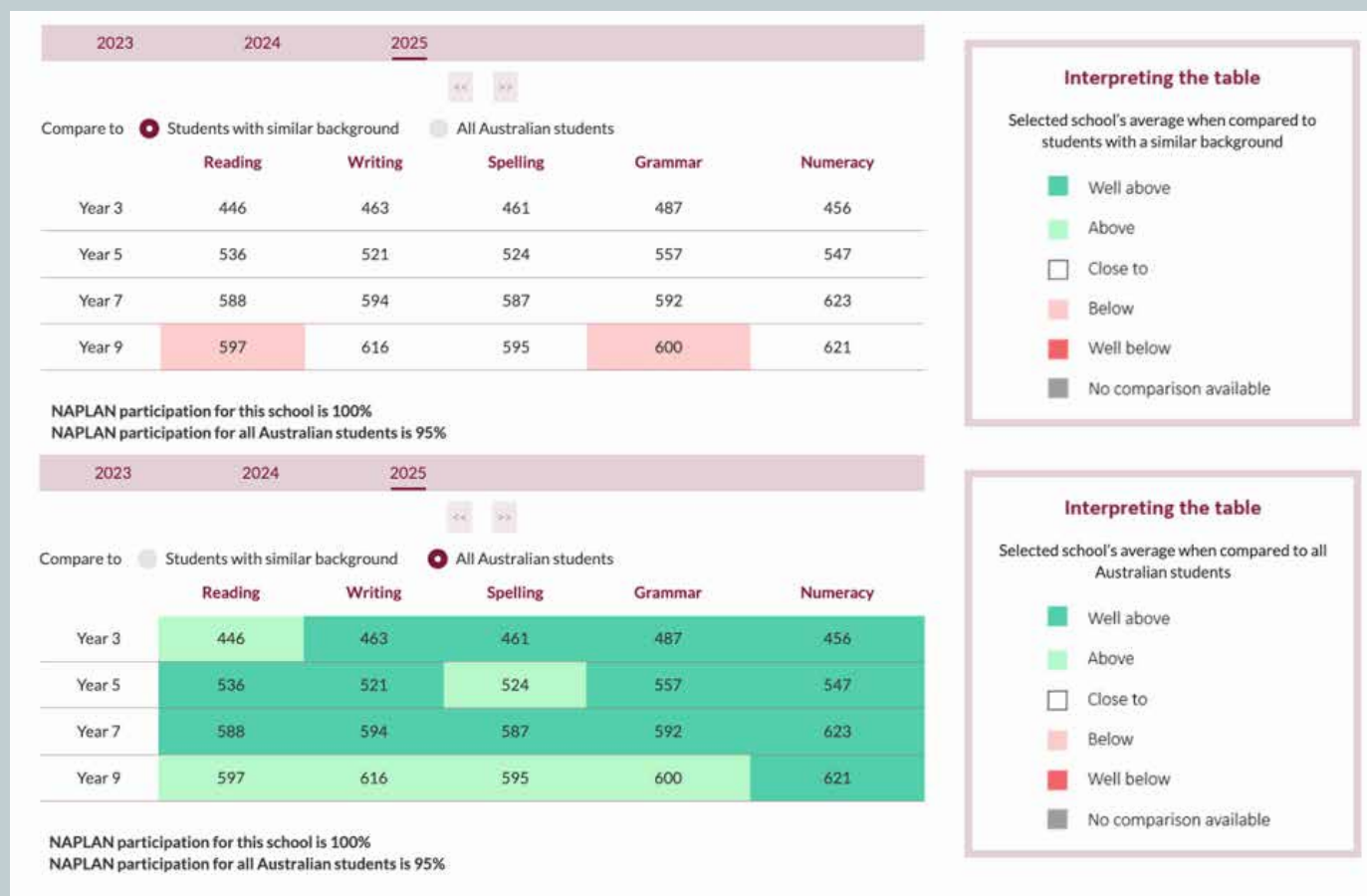
The population of students who are Seventh-day Adventists was 23% with another 50% identifying as Christian.

2

Outcomes and Results

2.1

Student outcomes in standardised national literacy and numeracy testing



Literacy

The tests through NAPLAN consists of Numeracy, Reading, Writing and Language Conventions which includes Spelling, Grammar and Punctuation.

Reading

Year	% exempt	% Needs support	% Develop-ing Proficiency	% Strong Proficiency	% Exceeding Proficiency
Year 3	0	0	18.2	48.5	33.3
Year 5	0	0	2.2	57.8	40
Year 7	0	0	8.7	50.7	40.6
Year 9	1.4	4.3	12.9	55.7	25.7

Writing

Year	% exempt	% Needs support	% Develop-ing Proficiency	% Strong Proficiency	% Exceeding Proficiency
Year 3	0	0	0	69.7	30.3
Year 5	0	2.1	10.6	56.4	29.8
Year 7	0	0	10.1	53.6	36.2
Year 9	1.4	4.3	12.9	52.9	28.6

Spelling

Year	% exempt	% Needs support	% Develop-ing Proficiency	% Strong Proficiency	% Exceeding Proficiency
Year 3	0	0	15.2	54.5	30.3
Year 5	0	2.2	6.5	58.7	32.6
Year 7	0	0	7.2	44.9	47.8
Year 9	1.4	4.3	5.7	65.7	22.9

Grammar and Punctuation

Year	% exempt	% Needs support	% Develop-ing Proficiency	% Strong Proficiency	% Exceeding Proficiency
Year 3	0	3	15.2	48.5	33.3
Year 5	0	0	6.5	58.7	34.8
Year 7	0	1.4	10.1	53.6	34.8
Year 9	1.4	4.3	17.1	50	27.1

Interpretative Comments

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

- Approximately **85–90%** of students demonstrate strong or exceeding proficiency across literacy.
- A small proportion of students are developing proficiency, particularly in reading and language conventions.
- Overall, this reflects a strong cohort performance, with students building solid foundational literacy skills.

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

- Approximately **90–95%** of students demonstrate strong or exceeding proficiency across literacy.
- Only a small number of students are developing proficiency or require additional support.
- Overall, this reflects very strong cohort performance, with high levels of achievement across the year group.

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

- Approximately **90%** of students demonstrate strong or exceeding proficiency across literacy.
- A small proportion of students are developing proficiency, with minimal need for additional support.
- Overall, this reflects a high-performing cohort, with students continuing to strengthen and extend their literacy skills.

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

- Approximately **80–85%** of students demonstrate strong or exceeding proficiency across literacy.
- A small proportion of students are developing proficiency or require additional support, particularly in language conventions.
- A small percentage of students were exempt from the assessment.
- Overall, this reflects solid cohort performance, with ongoing opportunities to further strengthen literacy outcomes.

Numeracy

The tests through NAPLAN consists of Numeracy, Reading, Writing and Language Conventions which includes Spelling, Grammar and Punctuation.

Year	% exempt	% Needs support	% Developing Proficiency	% Strong Proficiency	% Exceeding Proficiency
Year 3	0	0	12.1	63.6	24.2
Year 5	0	2.2	2.2	63	32.6
Year 7	0	1.4	5.8	44.9	47.8
Year 9	1.4	7	7	59.2	25.4

Interpretative Comments

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

- 87.8% of students have strong or exceeding proficiency.
- 12.1% of students are developing proficiency.
- 0% of students require additional support.
- Overall, this reflects a strong cohort performance, with students well supported in developing their foundational skills.

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

- 95.6% of students have strong or exceeding proficiency.
- 2.2% of students are developing proficiency.
- 2.2% of students require additional support.
- Overall, this reflects very strong cohort performance, with high levels of achievement across the year group.

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

- 92.7% of students have strong or exceeding proficiency.
- 5.8% of students are developing proficiency.
- 1.4% of students require additional support.
- Overall, this reflects a high-performing cohort, with students continuing to build strong skills.

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

- 84.6% of students have strong or exceeding proficiency.
- 7% of students are developing proficiency.
- 7% of students require additional support.
- 1.4% of students were exempt from the assessment.
- Overall, this reflects solid cohort performance, with ongoing opportunities to further strengthen student achievement.

2.2

Record of School Achievement

Item	Students
Number of Students studying in Year 10	35
Number of ROSAs issued by NESA in 2024	0





2.3

Results of the Higher School Certificate Examination 2025

Comparison of 2025 results compared to the State.

SUBJECT	NO OF STUDENTS		PERFORMANCE BAND ACHIEVEMENT BY NUMBER AND/OR %					
			BAND 6	BAND 5	BAND 4	BAND 3	BAND 2	BAND 1
Ancient History	15	School	0.00	33.33	40.00	13.33	13.33	0.00
		State	8.78	26.69	30.09	16.90	12.36	5.18
Biology	10	School	0.00	40.00	40.00	20.00	0.00	0.00
		State	7.41	28.32	29.69	21.23	9.68	3.66
Business Studies	17	School	0.00	29.41	41.18	29.41	0.00	0.00
		State	11.76	25.83	29.47	21.71	9.41	1.82
Chemistry	11	School	0.00	27.27	36.36	27.27	9.09	0.00
		State	11.16	26.89	33.18	18.56	8.62	1.59
Community & Family Studies	10	School	0.00	50.00	40.00	10.00	0.00	0.00
		State	5.44	27.58	38.01	20.65	6.95	1.37
Design & Technology	9	School	0.00	66.67	11.11	22.22	0.00	0.00
		State	11.13	37.75	35.52	13.12	2.09	0.39
Economics	5	School	0.00	40.00	20.00	40.00	0.00	0.00
		State	14.33	38.35	25.41	14.54	6.10	1.27
Engineering Studies	6	School	33.33	0.00	16.67	50.00	0.00	0.00
		State	8.87	19.74	36.00	27.21	6.41	1.76
English Advanced	34	School	0.00	70.59	23.53	5.88	0.00	0.00
		State	13.46	51.78	31.50	3.01	0.25	0.01
English Standard	26	School	0.00	7.69	46.15	42.31	3.85	0.00
		State	0.42	12.45	54.98	26.38	5.29	0.47
Food Technology	4	School	50.00	25.00	25.00	0.00	0.00	0.00
		State	8.77	23.57	30.98	24.62	10.27	1.79

SUBJECT	NO OF STUDENTS		PERFORMANCE BAND ACHIEVEMENT BY NUMBER AND/OR %					
			BAND 6	BAND 5	BAND 4	BAND 3	BAND 2	BAND 1
Geography	4	School	0.00	25.00	25.00	50.00	0.00	0.00
		State	12.47	29.98	30.46	17.42	7.72	1.95
Legal Studies	5	School	20.00	40.00	20.00	20.00	0.00	0.00
		State	15.42	29.28	23.69	18.90	9.82	2.90
Mathematics Advanced	17	School	23.53	35.29	29.41	11.76	0.00	0.00
		State	23.15	28.31	29.01	13.94	3.88	1.71
Mathematics Standard 2	26	School	3.85	34.62	30.77	11.54	11.54	7.69
		State	8.54	21.24	30.19	23.38	12.42	4.23
Modern History	12	School	0.00	25.00	50.00	8.33	16.67	0.00
		State	10.15	25.75	33.91	17.61	9.07	3.52
Music 1	6	School	0.00	83.33	16.67	0.00	0.00	0.00
		State	21.85	45.04	20.46	8.39	3.74	0.51
Music 2	2	School	100.00	0.00	0.00	0.00	0.00	0.00
		State	40.29	45.80	13.65	0.26	0.00	0.00
PDHPE	19	School	0.00	36.84	47.37	10.53	5.26	0.00
		State	8.59	26.70	32.72	22.48	8.48	1.02
Physics	16	School	6.25	56.25	18.75	6.25	12.50	0.00
		State	12.54	25.19	25.75	21.12	13.81	1.50
Software Engineering	3	School	0.00	66.67	0.00	33.33	0.00	0.00
		State	8.20	27.60	37.05	19.17	5.83	2.15
Studies of Religion I	1	School	0.00	0.00	100.00	0.00	0.00	0.00
		State	15.51	30.75	33.73	15.06	4.03	0.93
Studies of Religion II	12	School	0.00	16.67	58.33	16.67	8.33	0.00
		State	12.65	35.87	31.32	13.65	5.32	1.19
Visual Arts	19	School	10.53	68.42	21.05	0.00	0.00	0.00
		State	16.34	47.84	28.20	6.89	0.70	0.04

SUBJECT	NO OF STUDENTS		E4	E3	E2	E1
English Extension 1	8	School	0.00	87.50	0.00	12.50
		State	42.16	53.08	4.39	0.38
History Extension	3	School	0.00	100.00	0.00	0.00
		State	25.6	61.85	11.59	0.96
Mathematics Extension 1	10	School	30.00	70.00	0.00	0.00
		State	34.71	42.62	18.04	4.62
Mathematics Extension 2	5	School	20.00	20.00	60.00	0.00
		State	41.49	42.92	14.31	1.27
Music Extension	2	School	100.00	0.00	0.00	0.00
		State	76.29	21.92	1.79	0.00
Science Extension	1	School	0.00	100.00	0.00	0.00
		State	7.02	69.47	22.11	1.40

Interpretative comments for Higher School Certificate results

Forty-three students sat for the HSC in 2025 and were the fourth cohort for the school.

- Ranked 1st among NSW Adventist Schools
- The highest ATAR was 97.25
- 19.6% of students attained an ATAR of 90 and above
- 41% of students attained an ATAR of 80 and above
- 3 HSC Showcase Nominations for Music 2

The outstanding achievements of our HSC students reflect the academic excellence and dedicated care provided by our staff, the commitment of our students, and the unwavering support of their families. As graduates of Wahroonga Adventist School, our students leave equipped with the skills and values needed to make a meaningful impact in the world. We extend our heartfelt congratulations and prayerful wishes for God's continued blessings on their journey ahead.

Comparison of 2025 HSC results as a trend over time

SUBJECT	NO OF STUDENTS	YEAR	PERFORMANCE BAND ACHIEVEMENT BY NUMBER AND/OR %					
			BAND 6	BAND 5	BAND 4	BAND 3	BAND 2	BAND 1
Ancient History	15	2025	0.00	33.33	40.00	13.33	13.33	0.00
	6	2024	0.00	66.66	16.66	16.66	0.00	0.00
	14	2023	0.00	35.71	42.85	14.28	7.14	0.00
Biology	10	2025	0.00	40.00	40.00	20.00	0.00	0.00
	12	2024	0.00	33.33	33.33	25.00	8.33	0.00
	12	2023	8.33	8.33	33.33	50.00	0.00	0.00
Business Studies	17	2025	0.00	29.41	41.18	29.41	0.00	0.00
	13	2024	0.00	53.84	30.76	7.69	7.69	0.00
	10	2023	0.00	20.00	50.00	20.00	0.00	10.00
Chemistry	11	2025	0.00	27.27	36.36	27.27	9.09	0.00
	5	2024	20.00	0.00	20.00	60.00	0.00	0.00
	8	2023	0.00	25.00	75.00	0.00	0.00	0.00
CAFS	10	2025	0.00	50.00	40.00	10.00	0.00	0.00
	10	2024	0.00	54.54	36.36	9.09	0.00	0.00
		2023						
Design & Technology	9	2025	0.00	66.67	11.11	22.22	0.00	0.00
Economics	5	2025	0.00	40.00	20.00	40.00	0.00	0.00
	7	2024	0.00	57.14	14.28	14.28	14.28	0.00
	2	2023	0.00	100.00	0.00	0.00	0.00	0.00
Engineering Studies	6	2025	33.33	0.00	16.67	50.00	0.00	0.00
	3	2024	0.00	66.66	0.00	33.33	0.00	0.00
	2	2023	0.00	50.00	50.00	0.00	0.00	0.00
English Advanced	34	2025	0.00	70.59	23.53	5.88	0.00	0.00
	24	2024	0.00	75.00	25.00	0.00	0.00	0.00
	18	2023	11.11	72.22	16.66	0.00	0.00	0.00

Comparison of 2025 HSC results as a trend over time *continued*

SUBJECT	NO OF STUDENTS	YEAR	PERFORMANCE BAND ACHIEVEMENT BY NUMBER AND/OR %					
			BAND 6	BAND 5	BAND 4	BAND 3	BAND 2	BAND 1
English Extension 1	8	2025	0.00 (E4)	87.50 (E3)	0.00 (E2)	0.00 (E1)	N/A	N/A
	6	2024	33.33 (E4)	66.66 (E3)	0.00 (E2)	0.00 (E1)	N/A	N/A
	5	2023	20.00 (E4)	80.00 (E3)	0.00 (E2)	0.00 (E1)	N/A	N/A
English Standard	26	2025	0.00	7.69	46.15	42.31	3.85	0.00
	19	2024	0.00	10.52	68.42	21.05	0.00	0.00
	16	2023	0.00	12.50	75.00	6.25	6.25	0.00
Food Technology	4	2025	50.00	25.00	25.00	0.00	0.00	0.00
	8	2024	12.50	25.00	50.00	12.50	0.00	0.00
	8	2023	12.50	37.50	25.00	12.50	12.50	0.00
Geography	4	2025	0.00	25.00	25.00	50.00	0.00	0.00
	10	2024	10.00	0.00	70.00	0.00	20.00	0.00
		2023						
History Extension	3	2025	0.00 (E4)	100.00 (E3)	0.00 (E2)	0.00 (E1)	N/A	N/A
	2	2024	0.00 (E4)	100.0 (E3)	0.00 (E2)	0.00 (E1)	N/A	N/A
	5	2023	0.00 (E4)	80.00 (E3)	20.00 (E2)	0.00 (E1)	N/A	N/A
Industrial Technology		2025						
	7	2024	14.28	42.85	28.57	14.28	0.00	0.00
		2023						
Legal Studies	5	2025	20.00	40.00	20.00	20.00	0.00	0.00
	9	2024	11.11	22.22	66.66	0.00	0.00	0.00
		2023						
Mathematics Extension 1	10	2025	30.00 (E4)	70.00 (E3)	0.00 (E2)	0.00 (E1)	N/A	N/A
	4	2024	25.00 (E4)	50.00 (E3)	25.00 (E2)	0.00 (E1)	N/A	N/A
	6	2023	0.00 (E4)	100.00 (E3)	0.00 (E2)	0.00 (E1)	N/A	N/A
Mathematics Extension 2	5	2025	20.00 (E4)	20.00 (E3)	60.00 (E2)	0.00 (E1)	N/A	N/A
Mathematics Standard 1		2025						
	4	2024	25.00 (A)	25.00 (B)	50.00 (C)	0.00 (D)	0.00 (E)	N/A
	8	2023						
Mathematics Standard 2	26	2025	3.85	34.62	30.77	11.54	11.54	7.69
	18	2024	16.66	33.33	33.33	16.66	0.00	0.00
	17	2023	11.76	35.29	41.17	5.88	5.88	0.00
Modern History	12	2025	0.00	25.00	50.00	8.33	16.67	0.00
	7	2024	12.50	25.00	62.50	0.00	0.00	0.00
	7	2023	0.00	14.28	85.71	0.00	0.00	0.00
Music 1	6	2025	0.00	83.33	16.67	0.00	0.00	0.00
	9	2024	66.66	33.33	0.00	0.00	0.00	0.00
		2023						

Comparison of 2025 HSC results as a trend over time *continued*

SUBJECT	NO OF STUDENTS	YEAR	PERFORMANCE BAND ACHIEVEMENT BY NUMBER AND/OR %					
			BAND 6	BAND 5	BAND 4	BAND 3	BAND 2	BAND 1
Music 2	2	2025	100.00 (E4)	0.00 (E3)	0.00 (E2)	0.00 (E1)	N/A	N/A
Music Extension	2	2025	100.00 (E4)	0.00 (E3)	0.00 (E2)	0.00 (E1)	N/A	N/A
PDHPE	19	2025	0.00	36.84	47.37	10.53	5.26	0.00
	17	2024	5.88	17.64	47.05	17.64	11.76	0.00
	10	2023	0.00	40.00	30.00	20.00	10.00	0.00
Physics	16	2025	6.25	56.25	18.75	6.25	12.50	0.00
	3	2024	0.00	0.00	66.66	0.00	33.33	0.00
	9	2023	22.22	11.11	66.66	0.00	0.00	0.00
Science Extension	1	2025	0.00 (E4)	100.00 (E3)	0.00 (E2)	0.00 (E1)	N/A	N/A
Software Engineering	3	2025	0.00	66.67	0.00	33.33	N/A	N/A
Studies of Religion I	1	2025	0.00	0.00	100.00	0.00	0.00	0.00
	4	2024	50.00	25.00	25.00	0.00	0.00	0.00
		2023						
Studies of Religion II	12	2025	0.00	16.67	58.33	16.67	8.33	0.00
	5	2024	0.00	20.00	20.00	60.00	0.00	0.00
	4	2023	0.00	75.00	25.00	0.00	0.00	0.00
Textiles and Design								
	2	2024	100.00	0.00	0.00	0.00	0.00	0.00
		2023						
Visual Arts	19	2025	10.53 (E4)	68.42 (E3)	21.05 (E2)	0.00 (E1)	N/A	N/A

Interpretative comments for Higher School Certificate result trends over time

HSC results have remained continuously strong since the first cohort of Year 12 students in 2021:

- The highest ATAR has consistently been 96+
- The percentage of students achieving an ATAR of 90 or above has varied from 11% to 19.6% since 2021
- The percentage of students achieving an ATAR of 80 or above has risen from 31% in 2021 to 41% in 2025
- The school's ranking has remained within the top 170 schools in NSW since 2021

2.4

Senior secondary outcomes

Percentage of students in Year 12 undertaking vocational or trade training: **8 students (13%)**

VET courses offered in 2025:

- Hospitality
- Animal Care
- Allied Health
- Construction
- Electrotechnology
- Marine Studies
- Retail Services

Percentage of students in Year 12 attaining a Year 12 certificate or equivalent VET qualification: **100%**

2.5

Post School Destinations

Based on the UAC offers, four Sydney-based universities continue to be the preferred places for study with Macquarie University the most popular choice for this cohort, followed by the University of Sydney, University of Technology Sydney, and University of NSW.

The Class of 2025 actively took part in applying for early entry as many universities offered direct entry into courses during early offer rounds. Offers received by students were via various early entry programs including Schools Recommendation Scheme (SRS) and direct early entry programs (e.g. UTS, Macquarie University's Leaders and Achievers).

Overall, it is interesting to observe the increase in the number of offers given to students directly from universities, with students applying for and securing early course offers.

Multiple course offerings from universities were also the focus for the Class of 2025. A total of 46% of students received multiple offers across the various UAC offer rounds, including SRS, highlighting the mindset of choice when considering their career paths.

3 Staffing

3.1 Teacher Accreditation Status

All teachers have teaching qualifications from a higher education institution within Australia or as recognised within the NESA guidelines.

Accreditation Level of Teachers	Numbers of teachers
(i) Conditional	5
(ii) Provisional	7
(iii) Proficient or higher	40
	52

3.2 Workforce composition

Staff are from a variety of cultural backgrounds and have a range of experience. Approximately three quarters of staff are Seventh-day Adventist Christians.

School Staff	
Teaching Staff	52
Full time equivalent teacher staff	47.2
Non-teaching staff	27
Full time equivalent non-teaching staff	16





4

Attendance

4.1

Management of non-attendance

Wahroonga Adventist School monitors and manages school attendance through the student administration system SEQTA, with rolls marked daily in Primary School and for each lesson in Secondary. 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 on 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 three or more days the homeroom teacher will contact the parents to check on the welfare of the student and ask for an explanation.

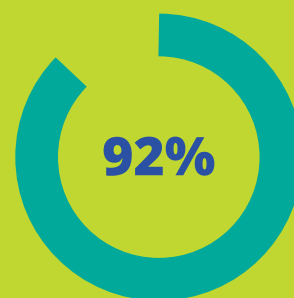
In cases where an absence rate is below 85% parents are contacted by the Head of School and if necessary, will organise a family conference where the importance of attendance at school is reiterated and strategies for better attendance is developed. If these strategies are not adhered to and the child 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".

4.2

Average Year Level Attendance

Year Level	Average Attendance (%)
Kindergarten	94
Year 1	94
Year 2	94
Year 3	92
Year 4	94
Year 5	89
Year 6	90
Year 7	95
Year 8	92
Year 9	91
Year 10	90
Year 11	90
Year 12	91

Total school attendance average:



5 School policies

The following school policies are publicly available and can be found at this link: <https://nsw.adventist.edu.au/policies/>

- Anti-bullying
- Child protection
- Discipline
- Enrolment
- Managing Complaints



6

Stakeholder satisfaction

Wahroonga Adventist School seeks and values feedback from its school community. The school uses a range of processes to collect information regarding satisfaction levels, including external surveys, internal surveys and focus groups. Feedback from parents, students and staff is analysed and used to inform school planning and improvement.

SRC Insight data collected in 2025 from students, parents and staff identified areas of both strength and development compared to previous years. Improvements were evident in community engagement, student behaviour, teamwork and curriculum processes. The school also maintained a strong focus on literacy and numeracy, with continued growth evident in these areas. Student morale and aspects of emotional wellbeing showed moderate improvement across most indicators.

Student responses indicated that safety, motivation and connectedness to peers are strengths of the school. Student perceptions were generally stable or improving; however, opportunities for further development were identified in collaboration and aspects of emotional wellbeing.

Staff responses identified strengths in classroom practice, teamwork and the application of feedback to professional practice. Areas identified for development included aspects of organisational climate, including leadership support, role clarity, empowerment and ownership. Respectful relationships between staff and students remained a strength of the school.

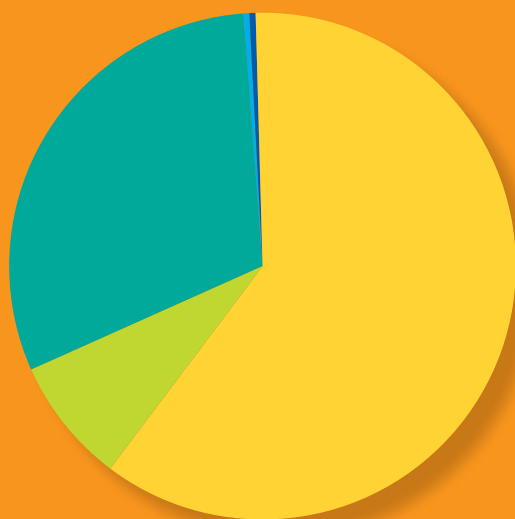
Parent responses indicated improvement across most areas, with increased levels of engagement in the survey process. Parents identified the school's focus on literacy, student wellbeing and holistic education as strengths.

Areas identified for further development include organisational climate, psychological safety and aspects of Adventist identity and Christian culture. The school has incorporated these findings into its strategic planning processes, with a focus on strengthening organisational culture, staff support, student wellbeing and connectedness, and a continuing focus on excellence in teaching and learning.





Summary financial information

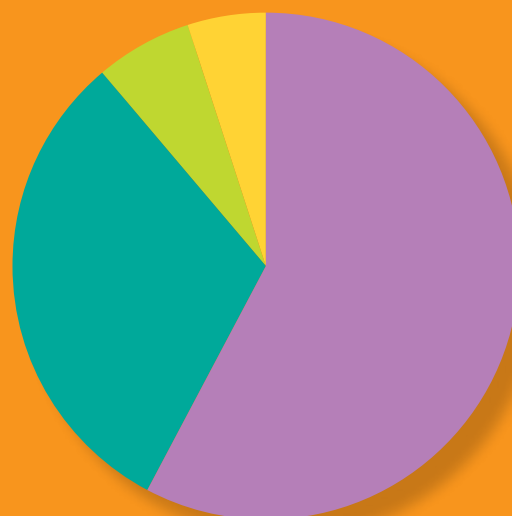


Income

Income Sources	Percentage of Total Income
Fees and private income	60.01%
State recurrent grants	8.08%
Commonwealth recurrent grants	31.44%
Other Government grants	0.15%
Government capital grants	0.00%
Other capital income	0.31%

Expenditure

Expenditure Costs	Percentage of Total Expenditure
Salaries, allowance and related expenses	57.84%
Non-salary expenses	31.03%
Classroom expenditure	6.27%
Capital expenditure	4.86%





WAHROONGA
ADVENTIST SCHOOL

A thriving Christ-centred learning community.