

NSW Education Standards Authority

# ANNUAL REPORT

Reporting on the 2024 Calendar Year



WAHROONGA  
ADVENTIST SCHOOL



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## 1

## A Message from Key School Bodies

### Principal

As we reflect on 2024, we do so with a deep sense of gratitude and pride. It has been a year of growth and transformation for our students and the dedicated staff who guide and support them. Wahroonga Adventist School continues to flourish as a vibrant learning community—where potential meets purpose—from our youngest learners in Prep to our graduating Year 12 students.

Our academic achievements this year have been exceptional. Students have consistently pushed boundaries, striving for excellence in every area. Each success—whether a major examination result or a personal milestone—reflects the determination, resilience, and hard work of both our students and educators. Our Primary School was ranked among the Top 100 schools in Australia for NAPLAN results, and six of our HSC students were nominated for the prestigious NESA Showcase.

Our sporting program continues to thrive, particularly in basketball, which has gone from strength to strength. Many of our students have proudly represented not only the school but also their state and country in various sports, including swimming, pole vault, basketball, and sailing.

We remain committed to cultivating a strong culture of student leadership. It has been inspiring to witness our students take initiative, lead projects, and actively contribute to the life of our school. Whether organising service activities or leading chapel programs, they have demonstrated a strong sense of purpose and leadership. These experiences will serve them well in the future, equipping them to lead with integrity and compassion.

This year has truly been a shared journey of transformation, and I am proud of the remarkable growth we have witnessed across our school community.

None of this would be possible without the unwavering dedication of our teachers and support staff. Their passion for education and their commitment to creating a nurturing, inspiring environment ensures that our students are not only gaining knowledge but also developing a genuine love for learning and personal growth.

As we look to the future, we are continually reminded of the presence of God as a constant source of strength and inspiration. His guidance encourages us to serve with compassion, lead with grace, and learn with joy and purpose.

**Julia Heise**

Principal





# Home and School

Social and community participation is essential in fostering a vibrant, inclusive, and resilient school environment. The purpose of the Home and School Committee is to create opportunities for connection, engagement, and a sense of belonging among students, parents, and staff. In 2024, we were blessed to host a number of meaningful events that brought our community together and strengthened the relationships between students, families, teachers, and chaplains.

We began the year with our Family Fun Day, featuring a barbecue and games held on campus. This event continues to be a valuable and enjoyable way to welcome new families and reconnect with returning ones.

Our Movie Night remains a crowd favourite—like one big school-wide playdate. Students enjoy time with their friends while watching a movie, and our Year 11 students raise funds for their international service trip by selling pizza, adding a meaningful purpose to the fun.

Celebrating the important role of Mothers, Fathers, and Carers is a key focus for the Committee. This year, we hosted a lovely Mother's Day Afternoon Tea with scones, jam, and music performed by our talented students. For Father's Day, dads enjoyed a hearty breakfast and games on the green with their children. It was heartwarming to see so many families come together to share food and build connections.

We also supported our School Chaplains through special community events. This year, we invited grandparents to attend a special Easter Chapel, where we served hot cross buns, tea, and coffee. The scent of fresh Easter buns wafted through the school grounds—and, unsurprisingly, they were quickly devoured.

Our annual Bush Dance Night was a major highlight, drawing our largest crowd yet. With a live band on stage and a buzzing atmosphere, it was inspiring to see so many students, parents, and newcomers join in the fun and try out their bush dancing skills.

In 2024, we introduced a new initiative: the 'Parent Voice' Forum. Each session focused on a topic relevant to the growth and development of our school. This year's discussions included improvements to our Sports House system and ways to enhance the Student Leadership Program. It has been a valuable avenue for open dialogue and parent involvement.

The Committee also oversees the Gardening Club, which includes two working bees each year. These sessions help beautify our school grounds and give our student environmental ambassadors a chance to showcase their knowledge. This year, we installed compost bins, relocated the chicken coop, added new plants, and mulched garden beds. The chickens, loved by so many students, continue to bring joy to our school community.

Our Beyond the School Yard initiative works closely with the SRC and teachers to support local charities. One of our cherished traditions is the annual donation of 150 Christmas hampers in Term 4 to families in need within our community. These acts of service are important in teaching our students the value and joy of giving.

Our fundraising is made possible through the generous financial contributions of families at the start of each year. Home and School manages the distribution of these funds to support initiatives that enhance the social, spiritual, and physical environment of our school. This year, we made a significant donation toward the Covered Outdoor Learning Area, purchased personalised coffee mugs for the Year 12 homeroom, funded new bench seating built by Year 12 students, and continued to contribute to trophies and formal dinners for both Year 6 and Year 12 students.

2024 has been a year filled with joy, meaningful connections, laughter, growth, and community spirit. We look forward to building on this momentum and continuing to nurture our school community in 2025 and beyond.

***Michelle Roberts***

**Home and School President**





## Student Representative Council

The Student Representative Council has had an incredible year, leading a series of vibrant and meaningful events that brought our school community together in support of important causes.

We began the year by spreading kindness on Valentine's Day, where every student received a sweet treat to help foster a warm, inclusive atmosphere throughout the campus.

Our celebration of Harmony Day was a highlight of the year, embracing the rich diversity of our school community. Students wore orange or traditional cultural dress, and the day was filled with joy and unity. Performances were held in the Fox Valley Adventist Church, followed by music, dancing on the synthetic grass, and a lively soccer round-robin to close the celebrations.

The SRC also hosted Australia's Biggest Breakfast to raise funds for the Cancer Council. The event was well supported by students and their families, who enjoyed a delicious spread of pancakes (with chocolate toppings and sprinkles, of course), hot chocolates, and croissants generously donated by a local café.

As the colder days approached in Term 2, the SRC organised our traditional Winter Woolies Day to raise awareness and support for those in need during the winter months. The event was made even more memorable by a guest performance from the talented Year 12 Band.

In Term 4, the SRC played a key role in promoting the Christmas Hamper Appeal for Fusion, a local Christian charity in Hornsby. With the support of our school community, 150 hampers were prepared and donated to families in need during the holiday season.

Looking ahead, we are excited to continue our work in 2025 and to further strengthen our school spirit through inclusive, impactful SRC initiatives. We are proud of what we've achieved together this year and remain committed to making a positive difference in our community.

***Georgia Ah-You***  
**SRC Coordinator**



# Chaplaincy

This year, we embraced the theme Seek Peace building on the 2023 foundation of Choose Kind. We believe that peace is essential to thrive, and that true peace comes from God. In seeking Him, we find the peace that sustains us through life's challenges and celebrations.

We are incredibly proud of our Chapel Team, led by our passionate Student Chaplain and Chapel Team Leader. Their leadership and dedication have played a vital role in nurturing the spiritual life of our school. From planning and leading weekly Chapel services and the annual Week of Worship to supporting other areas of school life, their influence has been deeply felt. This year, 81 students served as part of the Chapel Team, serving through music, hospitality, audio visual production, drama, and speaking. Their commitment reflects the unity, strength, and heart of our community.

The Chaplains have been honoured to deepen the spiritual life of the school on a daily basis with staff and students and to also provide the opportunity for students to serve the broader community through service camps both within Australia and internationally.

We extend our heartfelt thanks to all parents and carers who have entrusted their children to our school. Their support and partnership mean so much. We pray that each student will rise to the unique calling God has placed on their life, discovering their purpose and living it out with courage and joy.

As we reflect on the year gone by, we are filled with both gratitude and anticipation. May we continue to seek peace, find joy, and walk together in faith as we step into all that lies ahead.

***Nick Kross***

**Senior Chaplain**







## 1.1

# 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 opportunity 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.

## Priority areas for improvement:

Wahroonga Adventist School's 2024 priority areas for improvement contributed to the overarching strategic themes developed around four pillars outlined below.

### Strengthening our foundation

- Deepen authentic Adventist Christian learning
- Inspire students to be responsible, well-rounded global citizens
- Maintain proud traditions of academic excellence

### 1. Growing our Students and Staff

- Strengthen personal and whole-school faith and wellbeing consistent with our Christian values
- Develop age-appropriate skills and dispositions to equip students for the future
- Attract and develop innovative Christian educators

### 2. Improving our quality

- Provide a dynamic curriculum that engages students and educators in holistic learning
- Develop outstanding evidence informed teaching in a faith-based setting
- Implement future-focused design thinking

### 3. Building our future

- Responsibly manage resources
- Develop physical infrastructure
- Foster external partnership capacity with businesses, alumni and Adventist entities

The first pillar was a focus in 2023 that was no longer a priority in 2024. The infographic below briefly identifies the priority areas for improvement (goals) for 2024.

## 2024 School Improvement Plan Overview



Priority Area One in 2024 focused on building our future as role clarity structures were refined for staff. Two staff led action teams successfully achieved this goal.



Priority Area Two aligned with improving our quality in teaching and learning. While this is already an area of strength, we are continually learning and adapting as educators to deliver even more effective learning experiences for our students. This area of focus will continue into 2025.

Priority Area Three focused on building student confidence and wellbeing, a continuing adaptation from 2023 that continues into 2025. Aligned with the pillar of Growing our Students and Staff, the collaboration between staff and students is a key factor in our journey.

## **Actions taken to promote respect and responsibility:**

Promoting respect and responsibility within Wahroonga is integral to fostering a positive and supportive environment where students can thrive academically, socially and emotionally.



Treating others how we would like to be treated and caring for the environment encapsulates the value of respect at Wahroonga Adventist School and this is reinforced across all areas of school life. When visiting the school campus visitors often comment on the respectful nature of our students. This is a testament to the teachers and families who share a common understanding of the value of respect and responsibility, and to the students themselves.

This year the Peer Support program that has been well established for Year 7 and 11 students, extended more formally in Primary school with training for Year 6 students. Cultural events such as Harmony Day, pastoral events such as Weeks of Worship, and wellbeing programs such as Invictus and Duke of Edinburgh, all contribute to encouraging respect and responsibility.

Responsibility is defined within the school as being accountable for our own actions, learning and choices. While this is reinforced both within the classroom and beyond, specific programs also provide platforms for students to develop further skills as responsible and confident young citizens.

In 2024 the school expanded student leadership portfolios in both primary and secondary schools as we intentionally sort to increase student voice and responsibility in the life of the school. Portfolios included:

- Academic
- Environment and sustainability
- Communications
- Creative and Performing Arts
- Chaplaincy
- Student Representative Council
- Sport
- 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.

Both respect and responsibility are recognised formally through the bestowing of awards to students demonstrating these values on a weekly and annual basis.

Whether students are part of a hospitality team or planting trees in the local area, they are developing as responsible and respectful young people who will make a difference in their communities.



## 1.2

## Characteristics of the student body

The student population in 2024 was 617 students in Kindergarten to Year 12. The Pre-Kindy class consisted of 26 students by fulltime equivalent.

All students speak fluent English and 32% live in households where more than one language is spoken. Students come from a wide variety of cultural backgrounds which enriches the school community.

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 is 25% with another 50% identifying as Christian.





# Outcomes and Results



## 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.

**Wahroonga Adventist School NAPLAN literacy average when compared to students with similar backgrounds:**

	2024 Year 3	2024 Year 5	2024 Year 7	2024 Year 9
Reading	474	542	595	598
Writing	461	521	592	607
Spelling	449	542	585	601
Grammar	476	534	596	614

Well above

Above

Close to

Below

Well below

No comparison available

**Wahroonga Adventist School NAPLAN literacy average when compared all Australian students:**

	2024 Year 3	2024 Year 5	2024 Year 7	2024 Year 9
Reading	474	542	595	598
Writing	461	521	592	607
Spelling	449	542	585	601
Grammar	476	534	596	614

Well above

Above

Close to

Below

Well below

No comparison available

### Interpretative Comments

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

- The majority of our students have strong or exceeding ability in all areas of Literacy
- A small number of students require additional support or are still developing all areas of Literacy

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

- The majority of our students have strong or exceeding ability in all areas of Literacy
- A small number of students require additional support or are still developing all areas of Literacy

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

- Students performed well above the Australian average in literacy
- The majority of our students have strong or exceeding proficiency in all areas of literacy
- There is a small number of students who require additional support or are developing literacy skills

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

- Students performed above the Australian average in Reading and Writing and well above the Australian average in Spelling and Grammar
- The majority of our students have strong or exceeding proficiency in all areas of literacy
- There is a small number of students who require additional support or are developing literacy skills

## Numeracy

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

### Wahroonga Adventist School NAPLAN numeracy average when compared to students with similar backgrounds:

	2024	2024	2024	2024
	Year 3	Year 5	Year 7	Year 9
Numeracy	471	534	609	621

Well above

Below

Above

Well below

Close to

No comparison available

### Wahroonga Adventist School NAPLAN numeracy average when compared all Australian students:

	2024	2024	2024	2024
	Year 3	Year 5	Year 7	Year 9
Numeracy	471	534	609	621

Well above

Below

Above

Well below

Close to

No comparison available

## Interpretative Comments

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

- The majority of students have strong or exceeding skill ability in Numeracy.
- A small number of students are still developing in Numeracy.



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

- The majority of students have strong or exceeding skill ability in Numeracy.
- A small number of students require additional support or are still developing in Numeracy.

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

- Students performed well above the Australian average in numeracy
- 5% of students are developing proficiency in Numeracy
- 95% of students have strong or exceeding proficiency in numeracy

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

- Students performed well above the Australian average in numeracy
- 11% of students are developing proficiency in numeracy
- 89% of students have strong or exceeding proficiency in numeracy

2.2

Record of School Achievement

Item	Students
Number of Students studying in Year 10	74
Number of ROSAs issued by NESA in 2024	2





## 2.3

# Results of the Higher School Certificate Examination 2024

Comparison of 2024 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	6	School	0.00	66.66	16.66	16.66	0.00	0.00
		State	9.60	27.68	28.14	19.13	10.62	4.80
Biology	12	School	0.00	33.33	33.33	25.00	8.33	0.00
		State	6.70	28.89	34.51	18.13	9.53	2.22
Business Studies	13	School	0.00	53.84	30.76	7.69	7.69	0.00
		State	10.53	26.92	26.98	22.79	8.72	4.04
Chemistry	5	School	20.00	0.00	20.00	60.00	0.00	0.00
		State	11.44	27.37	28.44	19.99	10.66	2.07
CAFS	10	School	0.00	54.54	36.36	9.09	0.00	0.00
		State	6.17	29.66	36.14	20.74	5.84	1.43
Economics	7	School	0.00	57.14	14.28	14.28	14.28	0.00
		State	13.80	37.76	26.56	14.23	5.48	2.14
Engineering Studies	3	School	0.00	66.66	0.00	33.33	0.00	0.00
		State	9.76	22.35	35.87	25.90	5.06	1.03
English Advanced	24	School	0.00	75.00	25.00	0.00	0.00	0.00
		State	15.09	52.47	28.95	2.97	0.44	0.05
English Extension 1	6	School	33.33 (E4)	66.66 (E3)	0.00 (E2)	0.00 (E1)	N/A	N/A
		State	41.96	53.54	4.01	0.47	N/A	N/A
English Standard	19	School	0.00	10.52	68.42	21.05	0.00	0.00
		State	0.55	12.85	53.88	25.09	6.94	0.66
Food Technology	8	School	12.50	25.00	50.00	12.50	0.00	0.00
		State	9.57	22.85	29.18	26.51	9.71	2.15



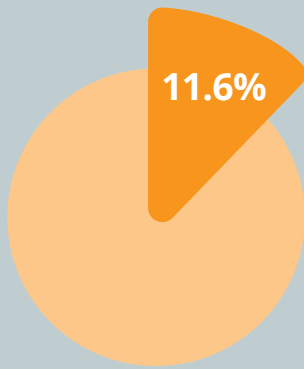
SUBJECT	NO OF STUDENTS		PERFORMANCE BAND ACHIEVEMENT BY NUMBER AND/OR %					
			BAND 6	BAND 5	BAND 4	BAND 3	BAND 2	BAND 1
Geography	10	School	10.00	0.00	70.00	0.00	20.00	0.00
		State	10.21	27.75	35.52	17.88	6.04	2.57
History Extension	2	School	0.00 (E4)	100.0 (E3)	0.00 (E2)	0.00 (E1)		
		State	28.05	58.37	12.15	1.41		
Industrial Technology	7	School	14.28	42.85	28.57	14.28	0.00	0.00
		State	6.74	16.37	31.83	31.90	10.70	2.43
Legal Studies	9	School	11.11	22.22	66.66	0.00	0.00	0.00
		State	15.39	28.17	25.87	20.04	8.62	1.87
Mathematics Advanced	7	School	28.57	42.85	14.28	14.28	0.00	0.00
		State	22.32	27.69	27.32	17.40	4.70	0.53
Mathematics Extension 1	4	School	25.00 (E4)	50.00 (E3)	25.00 (E2)	0.00 (E1)	N/A	N/A
		State	34.95	45.37	17.16	2.50	N/A	N/A
Mathematics Standard 1	4	School	25.00 (A)	25.00 (B)	50.00 (C)	0.00 (D)	0.00 (E)	N/A
		State	4.38	16.97	40.00	28.55	10.08	N/A
Mathematics Standard 2	18	School	16.66	33.33	33.33	16.66	0.00	0.00
		State	9.35	19.39	30.35	24.09	13.37	3.41
Modern History	7	School	12.50	25.00	62.50	0.00	0.00	0.00
		State	10.43	28.80	32.31	18.98	8.13	1.33
Music 1	9	School	66.66	33.33	0.00	0.00	0.00	0.00
		State	20.22	47.36	22.0.	7.50	2.43	0.43
PDHPE	17	School	5.88	17.64	47.05	17.64	11.76	0.00
		State	8.51	26.44	32.31	23.81	7.77	1.12
Physics	3	School	0.00	0.00	66.66	0.00	33.33	0.00
		State	12.40	25.91	26.80	21.01	11.00	2.86
Studies of Religion I	4	School	50.00	25.00	25.00	0.00	0.00	0.00
		State	14.03	29.76	36.39	16.07	3.04	0.68
Studies of Religion II	5	School	0.00	20.00	20.00	60.00	0.00	0.00
		State	12.82	33.99	34.39	13.64	4.23	0.90
Textiles and Design	2	School	100.00	0.00	0.00	0.00	0.00	0.00
		State	16.35	33.17	26.44	15.70	5.78	2.53

## Interpretative comments for Higher School Certificate results

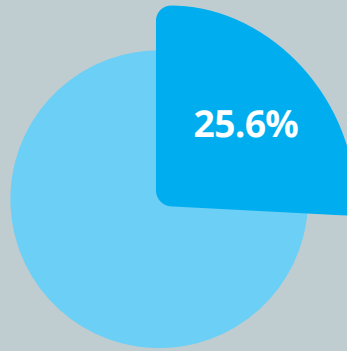
Forty-three students sat for the HSC in 2024 and were the fourth cohort for the school.

- Wahroonga ranked 166 out of over 800 NSW Secondary Schools and the highest ATAR was 96.1
- 42% of students were Distinguished Achievers achieving in the top 10% (Band 6 or equivalent) across 16 different subjects
- 11.6% of students attained an ATAR of 90 and above
- 37.2% of students attained an ATAR of 80 and above
- 6 HSC Showcase Nominations across Textiles and Design, Industrial Technology and Music 1
- 1 High Achiever in Industrial Technology who was placed 10th in the State

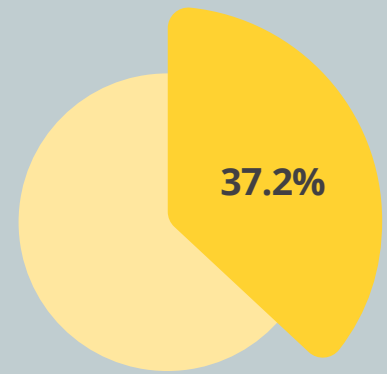
The outstanding achievements of our HSC students reflect the academic excellence and dedicated care provided by our staff, the commitment of our students, and the unwavering support of their families. As graduates of Wahroonga Adventist School, our students leave equipped with the skills and values needed 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.



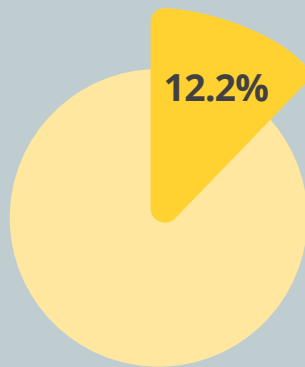
**11.6%** of students attained an **ATAR of 90 and above**



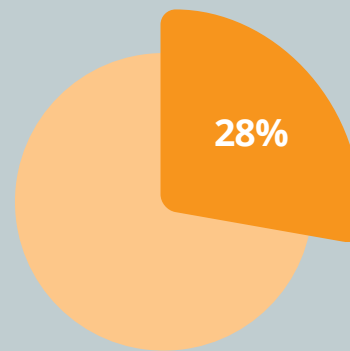
**25.6%** of students attained an **ATAR of 80 to 89**



**37.2%** of students attained an **ATAR of 80 and above**



**12.2%** achieved **Band 6 (90 and above)**  
State average 5.4%



**28%** achieved **Band 5 (80-89)**

# High Achiever

**Alex M placed 10th** in the State in **Industrial Technology.**

Of the **25** subjects offered, **17** subjects were **higher** than the **State average**



## 2.4

# Results of the Higher School Certificate Examination 2024

## Comparison of 2024 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	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
	6	2022	16.66	33.33	33.33	0.00	16.66	0.00
Biology	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
	22	2022	4.54	27.27	13.63	40.90	13.63	0.00
Business Studies	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
	12	2022	8.33	33.33	25.00	25.00	8.33	0.00
Chemistry	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
	7	2022	0.00	14.28	57.14	28.57	0.00	0.00



## Comparison of 2024 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
CAFS	10	2024	0.00	54.54	36.36	9.09	0.00	0.00
		2023	N/A	N/A	N/A	N/A	N/A	N/A
	8	2022	0.00	37.50	50.00	12.50	0.00	0.00
Economics	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
	5	2022	0.00	0.00	40.00	20.00	40.00	0.00
Engineering Studies	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
		2022	N/A	N/A	N/A	N/A	N/A	N/A
English Advanced	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
	21	2022	0.00	61.90	23.80	9.52	4.76	0.00
English Extension 1	6	2024	33.33 (E4)	66.66 (E3)	0.00 (E2)	0.00 (E1)	N/A	N/A
	5	2023	20.00	80.00	0.00	0.00	N/A	N/A
	6	2022	33.33	50.00	16.66	0.00	N/A	N/A
English Standard	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
	19	2022	0.00	15.87	31.57	36.84	15.78	0.00
Food Technology	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
	4	2022	25.00	25.00	0.00	50.00	0.00	0.00
Geography	10	2024	10.00	0.00	70.00	0.00	20.00	0.00
		2023	N/A	N/A	N/A	N/A	N/A	N/A
		2022	N/A	N/A	N/A	N/A	N/A	N/A
History Extension	2	2024	0.00 (E4)	100.0 (E3)	0.00 (E2)	0.00 (E1)	N/A	N/A
	5	2023	0.00	80.00	20.00	0.00	N/A	N/A
	3	2022	0.00	100.00	0.00	0.00	N/A	N/A
Industrial Technology	7	2024	14.28	42.85	28.57	14.28	0.00	0.00
		2023	N/A	N/A	N/A	N/A	N/A	N/A
	8	2022	25.00	0.00	25.00	37.50	12.50	0.00
Legal Studies	9	2024	11.11	22.22	66.66	0.00	0.00	0.00
		2023	N/A	N/A	N/A	N/A	N/A	N/A
	6	2022	0.00	16.66	50.00	16.66	0.00	16.66
Mathematics Advanced	7	2024	28.57	42.85	14.28	14.28	0.00	0.00
	11	2023	54.54	36.36	0.00	9.09	0.00	0.00
	10	2022	20.00	50.00	30.00	0.00	0.00	0.00

## Comparison of 2024 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
Mathematics Extension 1	4	2024	25.00 (E4)	50.00 (E3)	25.00 (E2)	0.00 (E1)	N/A	N/A
	6	2023	0.00	100.00	0.00	0.00	N/A	N/A
	7	2022	14.28	28.57	28.57	28.57	N/A	N/A
Mathematics Standard 1	4	2024	25.00 (A)	25.00 (B)	50.00 (C)	0.00 (D)	0.00 (E)	N/A
		2023	N/A	N/A	N/A	N/A	N/A	N/A
		2022	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics Standard 2	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
	23	2022	13.04	21.73	26.08	30.43	8.69	0.00
Modern History	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
	8	2022	0.00	0.00	50.00	37.50	12.50	0.00
Music 1	9	2024	66.66	33.33	0.00	0.00	0.00	0.00
		2023	N/A	N/A	N/A	N/A	N/A	N/A
	4	2022	25.00	75.00	0.00	0.00	0.00	0.00
PDHPE	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
	10	2022	0.00	20.00	10.00	50.00	20.00	0.00
Physics	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
	4	2022	0.00	50.00	0.00	25.00	0.00	25.00
Studies of Religion I	4	2024	50.00	25.00	25.00	0.00	0.00	0.00
		2023	N/A	N/A	N/A	N/A	N/A	N/A
		2022	N/A	N/A	N/A	N/A	N/A	N/A
Studies of Religion II	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
	4	2022	25.00	25.00	25.00	25.00	0.00	0.00
Textiles and Design	2	2024	100.00	0.00	0.00	0.00	0.00	0.00
		2023	N/A	N/A	N/A	N/A	N/A	N/A
		2022	N/A	N/A	N/A	N/A	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:

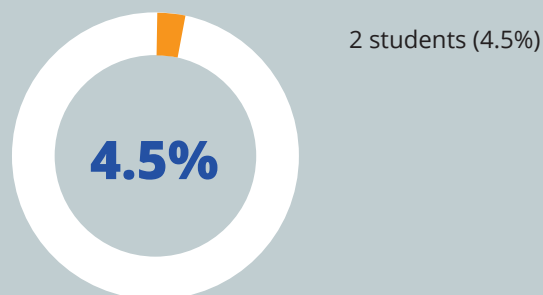
- The highest ATAR has consistently been 96+
- The percentage of students achieving an ATAR of 90 or above has varied from 11% to 17% since 2021
- The percentage of students achieving an ATAR of 80 or above has risen from 31% in 2021 to 37% in 2024
- The school's ranking has remained within the top 170 schools in NSW since 2021



## 2.5

## Senior secondary outcomes

### Percentage of students in Year 12 undertaking vocational or trade training:



### VET courses offered in 2024:

- Community Dance, Theatre and Events
- Fitness

### Percentage of students in Year 12 attaining a Year 12 certificate or equivalent VET qualification:



## 2.6

## 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 2024 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 2024. A total of 32% of students received multiple offers across the various UAC offer rounds, including SRS, highlighting the mindset of choice when considering their career paths.

## 3

## Outcomes and Results

## 3.1

## Teacher Accreditation Status

Accreditation Level of Teachers	Numbers of teachers
(i) Conditional	0
(ii) Provisional	6
(iii) Proficient or higher	44
	50

## 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	50
Full time equivalent teacher staff	45.4
Non-teaching staff	24
Full time equivalent non-teaching staff	13.7







## 4

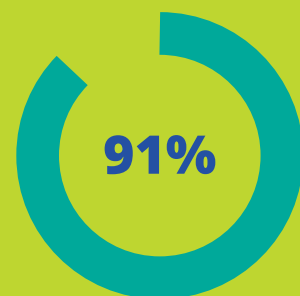
## Attendance

### 4.1

### Average Year Level Attendance

Year Level	Average Attendance (%)
Kindergarten	94
Year 1	90
Year 2	91
Year 3	93
Year 4	89
Year 5	89
Year 6	92
Year 7	92
Year 8	91
Year 9	90
Year 10	90
Year 11	91
Year 12	91

**Total school attendance average:**





## 4.2

## Management of non-attendance

Wahroonga 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".





# 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 values feedback from the school community and collects feedback on community satisfaction through a number of avenues including external and internal surveys and focus groups. Feedback from parent, student and staff members' perspectives are important inputs and thoughtful consideration is given to information received, which informs both strategic planning and daily operations.

SRC Insight Data gathered from students, parents and staff in May 2024 demonstrated significant positive growth in organisational climate which was identified as an area for growth in the previous year. In the four cultural pillars of empathy, clarity, learning and engagement, there was a percentile growth of 9% in all four areas.

Student surveys identified that safety, motivation and connectedness to peers were strengths while emotional wellbeing and collaboration were areas perceived as opportunities for growth.

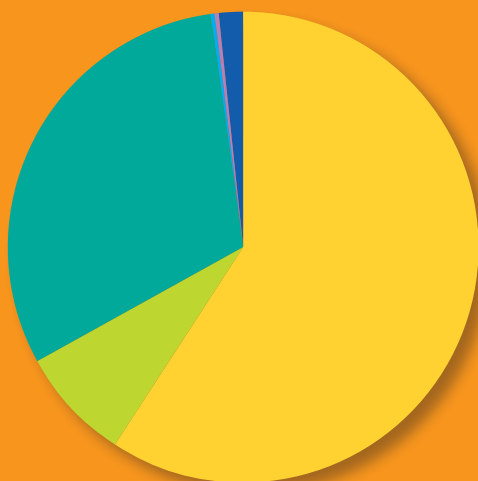
Staff identified a significant growth in role clarity and empathy and viewed respect for students and classroom behaviour as relative strengths. Staff have valued a greater involvement in developing and implementing actions plans to continue to improve the school and student outcomes.

Parents rated the focus on literacy as high along with student safety. Home and School focus groups identified that parents appreciate the wholistic focus of the school in their child's learning and the growing opportunity for student leadership and mentoring.





# Summary financial information

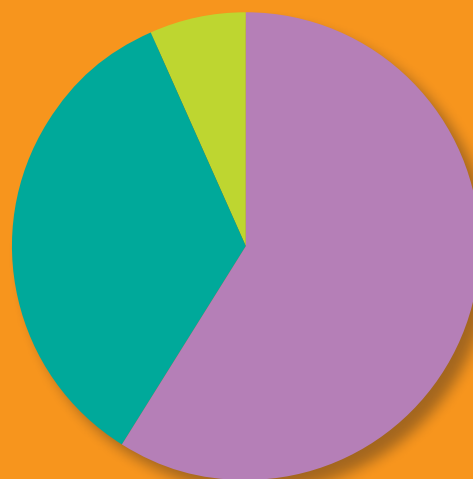


## Income

Income Sources	Percentage of Total Income
Fees and private income	59.23%
State recurrent grants	7.98%
Commonwealth recurrent grants	30.82%
Other Government grants	0.15%
Government capital grants	0.16%
Other capital income	1.66%

## Expenditure

Expenditure Costs	Percentage of Total Expenditure
Salaries, allowance and related expenses	58.93%
Non-salary expenses	34.58%
Classroom expenditure	6.49%
Capital expenditure	0.00%







WAHROONGA  
ADVENTIST SCHOOL

*A thriving Christ-centred learning community.*