

NSW
Education
Standards
Authority



Annual Report 2018



WAHROONGA
ADVENTIST SCHOOL

Nurture for today • Learning for tomorrow • Character for eternity

Contents

1. A Message from Key School Bodies
2. Contextual Information about the School
3. Student Performance in National and Statewide Tests
4. Special School Activities and Achievements
5. Professional Learning and Teacher Standards
6. Workforce Composition
7. Student Attendance Rate and Non Attendance
9. Enrolment Policies and Characteristics of the Student Body
10. School Policies
11. School Determined Improvement Targets
12. Initiatives Promoting Respect and Responsibility
13. Parent, Student and Teacher Satisfaction
14. Summary Financial Information
15. Public Disclosure of Educational and Financial Performance

The Annual Report is part of the Registration and Accreditation Requirements detailed in the Registration Systems and Member Non-government Schools (NSW) Manual published by the NSW Education Standards Authority (NESA) and is designed to comply with Section 39 of the Education Act 1990.

1. Message From Key School Bodies

Principal's Message

Wahroonga Adventist School has provided the local community with quality Christian Education for over 110 years. It is a Prep to Year 9 Christian School which provides a nurturing environment to our students and families.

Parents elect to enrol their children at Wahroonga Adventist School because of our small size, our ability to offer individualized learning, our Christian emphasis and our high academic achievements.

2018 has been a successful year as this report illustrates. Staff, parents and students can be proud of our school's achievements in all aspects of school life.

School Council's Message

The Wahroonga Adventist School is operated by the Seventh-day Adventist Schools (Greater Sydney) Ltd (Company), an entity of the Seventh-day Adventist Church. The direct oversight of the school is delegated to the School Council, which is appointed by the Company's Board of Directors. Nine members make up the School Council.

The role of the School Council is to support the Principal in the running of the school. This includes - implementation of the Quality Adventist Schools Framework, Rolling School Improvement Plan, Finances, WH&S, Buildings and Plant management as well as Policy development.

The School Council Chairman and the School Principal work together to set the agenda items for each meeting. Members are also encouraged to add items to the agenda through the School Principal or Chairman. Meetings occur each four to six weeks. Minutes of each meeting are filed in the Principal's office.



SRC

(Student Representative Council Message)

At Wahroonga Adventist School, the student body selects 2 students from each Year 3 to Year 9 to be on the SRC. The SRC is an active student group and is guided through each meeting by Mr Edwards

The SRC were involved in peer support activities throughout the year.

The SRC are encouraged to discuss student needs with the staff to enhance our school community.

In 2018 the SRC organised the following events:

- A mufti day for "Beanie for Brain Cancer" to raise money for Brain Cancer research.
- A mufti day for "Backpacks for School Children in East Timor" where 380 new backpacks were sent over to children in East Timor so they could attend school.
- "Operation Christmas Child" - sending a shoebox of gifts to those in need overseas.
- Smiles2U charity which provides love and care to patients aged 0-16 who will unfortunately be spending Christmas in our local hospitals.
- Drought Relief for Farmers Day where students and teachers took part of the fundraising efforts for drought affected farmers. Our students did a wonderful job of collecting 5-cent pieces for their class trails. They also brought in bags of dog food; some almost as big as the students themselves! On 26th October the school became a mini farm for Agriculture day. All profits raised from this day went to the farm relief.



2. Contextual Information about the School

At the heart of Wahroonga Adventist School is a belief that children achieve true growth when their mental, physical and spiritual needs are met. The school takes this holistic approach to education; and as a result it nurtures character development and values creativity, academics and sport.

Wahroonga Adventist School has served the local community for over one hundred and ten years with quality Christian education from Prep through to Year 9. Situated in Sydney's Upper North Shore, the school facilities include generously sized classrooms and specialist learning areas. We encourage our students to reach their full potential using the ideals expressed in our vision statement: Nurture for today, Learning for tomorrow, Character for eternity. Through our Peer Support program, older students are taught skills to enable them to nurture younger students.

Our Learning program is designed to give students the rigorous grounding in the key learning areas. Through cross-class timetabling, students are streamed for Maths, Spelling and Reading. This gives the advanced students an opportunity to accelerate, while at the same time learning support is provided where it is needed. Students demonstrate a high level of competence in basic skills, indicated by standardised test results and awards in academic competitions. A Prep program for 4 1/2 year olds is offered to help children experience an easy transition to school life. Because the program is on school grounds, children become familiar with the daily surroundings, people, philosophy and routines of school. With flexible attendance, parents can choose how often the child attends, making their start at Wahroonga Adventist School smooth and worry free.

To assist us with our Rolling School Improvement Plan, we reviewed the following components from the Quality Adventist Schools Improvement framework:

- Vision, Mission and Values
- Teaching Practices
- Human Resources
- Leading the Learning and Improvement Culture
- Students and Their Families
- Professional Learning
- Sharing Faith
- Wider Community
- Pastoral Care
- Student Learning & Engagement
- Finance Facilities & Resources
- Student Achievement
- Curriculum
- Church
- Improvement Processes and Planning

Our professional, dedicated staff model Christian values through leadership by example. Extracurricular activities include performance groups - choir and band, community service activities and participation in local sporting events. We compete at ASISSA, NSWCIS, CSSA and NSWPSA sporting events. After school care is also available. Our aim is to give your child a full education program that will prepare them for life as well as work. With a lively extra-curricular enrichment program, creativity is fostered and affirmed in the art and music programs at Wahroonga Adventist School. Students can be part of the school band, choir, as well as having the opportunity for individual music tuition.

3. Student Performance in National and Statewide Tests

The following data provides a small sample of our academic achievement for 2018.

Results of NAPLAN Testing

READING

Year	% in top two bands		% below national minimum standard		(Mean Score) Average
Year 3	School Nationwide	71% 53%	School Nationwide	3% 3%	School 476 (Band 5) Nationwide 434 (Band 5)
Year 5	School Nationwide	50% 39%	School Nationwide	0% 3%	School 535 (Band 7) Nationwide 509 (Band 6)
Year 7	School Nationwide	42% 27%	School Nationwide	3% 4%	School 567 (Band 7) Nationwide 542 (Band 7)
Year 9	School Nationwide	36% 26%	School Nationwide	0% 3%	School 621 (Band 8) Nationwide 584 (Band 7)

WRITING

Year	% in top two bands		% below national minimum standard		(Mean Score) Average
Year 3	School Nationwide	56% 42%	School Nationwide	0% 4%	School 434 (Band 5) Nationwide 407 (Band 4)
Year 5	School Nationwide	20% 14%	School Nationwide	6% 9%	School 473 (Band 5) Nationwide 465 (Band 5)
Year 7	School Nationwide	31% 13%	School Nationwide	2% 12%	School 554 (Band 7) Nationwide 505 (Band 6)
Year 9	School Nationwide	31% 12%	School Nationwide	10% 19%	School 590 (Band 8) Nationwide 542 (Band 7)

SPELLING

Year	% in top two bands		% below national minimum standard		(Mean Score) Average
Year 3	School Nationwide	68% 47%	School Nationwide	0% 4%	School 459 (Band 5) Nationwide 418 (Band 4)
Year 5	School Nationwide	44% 34%	School Nationwide	0% 4%	School 532 (Band 7) Nationwide 502 (Band 6)
Year 7	School Nationwide	63% 30%	School Nationwide	2% 6%	School 591 (Band 8) Nationwide 545 (Band 7)
Year 9	School Nationwide	49% 24%	School Nationwide	12% 8%	School 618 (Band 8) Nationwide 583 (Band 7)

3. Student Performance in National & Statewide Tests (con't)

GRAMMAR & PUNCTUATION

Year	% in top two bands		% below national minimum standard		(Mean Score) Average	
Year 3	School	63%	School	3%	School	459 (Band 6)
	Nationwide	54%	Nationwide	3%	Nationwide	432 (Band 5)
Year 5	School	36%	School	0%	School	530 (Band 7)
	Nationwide	36%	Nationwide	4%	Nationwide	504 (Band 6)
Year 7	School	46%	School	2%	School	585 (Band 8)
	Nationwide	29%	Nationwide	5%	Nationwide	544 (Band 7)
Year 9	School	34%	School	0%	School	601 (Band 8)
	Nationwide	20%	Nationwide	6%	Nationwide	581 (Band 7)

NUMERACY

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

Year	% in top two bands		% below national minimum standard		(Mean Score) Average	
Year 3	School	73%	School	0%	School	462 (Band 5)
	Nationwide	39%	Nationwide	2%	Nationwide	408 (Band 4)
Year 5	School	56%	School	0%	School	536 (Band 7)
	Nationwide	27%	Nationwide	3%	Nationwide	494 (Band 6)
Year 7	School	48%	School	2%	School	588 (Band 8)
	Nationwide	29%	Nationwide	3%	Nationwide	548 (Band 7)
Year 9	School	36%	School	0%	School	619 (Band 8)
	Nationwide	26%	Nationwide	3%	Nationwide	596 (Band 8)

At Wahroonga Adventist School, all our students participate in the National Testing and we do not apply for exemptions for students with special needs or for students who have been in Australia less than 12 months.

Our results for Year 3 show that the students are working higher than the nationwide average in all areas.

Our results for Year 5 show that the students are working higher than the nationwide average in all areas. Students in Year 5 showed a significant gain in Numeracy compared to their Year 3 results.

Our Year 7 cohort is made up of many new students entering our school. Our Year 7 cohort obtained higher results than the nationwide average in all areas.

Our Year 9 cohort obtained higher results than the nationwide average in all areas.

University of NSW International Assessments

Our students from Years 3-9 sat the University of NSW Competitions as part of our annual assessment program. Our Year 2 students also participated in Science, Mathematics and English. Again our results for 2018 have made us proud. The following certificates were obtained:

Science

2 High Distinctions
15 Distinctions
49 Credits
17 Merits

Spelling

2 High Distinctions
20 Distinctions
41 Credits
18 Merits

Mathematics

4 High Distinctions
19 Distinctions
49 Credits
19 Merits

Digital Technologies

13 Distinctions
44 Credits
9 Merits

English

15 High Distinctions
16 Distinctions
40 Credits
12 Merits

Writing

1 High Distinction
14 Distinctions
32 Credits
9 Merits



4. Special School Activities and Achievements

High School Swimming Carnival

The High School Swimming Carnival was held at Hornsby Aquatic Centre. It was a very successful carnival with many students competing in the carnival to make the day.



Year 7 Camp

Year 7 Camp was held at Lutanda, Yarramundi. Challenges and fears were overcome throughout the three day experience with students mastering rock climbing, abseiling and canoeing. When discussing highlights with students, many reflected on the time spent bonding with their peers, the feeling of joy that accompanied them making the leap of faith jumping down the flying fox and the Glow in the Dark Pool Party.



Primary School Swimming Carnival

We held our Primary School Swimming Carnival at Pymble Ladies College Aquatic Centre. It was the first time we held our carnival at this venue and it was a great success, the day was enjoyed by all who attended. We had 14 records broken on the day!!



ASISSA & NSW CIS Swimming Carnivals

The next level of competition for the Primary school after the school swimming carnival is the ASSISA swimming carnival. Selected students are chosen to represent the school based on qualifying times. We had 27 students represent our school at the ASSISA Swimming Carnival. They competed against 15 independent schools. Our students swam extremely well, placing 7th overall. 1 student also broke the ASSISA record for Junior girls 50m backstroke and 2 students were overall champions for their age group.

We had 9 students from our school represent the ASSISA Team at the NSW CIS Swimming Carnival at Homebush Bay. This is a State level competition and our students competed extremely well at such an elite level.



4. Special School Activities and Achievements

"WIRED" Program

"Wired" is a new activity organised by the chaplains and staff at Wahroonga Adventist School and local church youth. It is all about establishing connections between the school and local church communities. It is hoped this will establish a foundation where the students will maintain their connection with the church communities as they get older.



Commemoration Service

Our School Captains, represented our School at the annual RSL & Schools Remembrance ANZAC Commemoration Service in Hyde Park, Sydney. All independent schools were invited to attend and participate in the service which was held in front of the ANZAC Memorial. Students were invited to lay a wreath at the top of the ANZAC Memorial steps, commemorating the sacrifices made by Australian servicemen and women.



CSSA Zone Swimming Carnival

We had 26 students from High School represent the school at the CSSA North Met Zone Swimming Carnival at Warringah Aquatic Centre and they did us proud! Everyone swam well on the day against tough competition from students at Oxford Falls Grammar, Pacific Hills, Covenant Christian and NBCS. We had 3 students make it through to the CSSA Secondary State Swimming Carnival.



Remembrance Day Service

The school held a special Remembrance Day Service to celebrate the 100th anniversary of the Armistice which ended the First World War. School Captains Vice Captains and Middle School Prefects played various roles throughout the service.



4. Special School Activities and Achievements

Year 5 & 6 Camp

Our Year 5 & 6 students went to Bathurst for their annual camp. They stopped in at Mount Piper Power Station, visited the historic town of Hill End, went horse riding, ten pin bowling, gold panning and even tried their hand at barn dancing!

Band Camp

Band Camp was held at Crosslands Convention Centre. Students from Years 3 - 9 came from Wahroonga (the largest contingent!), Hills, MacArthur, Hurstville, Mountain View and Canberra Adventist Schools for three days and two nights to hone their musical skills. Guitars, strings, keyboards, percussion and band instruments were all represented, with the three days of focused rehearsal culminated in a concert for parents and friends at Galston Adventist Church on Wednesday evening.



School Cross Country

Our School Cross Country was held for students from 8 years of age upwards, (the 7 year olds are able to compete for fun). There is a shorter course for the younger students (2km) and a longer course for the senior students (2.5km). It was held on a tough course in the bushland area of the Wahroonga Estate. Medals are given for 1st place as well as ribbons for 1st, 2nd, 3rd and 4th places.



ASISSA & CIS Cross Country

After competing at our School Cross Country carnival we had 60 students represent our school at the ASISSA Cross Country Carnival. We had 2 students representing the ASISSA team at NSW CIS Cross Country.



CSSA Cross Country

Selected students competed at CSSA Cross Country. Racing was held at the Sydney Equestrian Centre where all the students put in their best effort against a huge field of competitors from across NSW. One student came 10th place and earning the opportunity to represent our school at the CIS Cross Country. All of our students put their best foot forward and should be proud of their efforts.

4. Special School Activities and Achievements

High School Athletics Carnival

The Athletics Carnival was held at Bannockburn oval for all High School students. The day was a huge success with great efforts from all students! Fantastic displays of athleticism, team spirit and encouragement was shown throughout the day. Many records were broken from the previous years carnival, which is exciting.



CSSA North Met Zone Secondary Athletics Carnival

Selected students represented Wahroonga Adventist School at the CSSA North Met Zone Carnival, at Blacktown International Sports Park. They competed well against students from Oxford Falls Grammar, Northern Beaches, Christian Covenant and Pacific Hills. Our students did us proud engaging in the healthy competition throughout the day.



Primary School Athletics Carnival

Our School Athletics Carnival is for students from Prep to Year 6. It consists of field events as well as short distance, long distance and relay events. There is also a 100 metre race for parents and teachers at the conclusion of the day. Trophies are given out for Champions and Runners-up, ribbons are given out for 1st-4th places. Participant ribbons are given to all other students who competed.

8 records were broken and 40 students qualified for the ASISSA Athletics Carnival.



4. Special School Activities and Achievements

ASISSA Athletics Carnival

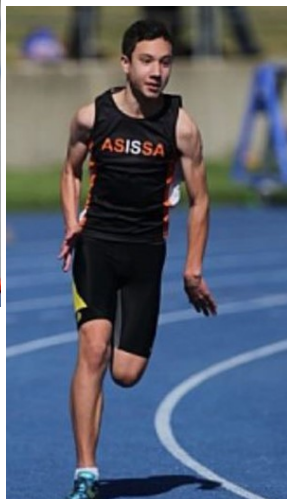
The next level of competition after the Primary School Athletics carnival is the ASISSA Athletic Carnival. Students are selected to represent the school based on qualifying times. We had 40 students represent our school at the ASISSA Athletics Carnival. Our students competed at their best against the 20 other independent schools.



NSW CIS & PSSA Athletics Carnivals

The next level of competition after the ASISSA Athletics Carnival is the NSW CIS Athletics Carnival which is held at Homebush. Our school had 7 students compete at this Carnival. All our students competed extremely well at both levels.

We had 1 student go through to State level which is the NSWPSA Athletics Carnival.



Year 9 Camp

The Year 9 students set out on a 4 day hiking camp in the Royal National Park. The students put in a huge effort over the four days to complete a near full lap of the hiking trails around the perimeter of the park. This included the beautiful Coastal walk and sandstone balconies, the Karloo Pool, Kingfisher Pools and Waterfall and Uloola Falls. As a staff we were so proud of the way that the groups persevered through heat, storms, blisters, carrying packs, creek crossings, rocky climbs, endless uphill, mud puddles and the internal struggle to push on.



Year 8 Camp

Our Year 8 students put in a huge effort on their camp, hiking through the Berowra Valley & Kuringai Chase National Parks. We were so proud of the way that the students persevered through heat, carrying packs, rocky climbs, blisters, endless uphill and the internal struggle to push on.

Some highlights included the beautiful views along the water at Apple Tree Bay, the sandstone cliffs and echoing valleys in the Berowra National park and cooking "choc-chip" damper around the camp fire.



4. Special School Activities and Achievements

Primary School Concert

Our Primary School Concert was held at Hornsby RSL where all students from Prep-Year 6 were involved in the very exciting concert. It was called "Around the World in more than 80 Minutes", each class was a different country and they needed to find Wally and Wanda as they travelled around the world. The students loved performing for their families and the concert was a huge success. The Primary School students are looking forward to their next school concert in 2020.



5. Professional Learning and Teacher Standards

Professional Learning

The staff at Wahroonga Adventist School are encouraged to undertake professional learning as well as collaborate as a team to enhance student learning.

Areas of professional learning	Teacher (number or group)
CAPE meetings (2 days)	36
Regular weekly staff meeting with 1 per month working on professional development	36
Subscriptions to professional magazines	36
First Aid - Anaphylaxis & CPR	36
Child Protection	36
WH & S	36
Rolling School Improvement Plan Workshops (monthly)	36
Administrators Orientation Association	1
STEMaker Conference	1
Colour Conference	1
Behaviour Management for Beginner Teachers	2
Digital Technologies Workshop	2
AIS—Evidence-based Classroom Management	3
Project Based Learning	3
Responding to Challenging Behaviour	2
The State of Play PDHPE K-10	1
What Beginning Readers Need to Know	1
AIS Designing Great Units in History and Geography	1
Professional Development Training—Managing Challenging Behaviours	1
Pastor's Children's Ministry Conference	1
NAMURU - Secondary (Museum of Contemporary Art)	1
Implementation Workshop	1
AIS Evidence-based Teaching Strategies	1
Art Lab	1
Evidence-based Teaching Strategies	1
Math Mastery Seminar Series	1
Cracking the Hard Class	1

5. Professional Learning and Teacher Standards con't....

Technology Mandatory—Agriculture & Food Technologies	1
Teaching Strategies & Behaviour Solutions	2
IIATE Conference	1

Total staff PD experiences = 283

Average cost per teacher in 2018 for professional learning is \$ 353

Teacher Standards

Categories of Teacher Standards	Numbers of teachers
Conditional	2
Provisional	4
Proficient or Higher	30
Total number of teachers in school	36

6. Workforce Composition

At Wahroonga Adventist School our teaching staff consists of 28 female teachers and 10 male teachers. 26 are full time teachers and 11 are part time. The teachers classroom experience ranges from 1 to 40+ years. There was 1 indigenous staff member working at Wahroonga Adventist School in 2018.

7. Student Attendance Rate and Non Attendance

Class	Average Attendance %
Kindergarten	93 %
Year 1	96 %
Year 2	95 %
Year 3	95 %
Year 4	95 %
Year 5	95 %
Year 6	95 %
Year 7	94 %
Year 8	95 %
Year 9	92 %



Total school attendance average 95 %

Management of Non - Attendance

At Wahrenonga Adventist School students achieve a high attendance rate. If a student is absent from school a letter or email of explanation must be sent from home directly to the appropriate teacher.

If the attendance of a student falls below 85% attendance year-to-date, the class teacher will notify the Principal and continue to report while the attendance remains below 70% year-to-date.

It is the responsibility of the Principal to review the attendance record and if it is unacceptable 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 the school will report the family to Community Services for "Failure to educate" and organise a Director General Case Conference.

9. Enrolment Policies and Characteristics of the Student Body

Enrolment Policies

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.

Please Note: Individual SDA schools may vary in the starting age of students.

Wahrenonga Adventist School's intake years are Prep (turn 5 before 30th September) and Kindergarten (turn 5 before 1st March). The school will check readiness of children that are 1 month out of these cut off dates.

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

Enrolment Procedures

- Intake years are Prep, Kindergarten and Year 7.
- Enrolment in other grades are pending on places available.
- The school endeavours to enrol all children with Adventist parents, and non-Adventist children who are seeking a Christian education.
- Care is taken to ensure that parents and children are fully aware of the philosophy and regulations of the school and agree to abide by these.

The School Council has the responsibility to accept or reject an application for admission.

Stage 1: Enquiry

Enquiries about enrolments will generally be handled by the office staff. This may include:

- the provision of application forms, the school handbook and prospectus
- Information about fees
- Information about enrolment for overseas students
- Information about the school uniform

Stage 2: Application for Enrolment

Application to enrol is made by completing an "Application for Enrolment" form.

Prep & Kindy

Application form with \$200 non refundable deposit must be handed into the School Office. This deposit will be returned at the completion of Year 6.

Parents will need to supply copies of the following documents to support the application:

- Birth Certificate
- Immunisation Certificate
- Legal documents relating to special family circumstances, eg. AVO
- Passport and visa, if applicant or parents are not citizens of Australia.

Years 1 – 6

A completed application form must be completed and returned to the school office. With the following documentation:

- Birth Certificate
- Immunisation Certificate
- Legal documents relating to special family circumstances, eg. AVO
- Passport and visa, if applicant or parents are not citizens of Australia.
- Naplan results (if applicable)
- Last 2 school reports

The child's name will then be placed on the waitlist. If a placement becomes available, a "letter of offer" will be issued. This letter will include details of when to pay the \$200 non refundable deposit. This deposit will be returned at the completion of Year 6.

Acceptance letters will be sent out once a placement becomes available. Students of the SDA faith and siblings of current students receive priority.

Years 7 – 9

A completed application form with a non refundable application fee of \$50 per child, must be returned to the School Office for processing, With the following documentation:

- Birth Certificate
- Immunisation Certificate
- Legal documents relating to special family circumstances, eg. AVO
- Passport and visa, if applicant or parents are not citizens of Australia.
- Naplan results (if applicable)
- Last 2 school reports

Letters of Offer will be issued to approved applicants 18 months prior to commencement. This letter will include details of when to pay the \$400 non refundable, enrolment deposit, which will secure the student's place. This deposit will be returned on completion of Year 12.

Enrolment priority will be given to current students, students of the SDA faith and siblings of current students.

Following the collection of this information about the student, the school will discuss the program of support and reasonable adjustments that can be offered with the parents/guardians. If the enrolment is to proceed, the support offered by the school is outlined in the letter of offer and may include but not limited to the following details:

- school assistant support
- teacher support
- agency support
- therapeutic support
- equipment and modifications
- the Student Support Plan as a framework to review the enrolment
- behaviour management plan.

The letter of offer will also outline that the support arrangements be reviewed on a regular basis. Parents/guardians sign the letter accepting the school's offer.

Wahroonga Adventist School complies with the Disability Standards and although schools are required only to make reasonable adjustments they are exempt from making adjustments that would impose unjustifiable hardship on them, and therefore there may be a time where an enrolment is declined.

It is possible that students presently enrolled in the School may have an undiagnosed disability. When this occurs the School is committed to processes outlined above to collect information about the student, the support needed and develop a set of adjustments to the program to cater for this student.

Re-enrolment Guidelines

Pre-requisites for Continuing Enrolment

The School will maintain a position for each enrolled student for successive calendar years.

This will be dependent on the following conditions:

- The person responsible for the fees ensures that the fee account is up-to-date or has an agreed plan with the School Office for the ongoing payment of fees.
- The School has not terminated the student's enrolment as a result of its discipline guidelines.
- The School has not terminated the student's enrolment as a result of poor attendance.

Prep

Prep students will need to indicate whether they require a placement for Kindy by the 1st June. This is so that the school knows the amount of places available for new Kindy students.

Year 5 Students

Year 5 students will be asked to complete "Intention to Enrol for Year " form by the end of Term 1. Priority for Year 7 will be given to current Year 5 students who have completed their form and paid their deposit of \$400, \$200 of which can be rolled over from the Primary deposit.

All Other Current Students

All current students will need to fill out a re-enrolment form to indicate whether a placement is required for the following year. This will need to be completed by the end of Term 2.

General Composition of the Student Population

Our student population has 439 students ranging from Kindy to Year 9. The Prep class (young kindy group) consisted of 24.9 FTE students per day.

In 2018 the student population consisted of 234 boys and 204 girls. Not all classes had an even mix of boys and girls. Year 2 and Year 9 were fairly boy heavy. The population of students who are Seventh-day Adventists are 25% and 75% of the school population are from other faiths.

10. School Policies

Student Welfare Policy

Summary of policies for Student Welfare

1. Rationale

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

2. Aim

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

3. Implementation

This school will abide by the legislation pertinent to the provision of a discipline system (including but not limited to the suspension, expulsion and exclusion of students) that is based on the principles of procedural fairness. This includes the right of the student to:

- making sure buildings and facilities are secure and evacuation procedures are in place;
- having in place a rigorous supervision protocol including a risk management process for onsite and off-site activities;
- having in place codes of conduct that will ensure the rights and responsibilities of students and staff, the application of a behaviour management system (including anti-bullying), a student leadership system, and the management and reporting of serious incidents;
- a process for receiving complaints/grievances from students, and/or parents/guardians;
- a pastoral care plan which gives students access to counselling, provision of support for special needs students, a scheme for the distribution of medication, and a serious incident response mechanism; and
- guidelines for formal and informal communication with all stakeholders.

Location of the Student Welfare policy (Safe and Supportive Environment Policy) is found on the school's intranet. To obtain a copy please ask at the office.

There have been no changes made to this policy during 2018.

Discipline Policy

1. Rationale

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

2. Aim

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

3. Implementation

This school will abide by the legislation pertinent to the provision of a discipline system (including but not limited to the suspension, expulsion and exclusion of students) that is based on the principles of procedural fairness. This includes the right of the student to:

- know the allegation and any other information related to it;
- know the process by which the matter will be considered;
- make a response to the allegation;
- know how to have any process or decision reconsidered;
- expect impartiality in the investigation and the decision making; and an unbiased decision-maker.

This school expressly prohibits corporal punishment in any form or the implicit sanctioning of such.

Location of the Discipline policy (Student Management Policy) is found on the school's intranet. To obtain a copy please ask at the front office.

The following sentence has been added to this policy during 2018

'This school expressly prohibits corporal punishment in any form or the implicit sanctioning of such.'

Anti-Bullying Policy

This procedure defines bullying and outlines the approach the school will take to such activities and to communicate to students, staff, parents and the community that bullying will not be tolerated.

1. Definition

Bullying is any act that causes hurt or fear in a less powerful person or persons, through intentional behaviour by an individual or group of individuals in a more powerful position. It may be deliberate or a result of thoughtlessness. It may be indirect, such as spreading rumours, excluding people from groups or manipulation of others to mistreat another student.

Forms of bullying include

1. Verbal: e.g. name calling, teasing abuse, putdowns, sarcasm, insults and threats
2. Physical: e.g. hitting, punching, kicking, scratching, tripping, spitting.
3. Social: e.g. ignoring, ostracising, alienating, making inappropriate gestures.
4. Psychological: e.g. spreading rumours, dirty looks, hiding or damaging possessions.

2. Standards

1. Bullying in any form will not be tolerated.
2. Students, staff, parents and members of the wider community can expect;
 - 1) that students will be safe at school, free from fear of bullying, harassment and intimidation.
 - 2) to be involved in the collaborative development of the school anti bullying procedures and strategies.
 - 3) to know what is expected of them and others in their relationships with other members of the school community.
 - 4) that all students will be provided with appropriate support when bullying occurs.
3. Each class will run anti bullying program. This will be integrated into their weekly Bible, PDHPE program or through our school Value Units. An anti bullying program will be presented every three years as part of the school peer support program.
4. The school will ensure that adequate classroom and playground supervision is provided to minimise the opportunities for bullying to occur.
5. Each group within the school community has a specific role in preventing and dealing with bullying.

2.1. Students can expect to

1. know that their concerns will be responded to by the school staff.
2. be provided with appropriate support (for both the subjects of and those responsible for the behaviour).
3. take part in learning experiences that address key understandings and skills relating to positive relationships, safety, gender equity, discrimination, bullying and harassment. These experiences will be guided by the Personal Development, Health and Physical Education syllabuses and other Key Learning Areas.

2.2. Students have a responsibility to

1. behave appropriately, respecting individual differences and diversity.
2. follow the school Anti Bullying Procedures.
3. respond to incidents of bullying according to their school Anti Bullying Procedures.

2.3. Parents and caregivers have a responsibility to

1. support their children in all aspects of their learning.
2. be aware of the school Anti Bullying Procedure and assist their children in understanding bullying behaviour.
3. support their children in developing positive responses to incidents of bullying consistent with the school Anti Bullying Procedure.
4. support all students of the school to deal effectively with bullying through the strategies of the Anti Bullying Procedure.

2.4. Schools have a responsibility to

1. develop an Anti Bullying Procedure through consultation with parents, caregivers, students and the community, which clearly identifies both the behaviours that are unacceptable and the strategies for dealing with bullying in the classroom and playground.
2. inform students, parents, caregivers and the community about the School Discipline Procedure and Anti Bullying Procedures.
3. provide students with strategies to respond positively to incidents of bullying behaviour, including responsibilities as bystanders or observers.
4. provide parents, caregivers and students with clear information on strategies that promote appropriate behaviour and the consequences for inappropriate behaviour.
5. communicate to parents and caregivers that they have an important role to play in resolving incidents of bullying behaviour involving their children.
6. follow up complaints of bullying, harassment and intimidation.

2.5. Teachers have the responsibility to

1. respect and support students in all aspects of their learning.
2. model appropriate behaviour.
3. respond in an appropriate and timely manner to incidents of bullying according to the school Anti Bullying Procedures.

3. What To Do If You Are Bullied

Initial coping strategies:

1. Try not to show that you are upset. Bullies feel great if they have upset you.
2. Try to be assertive look and sound confident.
3. Walk quickly and confidently, even if you don't feel that way inside – appearing confident is helpful.
4. If students have been bullying you, teasing you or calling you names, reassure yourself that you're OK, and that those students are the ones with the problem.
5. Talk to a friend/friends about it.
6. Avoid "risk" situations where possible, or stay close to adults or friends.
7. Consider whether you have been bullying yourself, e.g. have you been name-calling, annoying, threatening, showing off, etc.? If you have, change your own behaviour.

- 8.If you feel or think that you are different in any way, be proud of it – individuality and diversity (with the school guidelines) are important.
- 9.Consider talking to the School Chaplain – this person can help you develop skills which can be useful in bullying situations.

Procedure to follow:

1. Stand Strong
2. Stay Calm
3. Respond Confidently
4. Walk Away
5. Report

Further coping strategies:

Report it to a teacher or Principal: Remember that the bullying will continue if those responsible think they can get away with their behaviour. Bullying can be stopped!

If bullying continues after reporting it to a teacher, talk to the School Chaplain/Principal, who will record the incident and monitor the situation.

- Contact can also be made to the Schools Liaison Officer – Hornsby 9476 9799

4. What To Do If Someone Else Is Bullied

Procedure to follow:

1. Report it: The person bullied may be too scared to tell anyone
2. Remember that **nobody** deserves to be bullied
3. Show the bully that you and your friends strongly disapprove of his/her actions.
4. Give support to students who are bullied.

Location of the Discipline policy (Student Management Policy) is found on the school's Intranet. To obtain a copy please ask at the office.

The following sentence has been added to this policy during 2018



Complaints and Grievances Policy

1. Purpose

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

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

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

2. Company Commitment

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

a. Director

The Director is committed to promoting a culture that values complaints and their effective resolution by:

- providing adequate support and direction to key staff responsible for handling complaints;
- regularly reviewing reports about complaint trends and issues arising from complaints;
- encouraging staff to make recommendations for system improvements;
- supporting recommendations for system improvements arising from analysis of complaint data.

b. Principal

The Principal is responsible for complaint handling in each school and is committed to establishing and managing the complaints management system by:

- providing regular reports to the Director on issues arising from complaint handling work;
- ensuring recommendations arising out of complaint data analysis are canvassed with the Director and implemented where appropriate;
- training and empowering staff to resolve complaints promptly and in accordance with company policies and guidelines.
- encouraging staff to provide suggestions on ways to improve the company's complaints management system.

c. Staff

Staff whose duties include complaint handling are expected to be committed to demonstrating exemplary complaint handling practices by:

- treating all people with respect, including people who make complaints;
- complying with the Company Complaints Handling Guideline;
- keeping informed about best practice in complaint handling;
- assisting people who wish to make complaints to access the complaints handling guideline;
- assisting those handling complaints to resolve matters promptly;
- providing feedback to their principal/director on issues arising from complaints; and
- implementing changes arising from individual complaints and from the analysis and evaluation of complaint data.

3. Guiding Principles

Facilitating Complaints

People focus

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

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

People making complaints will be:

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

No detriment to people making complaints

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

Anonymous complaints

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

Visibility and transparency

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

Accessibility

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

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

Respond to Complaints

Early resolution

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

Responsiveness

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

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

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

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

Objectivity and fairness

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

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

Confidentiality

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

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

Manage the Parties to a Complaint

Empowerment of staff

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

Managing unreasonable conduct by people making complaints

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

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

Complaint Management System

Stages of Managing a Complaint

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

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

Receipt of Complaints

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

The record of the complaint will identify:

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

Acknowledgement of Complaints

The receipt of each complaint will be acknowledged promptly and usually within 10 working days.

Consideration will be given to the most appropriate medium for communicating with the person making a complaint, taking into account the needs of the school or the company and the expressed views of the person making the complaint.

Initial Assessment and Addressing of Complaints

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

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

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

Addressing complaints

The methodology for addressing the complaint may include:

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

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

- the circumstances of each case;
- any statutory requirements;

- the issue/s complained about;
- the parties involved; and
- the likely outcome.

5. Providing Reasons for Decisions

Following consideration of the complaint and any investigation into the issues raised, the person making the complaint will be contacted in a timely manner and advised of:

- the outcome of the complaint and any action that was taken arising out of the complaint so far as permitted under privacy legislation;
- the reasons for any decisions that have been made; and
- any remedy or resolution that has been offered.

6. Closing the Complaint, Record Keeping, Redress and Review

At the time of closing the complaint a record will be made of the following:

- steps taken to address the complaint;
- the outcome of the complaint; and
- any undertakings or follow up action required.

7. Three Levels of Complaint Handling

Where possible, complaints will be resolved by staff at the appropriate school level. Staff will be adequately equipped to respond to complaints, including being given appropriate authority, training and supervision.

Where early resolution of a complaint is not possible, however, due to the complexity of the issues raised, dissatisfaction with the complaint outcome or how the complaint was dealt with, the complaint may be escalated to the director level. This second level of complaint handling will provide for the following internal mechanisms:

- assessment and possible investigation of the complaint and decision/s already made, and/or
- facilitated resolution (where a person not connected with the complaint reviews the matter and attempts to find an outcome acceptable to the relevant parties).

Where a person making a complaint is dissatisfied with the outcome of the director's review of their complaint they may seek a further review from the Chair of the Board of Directors. In some instances the Chair of the Board of Directors may engage a third party to review a matter and provide a report.

Accountability and Learning

Analysis and Evaluation of Complaints

Complaints are recorded in a systematic way so that information can be easily retrieved for reporting and analysis.

Regular reports will be run on:

- the number of complaints received;
- the outcome of complaints;
- issues arising from complaints;
- systemic issues identified; and

the number of requests received for internal and/or external review of complaint handling.

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

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

Monitoring of the Complaint Management System

The complaints management system will be monitored to:

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

Continuous Improvement

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

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

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

This is a new Policy introduced during 2018.

11. School Determined Improvement Targets

2018 Achievement of Improvement Priorities

Student Achievement

The intention was to provide professional development for every teacher, on how to best teach Writing, with the purpose of developing a school-wide resource guide to provide memory scaffolds for all stages and genre.

Due to a large shift in staff assigned to implementing this initiative, the program was put on pause and will be revisited in the future.

Curriculum

Students were provided with training in each stage to use Technology across the Curriculum at the beginning of the year.

Teachers were provided with opportunities to learn and implement new strategies including SEQTA, OneDrive and OneNote.

In order to meet the learning, social and wellbeing needs of students and their families the school focused on proving all Secondary students and their parents with access to the SEQTA portal

Teachers are using SEQTA exclusively to record attendance, update student pastoral care information, daybook, assessments, marks book and some parent and student communication

2019 Areas for School Improvement

Area	Priorities
Finances, Facilities, Resources	Identify all potential play spaces.
Student Achievement	Develop a whole school approach to improve Writing skills.

12. Initiatives Promoting Respect and Responsibility

Values Education

Each class participate in and learn about a character value. This involves an adaptation from the Character First program. The program has been modified to suit our school setting and students. In addition to this we have introduced new school mottos which focus on age appropriate values. The Junior School is "Shine" Middle School is "Grow" and Senior School is "Reach".

Teacher Encouragement

As part of the school discipline policy positive encouragement is used to promote good behavior, respect and responsibility in students. Students are affirmed and rewarded for good behaviour. This is done with teacher praise, special certificates, and medals.

Community Service Activities

Our students enjoy helping others. Some projects included:

- Participating in the Sydney Adventist Hospital carols program.
- Senior, Junior and Infant Choirs performed at local Churches.
- "Operation Christmas Child" whereby students donate a shoebox full of gifts for children in a poor village.
- "Beanie for Brain Cancer" for Brain Cancer research.
- Smiles2U charity which provides love and care to young patients spending Christmas in hospital.
- "Agricultural Day" and food collections , "Haystacks for hay" for Drought Relief for our Farmers.

13. Parent, Student and Teacher Satisfaction

Parent & Teacher Satisfaction

Parent and teacher feedback indicated that Wahroonga Adventist School demonstrates a strong focus on Pastoral Care and Student Engagement. Parents indicated a concern to include more play spaces for the future and change areas for senior students.

Parents also raised concerns about the future residential development that has been planned to built next to the school.

Goals have been set to improve the concerns raised by the parents.

These goals can be found in our Quality Adventist Schools Improvement Plan.

Student Satisfaction

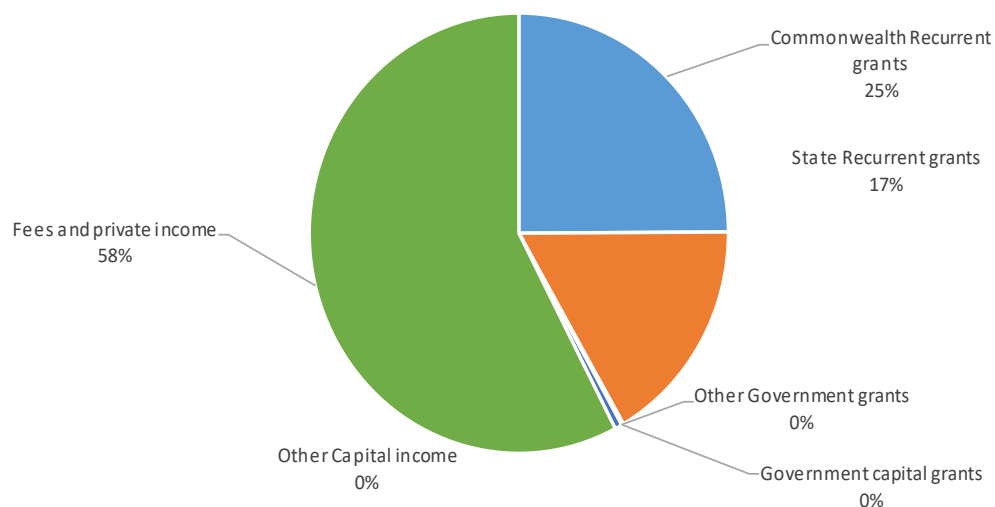
The students expressed appreciation for the fact that teachers support them and listen to their needs and that the school has an excellent Pastoral Care program.

The students appreciated the new facilities and overall enjoyed learning in the new classroom spaces.

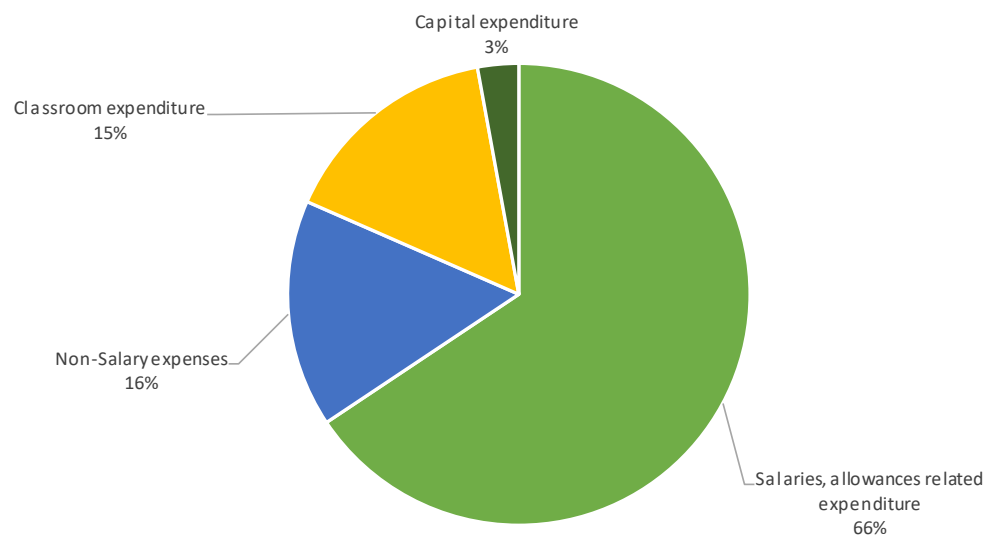


14. Summary Financial Information

Wahroonga Adventist School- 2018 Income



Wahroonga Adventist School- 2018 Expenditure












15 Public Disclosure of Educational and Financial Performance

The 2018 Annual report will be published on the School's website and available on request from the School office.

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

Please tick that your school complies with the following.

-  Participates in National Student Assessments - NAPLAN
-  Provides national reports on the outcomes of schooling
-  Provides individual school information on performance
-  Passes on the NAPLAN reporting to parents showing student results against key national information
-  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



**Seventh-day Adventist Schools
(Greater Sydney) Ltd
2018**

Wahroonga Adventist School