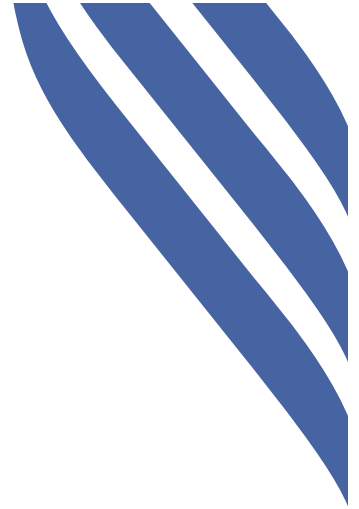


# Board of Studies Teaching and Educational Standards Annual Report



## 2015



WAHROONGA  
ADVENTIST SCHOOL

Nurture for today • Learning for tomorrow • Character for eternity

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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 Board of Studies Teaching and Educational Standards (NSW) (BOSTES) 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 110 years. It is a Prep to Year 6 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.

2015 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.

One of the main focuses of our School Council has been to plan for the addition of a secondary school with our first Year 7 classes starting in 2016.



## Home & School (H&S) Message

The H&S Committee's coordination and development of parent teams brings together a diverse pool of contributors, without whose efforts the School would be a much lesser place. The purpose of the H&S Committee is to actively contribute to the physical up keep of the Wahroonga Adventist School, as well as creating a special sense of spirit and belonging for students and their families.

The H&S Committee provides many opportunities for parents to become involved with their child's school. It is the umbrella organisation that provides support to the many special interest groups throughout the School. Every parent is eligible to be a member of the H&S Committee and encouraged to take part in its many activities. Its main activities include:

- Holding of regular business meetings.
- Friend-making within the school community.
- Fundraising for school specific capital spending.

Meetings are held monthly and are well publicised in advance in the Term Calendars and School Newsletter. The Deputy Principal and a number of School Council representatives actively attend H&S Committee meetings. Representatives from key support groups, including the Uniform Shop, Canteen, Social Committee and Meals with Love attend these meetings and provide updates on their activities.

The success of the H&S Committee depends on the support of all parents and friends of the school. All proceeds from H&S Committee's fundraising events are used directly for enhancement of the educational experience of the students at Wahroonga Adventist School.

## SRC

(Student Representative Council Message)

At Wahroonga Adventist School, the student body selects 2 students from each Year 3 to 6 to be on the SRC. The SRC is an active student group and is guided through each meeting by Mrs Currie.

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 2015 the SRC in conjunction with the Home and School organised a "Crazy Hair Fun Run Day" and "Operation Christmas Child"



## **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 6. 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 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.
- Assessing and Reporting.
- Student Achievement.
- Leading the Learning and Improvement Culture.
- Students and Their Families.
- Curriculum.
- Professional Learning.
- Church.

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 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. Please contact the school on 9487 2100 or our website for more information on [www.wahroonga.adventist.edu.au](http://www.wahroonga.adventist.edu.au)

### 3. Student Performance in National and Statewide Tests

The following data provides a small sample of our academic achievement for 2015.



#### Results of NAPLAN Testing

##### READING

Year	% in top two bands		% below national minimum standard		(Mean Score) Average	
Year 3	School	68%	School	0%	School	583.2 (Band 6)
	Nationwide	50%	Nationwide	4 %	Nationwide	430.3 (Band 4)
Year 5	School	60.9%	School	0%	School	539.3 (Band 7)
	Nationwide	38%	Nationwide	5%	Nationwide	502.0 (Band 6)

##### WRITING

Year	% in top two bands		% below national minimum standard		(Mean Score) Average	
Year 3	School	64%	School	0%	School	438.4 (Band 5)
	Nationwide	54%	Nationwide	2%	Nationwide	423.1(Band 4)
Year 5	School	21%	School	4%	School	483.5 (Band 6)
	Nationwide	22%	Nationwide	6%	Nationwide	481.5 (Band 5)

##### SPELLING

Year	% in top two bands		% below national minimum standard		(Mean Score) Average	
Year 3	School	71%	School	0%	School	479.7 (Band 6)
	Nationwide	47%	Nationwide	4%	Nationwide	418.5 (Band 4)
Year 5	School	50%	School	0%	School	550.2 (Band 7)
	Nationwide	40%	Nationwide	5%	Nationwide	506.4 (Band 6)

### 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	71%	School 0%	School 492.6 (Band 6)
	Nationwide	53%	Nationwide 4%	Nationwide 439.6 (Band 5)
Year 5	School	58%	School 0%	School 552.9 (Band 7)
	Nationwide	39%	Nationwide 7%	Nationwide 509.1 (Band 6)

#### NUMERACY

Year	% in top two bands		% below national minimum standard	(Mean Score) Average
Year 3	School	68%	School 0%	School 444.9 (Band 5)
	Nationwide	58%	Nationwide 4%	Nationwide 402.4 (Band 4)
Year 5	School	57%	School 0%	School 539.6 (Band 7)
	Nationwide	31%	Nationwide 3%	Nationwide 498.5 (Band 6)

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 significantly higher than the nationwide average in most areas, except for Writing. No students were below national minimum standard.

Our results for Year 5 show that the students are working significantly higher than the nationwide average in Reading, Grammar & Punctuation and Numeracy. Our Writing results for Year 5 show that our students are working at the nationwide average.

# University of NSW International Assessments

Our students from Years 3-6 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 2015 have made us proud. The following certificates were obtained:

## Science

3 High Distinctions  
13 Distinctions  
23 Credits  
15 Merits

## Spelling

1 High Distinction  
11 Distinctions  
20 Credits  
12 Merits

## Mathematics

2 High Distinctions  
11 Distinctions  
30 Credits  
14 Merits

## Digital Technologies

7 Distinctions  
22 Credits  
7 Merits

## English

2 High Distinction  
9 Distinctions  
33 Credits  
17 Merits

## Writing

1 High Distinction  
9 Distinctions  
20 Credits  
10 Merits

## 4. Special School Activities & Achievements

### School Swimming Carnival

Our annual Swimming Carnival was held at Abbotsleigh Aquatic Centre. It was a successful day with 4 records broken.





## 4. Special School Activities and Achievements

### ASISSA Swimming Carnival

The next level of competition after the school swimming carnival is the ASISSA swimming carnival. Selected students are chosen to represent the school based on qualifying times. We had 26 students represent our school at the ASISSA Swimming Carnival. They competed against 20 independent schools. Our students swam extremely well.



### NSW CIS SWIMMING & DIVING CARNIVAL

We had 3 students from our school represent the ASISSA 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. We had 2 students competing in the diving with 1 coming 3rd making it through to the NSWPSA. Our other competitor came 5th in her age group. Well done to all competitors.



### ANZAC Day Service

Every Year the school holds an ANZAC Day service. The Principal opens the ceremony with a welcome and prayer.

Our School Captains and Vice Captains perform duties. Selected students from each class lay a wreath of flowers at the base of the flag pole, which is flown at half mast.

The Senior Choir performed along with the Band which played the last post. Parents and other family members are invited to attend the service.

Our School Captains also attended the Dawn Service at Hornsby RSL. This was the fourth year that our school attended this service and we will endeavor to experience this every year.



## 4. Special School Activities and Achievements - (con't)

### Year 5 & 6 Camp

From the 30th March –1st April the Year 5 and 6 students went to Canberra for their bi-annual excursion.

They visited Questacon, Old & New Parliament House, The Mint and the Institute of Sport. They also enjoyed activities such as horse riding and a bike ride around Lake Burley Griffin.



### Year 6 Surf Day

Year 6 attended their annual Year 6 Surf Day at Manly Beach.

They had to complete swimming tests to check their swimming proficiency, these included swimming freestyle and breaststroke around the instructors. The students learnt how to paddle out on boards as well as learning wading and diving techniques.





## 4. Special School Activities and Achievements - (con't)

### 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). Medals are given for 1st place as well as ribbons for 1st, 2nd, 3rd and 4th places.

Depending on qualifying times selected students then compete at ASISSA Cross Country.

### ASSISA & CIS Cross Country

After competing at our School Cross Country carnival we had 65 students represent our school at the ASSISA Cross Country Carnival. All competed extremely well. We had 1 student make it through NSW CIS Cross Country.



### 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.

4 records were broken and 52 students qualified for the ASSISA Athletics Carnival.

### ASSISA Athletics Carnival

The next level of competition after the School Athletics carnival is the ASSISA Athletic Carnival. Students are selected to represent the school based on qualifying times. We had 52 students represent our school at the ASSISA Athletics Carnival. Our students competed at their best against the other independent schools.



## 4. Special School Activities and Achievements - (con't)

### NSW CIS Athletics Carnival

The next level of competition is the NSW CIS Athletics Carnival. Our school had 11 students compete at this Carnival. All our students competed extremely well at both levels. We had 1 student go through to the NSWPSA Athletics Carnival



### NSW PSSA Athletics Carnival

We had a student compete as a Para Athlete at the NSW PSSA Athletics carnival. She represented the Combined Independent Schools Sports Council in NSW competing in various track & field events. We were extremely proud of her achievements.



### Milo Cricket

Students from Years 5 & 6 competed in a Milo Cricket day held by Cricket NSW. There were 4 teams that competed. The senior A girls team came 1st. The Senior girls team that won the competition were selected to compete at the North Shore Regional's to be held later in the year.



Selected students from Years 3 & 4 also competed at a Milo Cricket. Both the Boys and Girls teams won their divisions.





## 4. Special School Activities and Achievements - (con't)

### School Concert

This year we held our bi-annual school concert. All students from Prep to Year 6 were involved in the musical production, "The Enchanted Journey", a modern day interpretation of John Bunyan's "The Pilgrims Progress" - Christian's journey to the Heavenly City.

We were really proud of all our students who performed extremely well.



### Ground Breaking Ceremony

PAST and present students from Wahroonga Adventist School came together in a special celebration to mark the start of our High School in 2016.

The celebration included a service in the Wahroonga Adventist Church and a Ground breaking Ceremony at the school.

Three students from the 1930s were among those who attended the event.

It was a very special day for the parents and students that attended the event.





## 4. Special School Activities and Achievements - (con't)

### Academic Olympics Day

We had 2 teams consisting of 4 students from Years 3-6 representing the school at the Annual Academic Olympics. They participated in problem solving activities against all the Sydney Adventist Primary schools. Our Years 3 & 4 team won their category and our Years 5 & 6 team came 2nd won in their category. We are extremely proud of them.



### Music Concert

All students from Years 2-6 participated in a music concert showcasing the work they had done during the year. They performed in a small ensemble, a large ensemble or both. A great audience turned out for a wonderful evening from our very talented students and teachers. The concert was a huge success.



## 5. Professional Learning and Teacher Standards

### Professional Learning

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

Areas of professional learning	Teachers (number or group)
CAPE meetings (2 days)	16
Regular weekly staff meeting with 1 per month working on professional development	16
Subscriptions to professional magazines	16
First Aid - Anaphylaxis & CPR	16
Child Protection	16
WH & S	16
Rolling School Improvement Plan Workshops (monthly)	16
Developing a Thinking Curriculum	16
Brainpower Training	16
Spiritual Conference - Colour	1
Multilit Workshop	1
Fostering Students Engagements	1
Beginning Teachers Course	1
Active Inspire Workshop	4
Objectives C, D & E How do they look in the classroom	2
K-2 Science & Technology—under the microscope	2
Habits of Highly Effective Teachers	4
Leading Habits of Mind	2
Promethean Training	4
Igniting Learning	1
Seminar on Mutism	1
AUC Leaders Conference	1

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

Average cost per teacher in 2015 for professional learning is \$ 355.77

Total staff PD experiences = 169

### Teacher Standards

Categories of Teacher Standards	Qualifications	Numbers of teachers
(i) Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines.	<b>Education Qualification</b> Doctorate Masters Degree Graduate Diploma Bachelors Degree Diploma	16
(ii) Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications.	Doctorate Masters degree Graduate Diploma Bachelors Degree Diploma	Nil
(iii) Teachers who do not have qualifications as described in (i) and (ii) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed - to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis) and - as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity.	These teachers work under the direction of another teacher and are registered as transition scheme teachers with the NSW Institute of Teachers unless he/she is a LOTE teacher	Nil
	<b>Total number of teachers in school</b>	16

## 6. Workforce Composition

At Wahroonga Adventist School our teaching staff consists of 15 female teachers and 1 male teacher. 9 are full time teachers and 7 are part time. The teachers classroom experience ranges from new teacher to 40+ years. There were no indigenous staff working at Wahroonga Adventist School in 2015.



## 7. Student Attendance Data

Class	Average Attendance %
Kindergarten	94 %
Year 1	97 %
Year 2	97 %
Year 3	96%
Year 4	97 %
Year 5	97 %
Year 6	97 %

**Total school attendance average 96 %**



## Management of Non Attendance

At Wahrenoga 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 70% 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

Wahrenoga Adventist School is a member of the system of Seventh-day Adventist Schools providing quality education in a caring Christian environment.

Wahrenoga Adventist School is operated primarily for the benefit of the members of the Seventh-day Adventist community but is open to students without regard to their ethnic background, sex, or national origin. While no religious test is applied, all students are expected to live in harmony with the school's standards and regulations, show respect for the Word of God and to attend the regular religious classes and activities of the school.



While no religious test is applied, all students are expected to live in harmony with the school's standards and regulations, show respect for the Word of God and to attend the regular religious classes and activities of the school. Every effort is made to provide opportunity for both girls and boys to participate in all activities and, as far as possible, the school attempts to accommodate disadvantaged students.

Since the school intends to supplement the work of the Christian home, the parent, by enrolling a student in the school undertakes to assure that the child concerned will be encouraged to co-operate with all the activities of the school and help maintain its standard as a Christian organisation.

All applications for admission are processed by the Principal and approved by the School Council. Students accepted into Wahroonga Adventist School are required to apply for re-enrolment in subsequent years.

## Enrolment Procedures

- Intake years are Prep (turn 5 before 30<sup>th</sup> September) and Kindergarten (turn 5 before 1<sup>st</sup> March). The school will check readiness of children that are 1 month out of these cut off dates.
- 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

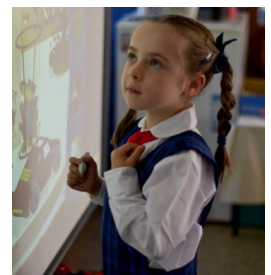
Application to enrol is made by completing an "Application for Enrolment" form.

#### *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.

### *Students with Disabilities*

If the parents/guardians have indicated that the student requesting enrolment has special educational needs the School and parents will discuss the potential implications of the student's enrolment and as much information as possible be obtained from the parents/guardians in order to evaluate whether an adjustment is necessary to ensure that the prospective student is able to apply for enrolment in the school on the same basis as a prospective student without a disability.

The School will seek in the enrolment process further information on any adjustments necessary to the existing programs or facilities so that the School can provide a suitable similar program for this student. Once special educational needs are identified, then the process of gathering and analysing information is undertaken.

The process of collecting information about the student's learning needs and developing a Student Support Plan may take considerable time (occasionally up to 18 months). The time taken depends on the extent of the prospective student's disabilities and the entry point to the school.

During the collection phase, the school will keep the place open until a decision is made.

Parents/guardians will be involved in the process of determining the outcome of the application for enrolment, and fully informed of all decisions and outcomes at each stage of the enrolment process.

Parents/guardians and the school will work collaboratively to collect data to determine the student's educational needs. It is important for parents/guardians to be involved as fully as possible in the data collection process to ensure a thorough, comprehensive, and well-documented assessment of the student's disability.

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**

### *Prerequisites 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.
- 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 1<sup>st</sup> 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 227 students ranging from Kindy to Year 6. The Prep class (young kindy group) consisted of 42.4 students per day.

In 2015 the student population consisted of 114 boys and 113 girls. All classes had a fairly even mix of boys and girls. The population of students who are Seventh-day Adventists are 50% and 50% of the school population are from other faiths.

## 10. School Policies

A copy of the School policies and guidelines can be obtained from the school office. Policies and guidelines are reviewed over a 5 year period by the School Council.

The following policy summaries are just a small sample of those available.

## Complaints and Grievances Policy

Our policy for complaints and grievances (due process), outlines the procedure for parents to follow if they are concerned about any issues relating to the welfare and learning of their child. There are several levels of help given to parents to resolve any issue. Foremost the parents are to see their child's teacher. If the complaint is of a serious nature it will be dealt with directly by the Principal.

No changes were made to this Policy during 2015.

The Grievance Policy can be obtained from the school office.

## Student Welfare Policy

Our student welfare policy includes the following:

- Aboriginal Education Guidelines
- Accident and First Aid Guidelines
- AIDS/HIV/Hepatitis Guidelines
- Anti Bullying Guidelines
- Asthma and Medication Guidelines
- Attendance Guidelines
- Child Protection Guidelines
- Critical Incidents Management Guidelines
- Drug Education Guidelines
- Educational Support Guidelines
- ESL Guidelines
- Excursions and Other Visits Guidelines
- Gender Equity Guidelines
- Gifted and Talented Students Guidelines
- Homework Guidelines
- Immunisation Guidelines
- Integration/Special Education Guidelines
- Road Safety Guidelines
- College and House Captain Guidelines
- Sex Based Harassment Guidelines
- Student Security Guidelines
- Sun Safe Guidelines
- Video Policy/DVD Guidelines

Each of the guidelines have clear aims and strategies. These guidelines are available in full, from the school office.



## Discipline Policy

The School's discipline policy promotes a good safe working environment for all students. It is important for students that the school has a positive discipline system to help in their learning. Each Friday students are awarded certificates for accomplishments, positive behaviours etc. We also have a point scheme whereby students can earn special certificates and medallions for good behaviour.

The student discipline policy includes the following:

- The importance of a good learning environment
- The expectation of good discipline within the school
- The authority of the Principal
- The responsibilities of the parents
- Fair Discipline Code
- School rules
- Anti- racism and Grievance procedure
- Strategies to promote good discipline and learning
- Practices designed to recognise and reinforce student achievement
- Strategies for dealing with unacceptable behaviour
- Suspension, exclusion and expulsion from school

The full discipline policy can be obtained from the school office.

No changes were made to this Policy during 2015.

No corporal punishment is permitted at the school.

## Anti-Bullying Policy

The Policy 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.

Bullying is an act that causes hurt or fear in a less powerful person or persons, through intentional behaviour by an individual or group or individuals in a more powerful position.

Forms of bullying include verbal, physical, social and psychological.

The anti-bullying policy can be viewed at the school at any time.

No changes were made to this Policy during 2015.



# **11. School Determined Improvement Targets**

## **2015 Achievement of Improvement Priorities**

### ***Leading the Learning and Improvement Culture***

Staff have collaboratively reassessed their approach to teaching in each KLA to provide a more connected learning experience for students as they move through the grades.

New programmes such as Primary Connections and MacMillan Springboard into Reading have been incorporated across the school and staff have implemented strategies across other KLAs to ensure consistency and familiarity for students from year to year.

A greater emphasis has been placed on mentoring and coaching staff through change process and assisting them with implementation of new programmes and technologies. Improvements to this process will continue into 2016.

### ***Students and their Families***

Making staff email addresses available to Parents has improved the communication process.

Behaviour expectations are regularly clarified for students and staff are working collaboratively to ensure they are adhered to.

### ***Curriculum***

Staff have received training and are participating in ongoing dialogue to support the development of Habits of Mind and Growth Mindset. The language of Habits of Mind is becoming more familiar across the school and thinking strategies are being taught to support the development of these Habits.

### ***Assessing and Reporting***

The school has introduced a new system for delivering reports and interviews. Reports are now sent out at least 24 hours prior to interviews mid year, to enable parents the opportunity to process information and formulate questions.

Year 6 Parents will now also have the opportunity to be part of the mid year interview process.

### ***Student Achievement***

Teachers and Students in the upper grades are now working together to set goals at the commencement of each year. Student initiated, individual academic and personal goals are determined along with parent support.

Goals are revisited through the year to monitor progress, redirect and celebrate.

Students and teachers in grades K-4 have begun the process of setting simple age-appropriate goals and this will continue to be a focus in 2016.

### ***Values***

Values from the Encounter Biblical Studies programme are being taught and developed across the grades and incorporated into the Chapel programme.



## 2015 Areas for School Improvement

Area	Priorities
Student Achievement	Set simple, age-appropriate, short term goals for students in Grades K-4, to support their understanding of and to improve Student Achievement.
Curriculum	Provide opportunities for students, in each stage, to use Technology across the curriculum.
Leading the Learning and Improvement Culture	Implement a review process to ensure all teachers are keeping up with and being supported through all school changes.
Church	Provide a broader range of opportunities for community service involvement.





## **12. Initiatives Promoting Respect and Responsibility**

### **Values Education**

Each term all classes 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. The values for 2015 included Initiative, Wisdom, Enthusiasm and Obedience.

### **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.
- Peer Support each term to encourage older students to nurture younger students.
- "Operation Christmas Child" whereby students donate a shoebox full of gifts for children in a poor village.

## **13. Parent, Student and Teacher Satisfaction**

### **Parent & Teacher Satisfaction**

The school continues to use an online parent/teacher survey each year, along with focus group meetings to receive feedback and to assist with understanding parent and teacher perceptions. The survey and groups explore the areas under review for the school's Quality Adventist Schools Improvement Plan 2015. This document can be viewed on the school website.

Areas surveyed included; Student Achievement, Curriculum, Church and Leading the Learning and Improvement Culture.

Parent and teacher feedback indicated that Wahroonga Adventist School demonstrates a strong focus on Christian faith. Parents and teachers believe that the school and church have a collaborative working relationship and that the school provides a positive and inclusive Christian environment.

Goals developed from the results of the survey and focus groups include; offering a broader range of service activities and establishing a review process to support teachers through change.

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

There was much positive feedback, indicating a high level of satisfaction on the part of both teachers and parents.

### **Student Satisfaction**

Year 5 & 6 students again participated in focus groups to determine the strengths and weaknesses of specific aspects of school life, including Student Achievement, Curriculum, Church and Professional Learning.

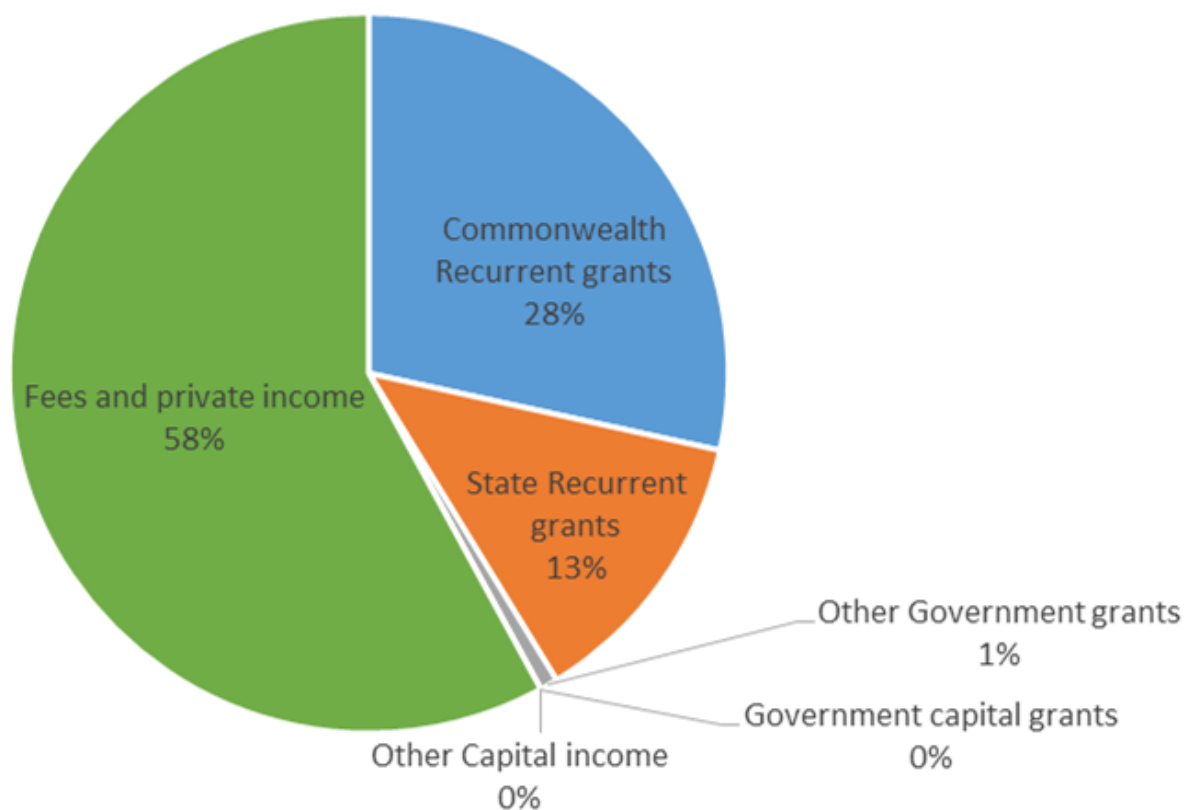
The students expressed appreciation for the fact that teachers support them and have training in new ideas to add to their classroom experience. They felt that generally teachers altered their teaching and methods to meet the needs of individuals.

There was much positive feedback regarding Chapel and worship times.

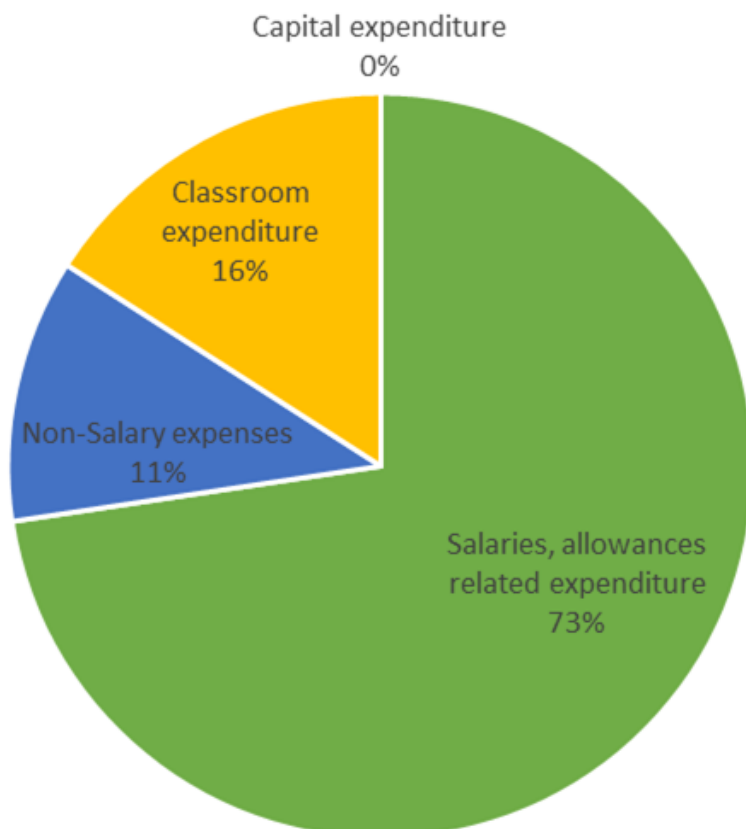
Students feedback indicated that there was a need for greater access to technologies and more, varied opportunities to serve.

## 14. Summary Financial Information

### Wahroonga Adventist School- 2015 Income











### Wahroonga Adventist School- 2015 Expenditure



## 15. Checklist Board of Studies Requirements

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
-  Annually reports on each program of financial assistance provided under this ACT
-  Participates in program evaluations



**Seventh-day Adventist Schools  
(Greater Sydney) Ltd  
2014**

**Wahroonga Adventist School**