

NSW
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Annual Report 2017



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 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 8 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.

2017 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.



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 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 Year 8 to be on the SRC. The SRC is an active student group and is guided through each meeting by Mr Crabtree.

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 2017 the SRC in conjunction with the Home and School organised a Mufti Day - "footy colours" to raise money for cancer research, Popcorn Movie day, Wishing Tree 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 8. 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:

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, NSW CIS and

- 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

NSWPSSA 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 2016.

Results of NAPLAN Testing

READING

Year	% in top two bands		% below national minimum standard		(Mean Score) Average
Year 3	School Nationwide	78% 51%	School Nationwide	2% 4%	School Nationwide 469.1 (Band 6) 441.4 (Band 5)
Year 5	School Nationwide	56% 40%	School Nationwide	0% 5%	School Nationwide 544.1 (Band 7) 508.5 (Band 6)
Year 7	School Nationwide	43% 30%	School Nationwide	0% 5%	School Nationwide 578.8 (Band 7) 548.6 (Band 7)

WRITING

Year	% in top two bands		% below national minimum standard		(Mean Score) Average
Year 3	School Nationwide	63% 53%	School Nationwide	0% 2%	School Nationwide 445.8 (Band 5) 432.4 (Band 4)
Year 5	School Nationwide	41% 17%	School Nationwide	0% 7%	School Nationwide 515.2 (Band 6) 477.9 (Band 5)
Year 7	School Nationwide	39% 21%	School Nationwide	0% 9%	School Nationwide 559.8 (Band 7) 516.8 (Band 6)

SPELLING

Year	% in top two bands		% below national minimum standard		(Mean Score) Average
Year 3	School Nationwide	84% 53%	School Nationwide	0% 3%	School Nationwide 508.7 (Band 6) 451.0 (Band 4)
Year 5	School Nationwide	53% 38%	School Nationwide	0% 5%	School Nationwide 552.8 (Band 7) 501.0 (Band 6)
Year 7	School Nationwide	55% 41%	School Nationwide	0% 5%	School Nationwide 600.3 (Band 8) 558.3 (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 Nationwide	88.8% 72%	School Nationwide	0% 6%	School Nationwide 513.1 (Band 6) 455.4 (Band 5)
Year 5	School Nationwide	53% 36%	School Nationwide	6% 6%	School Nationwide 540.9 (Band 7) 506.3 (Band 6)
Year 7	School Nationwide	47% 30%	School Nationwide	0% 8%	School Nationwide 587.4 (Band 8) 546.6 (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 Nationwide	80% 43.3%	School Nationwide	0% 3%	School Nationwide 452.8 (Band 5) 425.4 (Band 4)
Year 5	School Nationwide	50% 33%	School Nationwide	0% 3%	School Nationwide 527.6 (Band 6) 499.6 (Band 6)
Year 7	School Nationwide	60% 35%	School Nationwide	0% 2%	School Nationwide 602.3 (Band 8) 560.2 (Band 7)

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 all areas. 2% of students were below national minimum standard in Reading.

Our results for Year 5 show that the students are working significantly higher than the nationwide average in all areas. 6% of students were below national minimum standard in Grammar and Punctuation.

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

University of NSW International Assessments

Our students from Years 3-8 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 2017 have made us proud. The following certificates were obtained:

Science

2 High Distinctions
18 Distinctions
54 Credits
21 Merits

Spelling

3 High Distinction
13 Distinctions
35 Credits
15 Merits

Mathematics

5 High Distinctions
14 Distinctions
45 Credits
17 Merits

Digital Technologies

1 High Distinctions
9 Distinctions
37 Credits
14 Merits

English

4 High Distinction
18 Distinctions
44 Credits
17 Merits

Writing

9 Distinctions
33 Credits
7 Merits



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)
CAPE meetings (2 days)	27
Regular weekly staff meeting with 1 per month working on professional development	27
Subscriptions to professional magazines	27
First Aid - Anaphylaxis & CPR	27
Child Protection	27
WH & S	27
Rolling School Improvement Plan Workshops (monthly)	27
Behave Ability	2
Enhancing the Behaviour	4
Learning & Engagement of Young People with Autism Spectrum	4
AIS – Teaching Writing for its O	3
AIS - Making Multimodal & Digital Texts for iPads K - 6	2
ICT Symposium	1
ICT - Edutech	1
AIS – Writing K-6 – Teaching Beyond Text Types	2
12 Tactics of Effective Numeracy Instruction	1
Diving into Sport	1
AIS –Unlocking Learning & Broadening Practice	1
A More Beautiful Question	1
Future Schools	1
Pastor’s Children’s Ministry Conference	1
Treatment in Schools	1
Seven Steps to Writing Success	2
Working Memory Conference	1
AIS – Art in the Primary Classroom	2
Total	220

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

Average cost per teacher in 2017 for professional learning is \$ 331

Total staff PD experiences = 210

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.	Education Qualification Doctorate Masters Degree Graduate Diploma Bachelors Degree Diploma	27
(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
	Total number of teachers in school	27

6. Workforce Composition

At Wahroonga Adventist School our teaching staff consists of 20 female teachers and 7 male teachers. 15 are full time teachers and 12 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 2017.

7. Student Attendance Data

Class	Average Attendance %
Kindergarten	77 %
Year 1	92 %
Year 2	92 %
Year 3	93 %
Year 4	92 %
Year 5	93 %
Year 6	94 %
Year 7	92 %
Year 8	95%



Total school attendance average 91 %

Management of Non - Attendance

At Wahroonga 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

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

Wahroonga 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 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.
- 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.

Year 7&8

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.

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 or has an agreed plan with the College Office for the ongoing payment of fees.
- The College has not terminated the student's enrolment as a result of its discipline guidelines.
- The College 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 379 students ranging from Kindy to Year 8. The Prep class (young kindy group) consisted of 34 FTE students per day.

In 2017 the student population consisted of 200 boys and 179 girls. Not all classes had an even mix of boys and girls. Year 7 and Year 3 were fairly boy heavy. The population of students who are Seventh-day Adventists are 29% and 71% of the school population are from other faiths. This has changed significantly with the commencement of High School.

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 2017.

The Complaints and Grievances 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 that are student focussed. These guidelines are available in full, from the school office.

No changes were made to this Policy during 2017.

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 2017.

No corporal punishment, or sanctioning thereof, is permitted in this 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 2017.



11. School Determined Improvement Targets

2017 Achievement of Improvement Priorities

Students and their Families

A focus group was established to explore options for a school wide approach to web based communication.

The school introduced an app called Skoolbag that allowed quick and easy updates to all parents about upcoming events and sending out messages in bulk to the school community.

Curriculum

A school-wide approach to the teaching and the use of Electronic Devices and Technology is currently being developed.

This priority has not been completely embedded into the school curriculum during 2017, however we will continue to strengthen this area during the 2018 school year.

Professional Learning

As a school we provide opportunities and time for all teachers to receive training to teach and support the use of technology, through professional development and mentoring.

Teachers have attended e-learning in-services run by several organisations to broaden their IT skills, for use in the classroom with and for the students learning.

An e-learning professional was employed to run workshops with all staff to provide resources and programmes, that developed the teachers' skills when integrating IT into other different KLA's

Sharing Faith

Students and staff participate in a variety of programs and activities that promote the Adventist Faith within our school community.

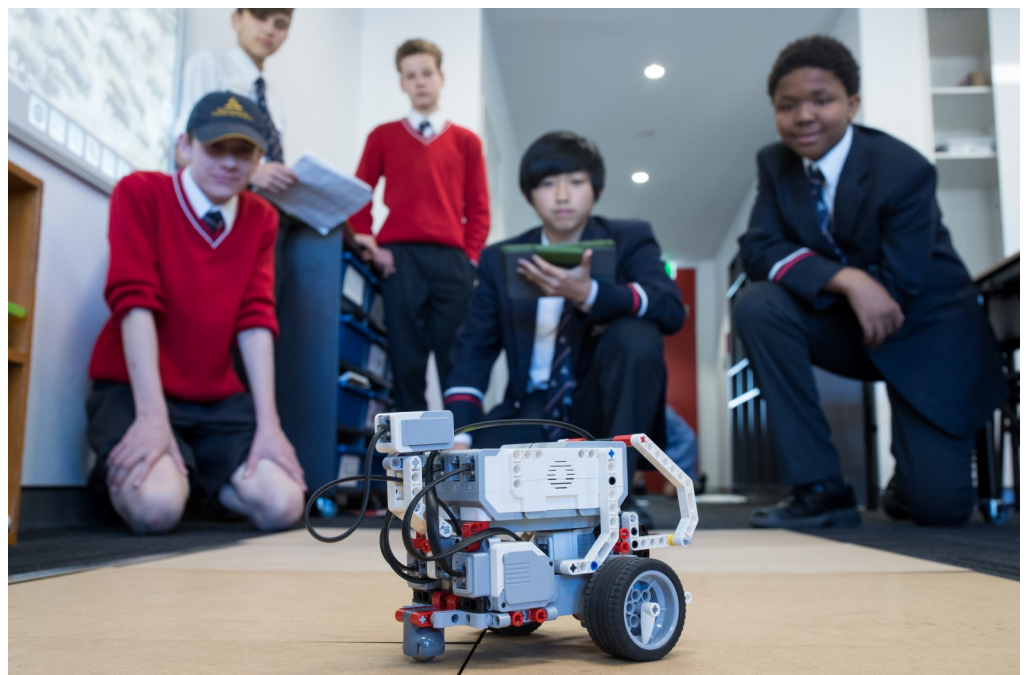
Activities include, SAN Carols, church services, opening/closing Sabbath programs.

The school had been provided with a document outlining Adventist beliefs that is available to all school families.



2018 Areas for School Improvement

Area	Priorities
Curriculum	Provide opportunities for students, in each stage, to use technology across the Curriculum.
Curriculum	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" and Middle School is "Grow".

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.
- Footy colours for Cancer Research.
- Fun Run for Juvenile Diabetes.

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 2017. This document can be viewed on the school website.

Areas surveyed included: Finances, Facilities & Resources, Human Resources, Student Learning & Engagement, and Pastoral Care.

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.

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

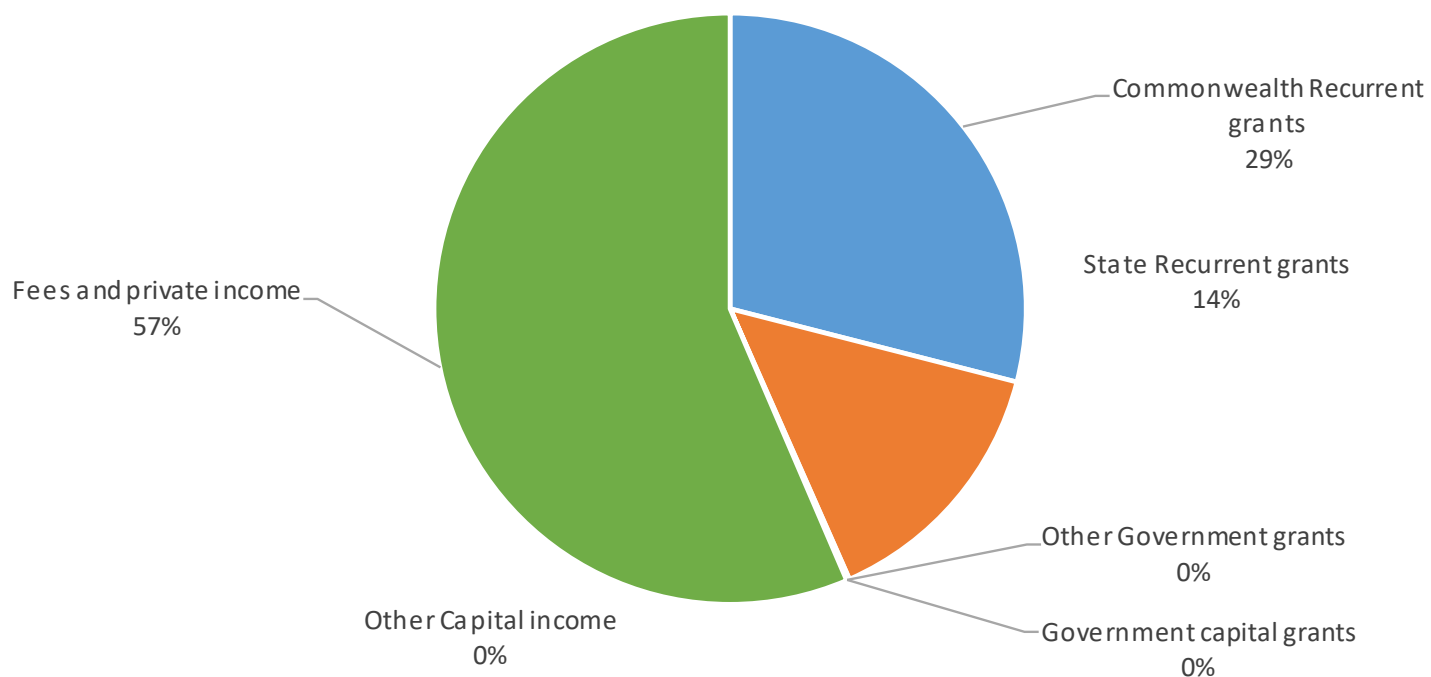
Year 5 to 8 students again participated in focus groups to determine the strengths and weaknesses of specific aspects of school life, including Finances, Facilities & Resources, Human Resources, Student Learning & Engagement, and Pastoral Care.

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.

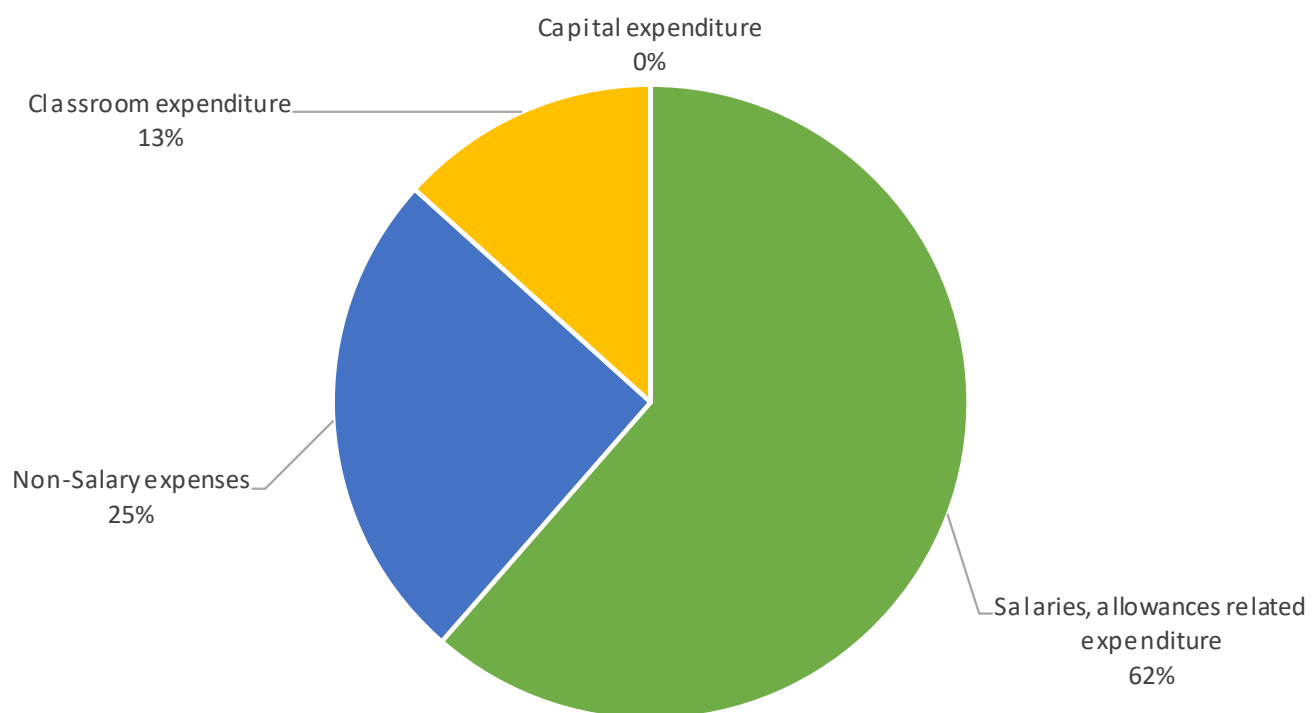
The students appreciated the new facilities and overall enjoyed learning in the new classroom spaces.

14. Summary Financial Information

Wahroonga Adventist School- 2017 Income



Wahroonga Adventist School- 2017 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.

- ✓ 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
2017**

Wahroonga Adventist School