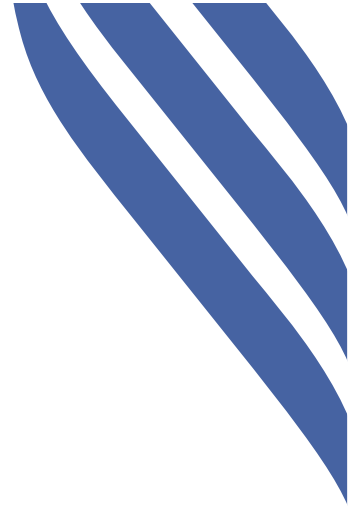


Board of Studies Teaching and Educational Standards Annual Report



2014



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.

2014 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.

Thank you to the community for a successful 2014.



School Council's Message

The Wahroonga Adventist School is operated by the Seventh-day Adventist Schools (Greater Sydney) Ltd, an organisation of the Seventh-day Adventist Church. The direct administration 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. We are currently



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 well being 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, Fundraising 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 12 students from Years 3 to 6 to be on the SRC. The SRC is an active student group and is guided through each meeting by Mrs Koolik & Mrs Rutter.

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 2014 they held a market day fundraiser for "Eyes for India".



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.

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

3. Student Performance in National and Statewide Tests

The following data provides a small sample of our academic achievement for 2014.



Results of NAPLAN Testing

READING

Year	% in top two bands		% below national minimum standard	(Mean Score) Average	
Year 3	School	81%	School	0%	School 492.1 (Band 6)
	Nationwide	47%	Nationwide	5 %	Nationwide 423.3 (Band 4)
Year 5	School	68%	School	3%	School 559.2 (Band 7)
	Nationwide	35%	Nationwide	5%	Nationwide 504.7 (Band 6)

WRITING

Year	% in top two bands		% below national minimum standard	(Mean Score) Average	
Year 3	School	69%	School	0%	School 439.4 (Band 5)
	Nationwide	48%	Nationwide	5%	Nationwide 409.0 (Band 4)
Year 5	School	26%	School	3%	School 500.2 (Band 6)
	Nationwide	18%	Nationwide	5%	Nationwide 474.1 (Band 5)

SPELLING

Year	% in top two bands		% below national minimum standard	(Mean Score) Average	
Year 3	School	78%	School	0%	School 477.4 (Band 5)
	Nationwide	51%	Nationwide	4%	Nationwide 423.9 (Band 4)
Year 5	School	65%	School	3%	School 552.5 (Band 7)
	Nationwide	43%	Nationwide	6%	Nationwide 507.1 (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	75%	School	0%	School 503.0 (Band 6)
	Nationwide	55%	Nationwide	3%	Nationwide 436.0 (Band 5)
Year 5	School	74%	School	0 %	School 568.4 (Band 7)
	Nationwide	45%	Nationwide	5%	Nationwide 512.4 (Band 6)

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	72%	School	0 %	School 470.0 (Band 5)
	Nationwide	42%	Nationwide	3 %	Nationwide 407.9 (Band 4)
Year 5	School	52%	School	3 %	School 541.2 (Band 7)
	Nationwide	29%	Nationwide	5 %	Nationwide 494.3 (Band 6)

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

In Year 3 there was 1 student with special needs. In Year 5 there was 1 student who arrived in Australia less than 12 months prior to NAPLAN.

Our Year 3 cohort performed well above the National average in all areas. No students were below national minimum standard.

Our Year 5 cohort performed well above the National average in all areas.



University of NSW International Assessments

Our students from Years 3-6 sat these University Competitions as part of our annual assessment program. Our Year 2 students also participated in Science, Mathematics and English. Again our results for 2014 have made us proud. The following certificates were obtained:

Science

1 High Distinction
6 Distinctions
24 Credits
17 Merits

Spelling

1 High Distinction
11 Distinctions
27 Credits
7 Merits

Mathematics

3 High Distinctions
7 Distinctions
38 Credits
13 Merits

Computer

2 Distinctions
22 Credits
9 Merits

English

1 High Distinction
7 Distinctions
37 Credits
16 Merits

Writing

8 Distinctions
33 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 7 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 25 students represent our school at the ASISSA Swimming Carnival. They competed against 22 independent schools. Our students swam extremely well.



NSW CIS SWIMMING & DIVING CARNIVAL

We had 12 students from our school represent the ASISSA Team at the NSW CIS Swimming Carnival at Homebush Bay. This is a State level competition and all 12 students competed extremely well at such an elite level. We had 1 student come 3rd in the Diving Competition and has made it through to the NSWPSA.



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 third year that our school attended this service and we will endeavour to experience this every year.



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

Year 5 & 6 Camp

From the 8th –10 April the Year 5 and 6 students went to Bathurst for their bi-annual excursion. They visited the Mount Piper Power Station, which is the biggest power station in NSW, they went to the Bathurst Sheep and Cattle Drome to learn about farming. The students also had fun at Tambaroora Creek where they were able to do some gold panning. Other activities included horse riding and ten pin bowling.

Overall the excursion was outstanding.



Year 6 Surf Day

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

They had to complete some swimming tests to see if they could swim confidently, which included swimming freestyle and breaststroke around the instructors. The students also learnt how to paddle out on boards as well as learning wading and diving techniques.

The students learnt a lot and had fun doing it.



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 60 students represent our school at the ASSISA Cross Country Carnival. All competed extremely well. 5 students went on to compete at the CIS Cross Country Carnival.



Australian Reptile Park Excursion

On Tuesday 11th March Years 1 & 2 went on an excursion to the Australian Reptile Park.

They watched an Alligator show and a Teacher got to hold a giant long python. The students saw a pig nosed turtle Frog and also Elvis the Crocodile.

A great time was had by all.



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

CSIRO

The CSIRO came to the school for its annual visit. All the students from Kindy to Year 6 participated in hands on science experiments. The children thoroughly enjoyed the program which included chemical reactions, toy science, electricity and conductors and learning about future energy sources.



Day of Worship

The Day of Worship was held at Hills Adventist College. It was a fun day where our students got to meet other students from Adventist schools from around Sydney. Colin Buchanan presented an awesome concert and message for the day that was enjoyed by all the students.



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

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.

9 records were broken and 42 students qualified for the ASISSA 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 51 students represent our school at the ASSISA Athletics Carnival. Our students competed at their best against the other independent schools.



NSW CIS Athletics Carnival

The next level of competition is the NSW CIS Athletics Carnival. Our school had 15 students compete at this Carnival. We had 2 students go on to represent our school at the NSW PSSA Athletics Carnival. All our students competed extremely well at both levels.

NSW PSSA Athletics Carnival

We had 2 students compete at NSW PSSA Athletics Carnival. This is an elite level of competition and it is exciting to see our students compete at their best.



National Athletics Carnival

We had both our students make it through to the National Athletics Championships in Discus.

Mitchell and Tyrese were a part of the NSW 12yrs boys shot put relay team which came 3rd. It was a very successful championship for the boys with each achieving personal best scores. The boys were placed in the top ten in Australia

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. Both teams won their categories. We are extremely proud of them.



Milo Cricket

Selected students from Years 5 & 6 competed in the Regional Indoor Milo Cricket Competition.

Both the Girls and Boys teams played 3 games of which they won each game.

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 Wahroonga 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)	Whole staff
Regular weekly staff meeting with 1 per month working on professional development	Whole Staff
Subscriptions to professional magazines	Whole Staff
First Aid - Anaphylaxis & CPR	Whole Staff
Child Protection	Whole staff
WH & S	Whole staff
Rolling School Improvement Plan Workshops (monthly)	Whole Staff
Spiritual Conference - Colour	1
Education Camp	2
Future ways of learning (2 days)	2
Learning support data collection seminar	2
PALL Principals Training (2 days)	1
Letterland Workshop	1
Talk for Writing Workshop	2
NSW Syllabus Implementation Workshop	1
Behaviour Management	2

Average cost per teacher in 2014 for professional learning is \$ 482

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	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
	Total number of teachers in school	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 5 years to 40+ years.



7. Student Attendance Data

Class	Average Attendance %
Kindergarten	96 %
Year 1	93 %
Year 2	94 %
Year 3	94%
Year 4	96 %
Year 5	97 %
Year 6	93 %



Total school attendance average 95 %

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 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

The School Council has determined that pupils should be five years of age before 1st March of the year they attend Kindergarten.

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.



9. Enrolment Policies & Characteristics of the Student Body

Enrolment

Education is more effective when the School, parents and the student cooperate together to achieve the same outcomes. For this partnership to be most effective students and their parents need to be respectful of the school's aims and ethos. The school is committed to follow Christian principles in all its activities and will actively encourage the students to use these principles as they interact with teachers and fellow students. If for some reason this trust relationship between school and home breaks down and the parties are no longer wanting to achieve the same goals the School Council may review the enrolment status of the student.

Application to enrol is made by completing an application form available from the School office. Once the completed application form and \$200 deposit is received by the school office, the Principal will seek approval from the School Council. The School administration is committed to providing quality Christian education to as many as possible and every effort will be made to accommodate all those seeking enrolment including students with disabilities.

Any new applicants who have not been able to finalise enrolment should make an appointment with the Principal prior to the first day.

All students currently attending the school, who plan to return next year, are required to complete a re-enrolment form as well as other related forms and return them to school by November 30.

Our enrolment process is outlined briefly in the student handbook.

A full copy of the policy is available at the school office.



General Composition of the Student Population

Our student population has 213 students ranging from Kindy to Year 6. The Prep class (young kindy group) consisted of 42 students per day.

In 2014 the student population consisted of 108 boys and 98 girls. All classes had a fairly even mix of boys and girls. The population of students who are Seventh-day Adventists are 40% and 60% of the school population are from other faiths.

10. School Policies

All School policies and procedures are available for viewing from the school office at any time. Policies and procedures 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 2014.

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 discipline policy can be viewed at the school at any time.

No changes were made to this Policy during 2014.

No corporal punishment is permitted at the school.



11. School Determined Improvement Targets

2014 Achievement of Improvement Priorities

Future School Developments

As a high priority the school will continue to liaise with property owners to improve school buildings and progress to secondary education.

Negotiations are still ongoing. We are currently working through the final plans. Our planned start date for the High School is 2016.

Communication

School communication with the Parent community is vital to the running of a school. All newsletters and notes are now emailed to parents. Teachers have email addresses that are circulated to parents to assist in open communication between the home and the school.

Curriculum

Through teacher professional development workshops, we have intentionally worked to further improve our Reading Program. We have introduced a screening test for accuracy and phonemic awareness in all grades. The results of the screening tests are discussed during staff meetings and the reading program is adjusted according to the student's needs.

The school purchased the Macmillan Comprehension Reading Program to assist teachers in teaching comprehension skills. The school also purchased the SRA Phonemic Awareness Program, which is used in Kindergarten and Year 1.

Reporting and Assessment

The school introduced a new report format as part of the transfer from paper marks book and reporting to electronic marks book and reporting. The electronic reporting system is completed in SEQTA.

Information and Communication Technologies (ICT)

A review of the current ICT usage of staff and students was conducted and plan has now been drawn up to make improvements to ICT in the school. This includes employing a part time person to look after ICT in the school as well as encouraging staff to work through professional development courses in 2015 to increase their knowledge of ICT.

Values

We have begun a review of our values program to ensure better coordination with the values found in the New Bible Encounter Program. This task was not quite completed and will continue into 2015.



2015 Areas for School Improvement

Area	Priorities
Values	Adopt the values of the Encounter Program and incorporate during Chapel times.
Curriculum	To develop a growth mind set and thinking skills development.
Assessing and Reporting	To enhance the reporting and parent interview process. To Provide greater communication and effective feedback to both students and parents regarding student achievement
Student Achievement	Engage the school community in the process, of improving student achievement.
Leading the Learning and Improvement Culture	Develop an aligned, school-based approach to pedagogical practice in each KLA. Build a culture of change, resilience and flexibility amongst all staff.
Students and their families	Ensure that effective communication between Administration, Staff and Parents is consistent and timely. Demonstrate consistency, across the school, with expectations for behaviour.



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 2014 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 and Pink Glove Breast Cancer Promotion.
- Senior, Junior and Infant Choirs performed at local Churches.
- Peer Support each term to encourage older students to nurture younger students.
- Fundraising money to support the "Eyes for India" project run by It Is Written

13. Parent, Student and Teacher Satisfaction

Parent & Teacher Satisfaction

An online parent survey was created to gain parent and teacher feedback as well as focus groups. All results were used to formulate our Quality Adventist Schools Improvement Plan 2014/2015. This document can viewed on the school website.

Parent and teacher feedback was given on Teaching Practices, Assessing and Reporting, Student Achievement, Leading the Learning and Improvement Culture and Students and their Families.

We have developed improvement goals that have come directly from the survey, these include goals on effective communication and involving parents, teachers and students on how students achieve. These goals can be found in our Quality Adventist Schools Improvement Plan.

Teacher satisfaction rates are high. Staff members are encouraged to discuss concerns or come up with ideas to continually improve the school and working environment.

Student Satisfaction

The Year 5 & 6 students participated in focus groups to determine the strengths and weaknesses of Teaching Practices, Assessing and Reporting, Student Achievement, Leading the Learning and Improvement Culture and Students and their Families.

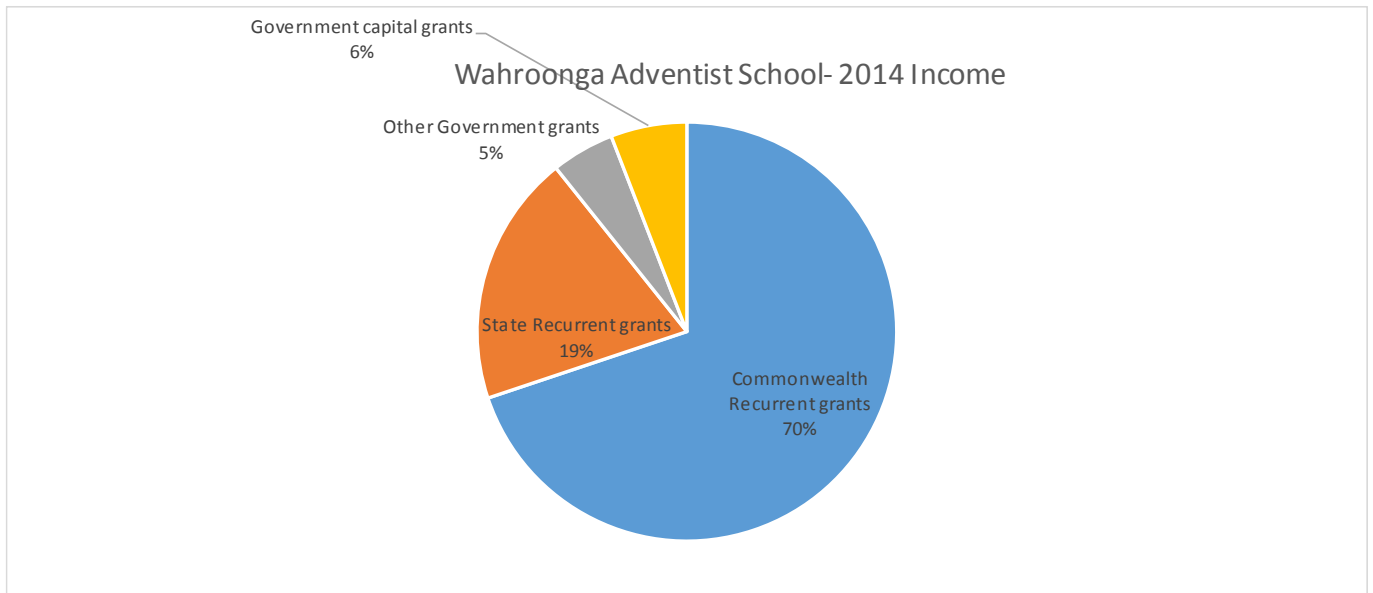
The students showed maturity in their discussions and their ideas have been incorporated in the Quality Adventist Schools Improvement Plan.

The data showed that students appreciated the quality of teachers in the school.

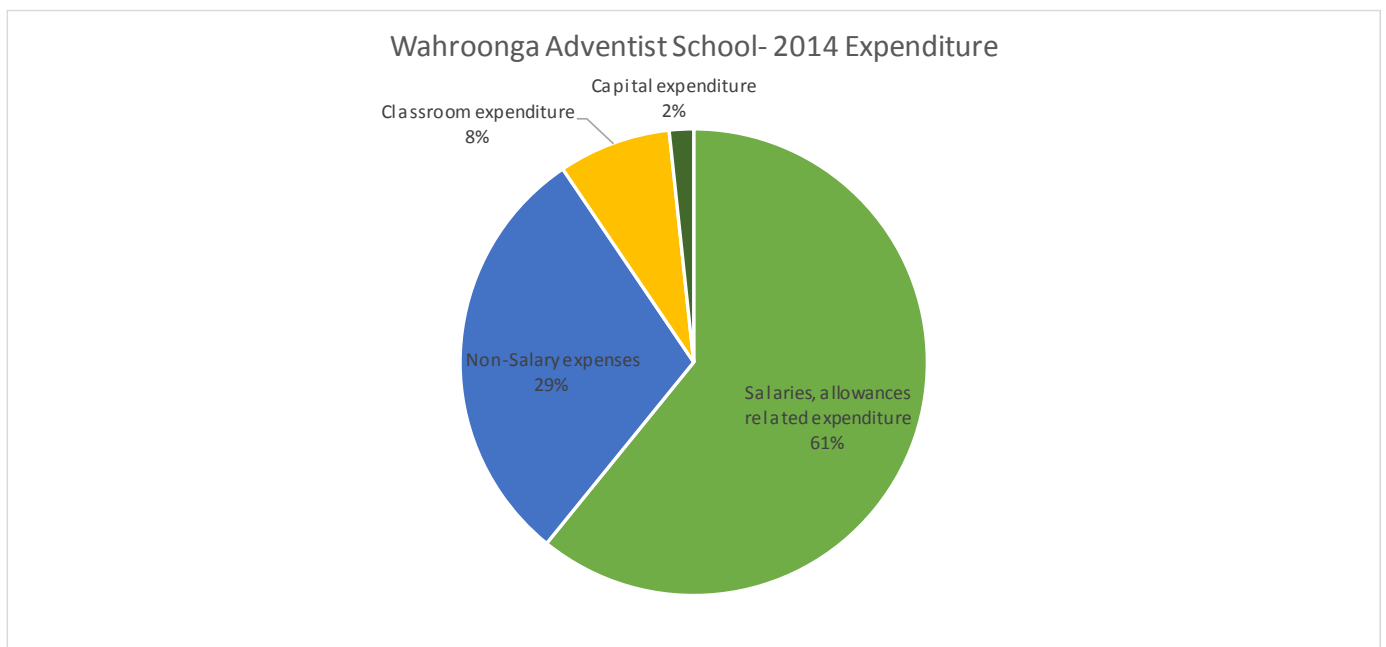
The area for improvement, according to the students, is a need to have a whole school approach to the presentation of Mathematics.

14. Summary Financial Information

Income











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