

CONTENTS























CONTEXTUAL INFORMATION

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 7. 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

- 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.
- Sharing Faith
- Improvement Processes and Planning
- Wider Community

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 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.



A MESSAGE FROM THE PRINCIPAL

Wahroonga Adventist School has provided the local community with quality Christian Education for over 110 years. It is a Prep to Year 7 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.

2016 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.

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.

A MESSAGE FROM HOME AND SCHOOL (H&S)

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.

A MESSAGE FROM STUDENT REPRESENTATIVE COUNCIL

At Wahroonga Adventist School, the student body selects 2 students from each Year 3 to 6 and 4 from Year 7 to be on the SRC. The SRC is an active student group and is guided through each meeting by Mr Edwards.

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

The SRC are encouraged to discuss student needs with the staff to enhance our school community. In 2016 the SRC in conjunction with the Home and School organised a "Fun Run" to raise money for the Juvenile Diabetics Fountain, Mufti Day - footy colours" to raise money for cancer research and "Operation Christmas Child"



In National and State-wide tests and examinations

STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

LITERACY Language Conventions includes Reading, Writing, Spelling, Grammar and Punctuation.

READING

	% In top t	wo bands:	% below national r	ninimum standard	(Mean Score) Average:
YEAR 3	70 %	52 %	0 %	3 %	490.6 (Band 6)	492 (Band 4)
YEAR 5	58 %	37 %	3 %	6 %	540.1 (Band 7)	502.9 (Band 6)
YEAR 7	49 %	30 %	0 %	5 %	581.6 (Band 8)	543.2 (Band 7)
	SCHOOL	NATIONWIDE	SCHOOL	NATIONWIDE	SCHOOL	NATIONWIDE

WRITING

	% In top t	wo bands:	% below national n	ninimum standard	(Mean Score) Average:
YEAR 3	73 %	54 %	0 %	1 %	439.4 (Band 5)	424.1 (Band 4)
YEAR 5	32 %	19 %	0 %	5%	501.6 (Band 6)	477.6 (Band 5)
YEAR 7	30 %	18 %	0 %	8 %	552.7 (Band 7)	515.5 (Band 6)
	SCHOOL	NATIONWIDE	SCHOOL	NATIONWIDE	SCHOOL	NATIONWIDE

SPELLING

	% In top t	wo bands:	% below national r	ninimum standard	(Mean Score) Average:
YEAR 3	61 %	54 %	0 %	3 %	465.1 (Band 5)	429.8 (Band 4)
YEAR 5	56 %	33 %	0 %	5%	552.8 (Band 7)	501 (Band 6)
YEAR 7	58 %	34 %	0 %	5 %	598.3 (Band 8)	550.7 (Band 7)
	SCHOOL	NATIONWIDE	SCHOOL	NATIONWIDE	SCHOOL	NATIONWIDE

GRAMMAR AND PUNCTUATION

	% In top t	wo bands:	% below national n	ninimum standard	(Mean Score) Average:
YEAR 3	61 %	53 %	3%	3 %	460.4 (Band 5)	441.5 (Band 5)
YEAR 5	55 %	41 %	3 %	4 %	546.1 (Band 7)	512.2 (Band 6)
YEAR 7	52 %	31 %	0 %	5 %	593.6 (Band 8)	545.2 (Band 7)
	SCHOOL	NATIONWIDE	SCHOOL	NATIONWIDE	SCHOOL	NATIONWIDE

NUMERACY Incorporates Number and Data, Patterns and Algebra, Measurement Space and Geomtry

	% In top two bands:		% below national minimum standard		(Mean Score) Average:	
YEAR 3	74 %	39 %	0 %	3 %	472.1 (Band 5)	406.7 (Band 4)
YEAR 5	53 %	31 %	0 %	4 %	542.7 (Band 7	499.4 (Band 6)
YEAR 7	61 %	31 %	0 %	3 %	593.3 (Band 8)	554 (Band 7)
	SCHOOL	NATIONWIDE	SCHOOL	NATIONWIDE	SCHOOL	NATIONWIDE

INTERPRETATIVE COMMENTS ON STUDENT OUTCOMES

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.

YEAR 3

Our results for Year 3 show that the students are working significantly higher that the nationwide average in most areas. 3% of students were below national minimum standard in Grammar and Punctuation.

YEAR 5

Our results for Year 5 show that the students are working significantly higher that the nationwide average in all areas. 3% of students were below national minimum standard in Grammar and Punctuation and Reading.

YEAR 5

Our first Year 7 cohort is made up of may 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 3-7 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 2016 have made us proud. The following certificates were obtained:

SCIENCE

1 High Distinction 18 Distinctions 35 Credits 17 Merits

SPELLING

15 Distinctions 37 Credits 12 Merits

MATHEMATICS

4 High Distinctions 16 Distinctions 35 Credits 16 Merits

DIGITAL TECHNOLOGIES

4 High Distinctions 4 Distinctions 16 Credits 9 Merits

ENGLISH

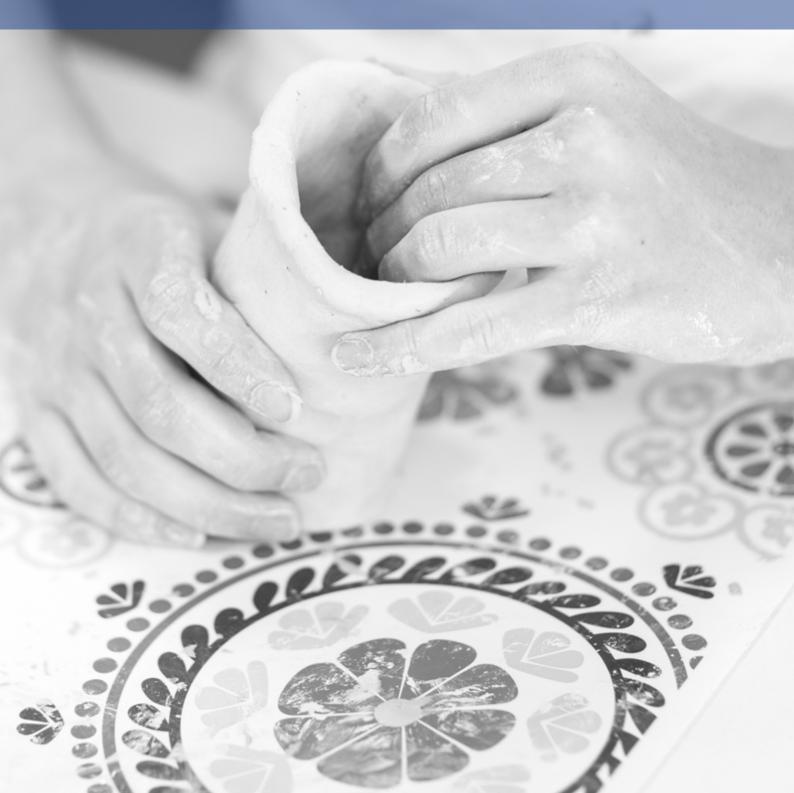
4 High Distinction 14 Distinctions 34 Credits 12 Merits

WRITING

3 High Distinction 11 Distinctions 21 Credits 14 Merits



SPECIAL SCHOOL ACTIVITIES AND ACHIEVEMENTS



SCHOOL SWIMMING CARNIVAL

Our annual Swimming Carnival was held at Abbotsleigh Aquatic Centre. All students from Prep to Year 7 were involved. Those unable to swim swam in the Novice events, the rest of the school swam in Swimming events. It was a successful day with 6 records broken.

NSW CIS SWIMMING & DIVING CARNIVAL

We had 6 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 also had a student who competed in the 9 years girls Springboard event at the NSWCIS. She received a Bronze Medal with a score of 65.75.

EASTER SERVICE

Students from Prep to Year 7 participated in the Easter Service at Wahroonga SDA Church. Over 50 students were involved taking part in the preliminaries, skits, special items and singing throughout the program.

YEAR 7 CAMP

Our first Year 7 camp of forty students and staff got to know each other over three fun-filled days with exhilarating activities including archery, raft building, canoeing, rock climbing, and other team building activities.

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.

YEAR 5 & 6 CAMP

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

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.

Selected students then competed at ASISSA Cross Country.



ASISSA ATHLETICS CARNIVAL

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

BAND CAMP

We held our annual Band Camp at Crosslands Convention Centre, Galston. We had 78 students attending the camp from all the Sydney Adventist Schools. On the last night there was a concert held at Galston SDA Church where family and friends were treated at a wonderful evening of pieces they had

CREATIVE SHOWCASE

Year 7 Jam and strings as well as the Years 2-6 music ensembles performed their work in a creative showcase. They played 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 Year 7 students also showed cased some of their works they had created in Design and Technology and Art.

ACADEMIC OLYMPICS DAY

We had 8 students from Years 3-6 compete against other Adventist Schools at the annual Academic Olympics.

This is a very challenging day where students are presented with puzzles and challenges that must be solved in a 15 min period. The subjects included Maths, Technology, Bible, English & Science.

Our Junior School team came 3rd overall and our Year 6 students came 1st in Mathematics!!

PRIMARY SCHOOL ATHLETICS CARNIVAL

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

CSSA CROSS COUNTRY

Selected Year 7 students competed at CSSA Cross Country. Racing was held at the Sydney Equestrian Centre where all the students put in their best effort against a huge field of competitors from across NSW. One student came 10th place and earning the opportunity to represent our school at the CIS Cross Country. All of our students put their best foot forward

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 27 students represent our school at the ASISSA Swimming Carnival. They competed against 19 independent schools. Our students swam extremely well, placing 7th overall. 1 student also broke the ASISSA record for 9 Yr girls 50m freestyle.

YEAR 7 ATHLETICS CARNIVAL

The students in Year 7 participated in their first Athletics Carnival. There were ten events which included both track & field. Some of these events included javelin, high jump, 100 metres and 1500 metres.

ASISSA & CIS CROSS COUNTRY

After competing at our School Cross Country carnival we had 78 students represent our school at the ASISSA Cross Country Carnival. We had 5 students representing the ASISSA team at NSWCIS Cross Country.

NSW CIS 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.

NSW PSSA 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





AREAS OF PROFESSIONAL LEARNING

Areas of Professional Learning along with corresponding number of teachers or groups

CAPE meetings (2 days) Regular weekly staff meeting w/ 1 per month working on proffessional development Subcriptions to Professional Magazines First Aid - Anaphylaxis & CPR **Child Protection** WH & S Rolling School improvement Plan Workshops (monthly) Developing A Thinking Curriculum Spiritual Conference - Colour Google Apps for Education (GAFE) Autism & My Sensory Based World AIS - Taking it to the Next Level AIS - Share Purpose Differen Journeys **ICT Symposium** AIS - Explporing the Flupped Classroom Online Kevin Hanna Workshop Aiming for Excellence Future Schools Expo Habits of Mind Beginning Teachers Boosting Creative Thinking across the Curriculum with Music & Sound Get Reading Right

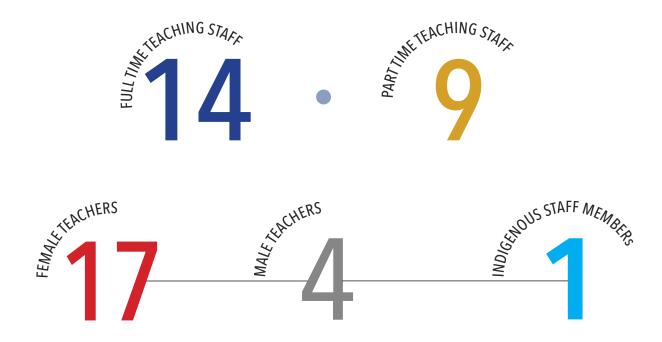
Total Staff PD experiences: 251

Average cost per teacher for professional learning: \$304

TEACHING STANDARDS

	CATEGORIES OF TEACHERS STANDARDS	QUALIFICATIONS	NUMBER OF TEACHERS
	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)	Education Qualification Doctorate Masters Degree Graduate Diploma Bachelors degree Diploma	23
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, or	Doctorate Masters degree Graduate Diploma Bachelors degree Diploma	
	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	
	TOTAL NUMBER OF TEACHER	RS IN SCHOOL	23

TEACHING STAFF:

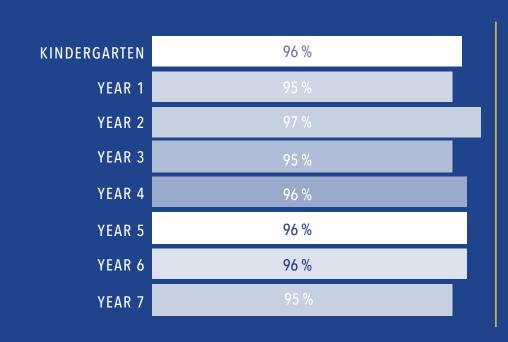


The teachers classroom experience ranges from 2 to 40+ years



STUDENT ATTENDANCE RATE AND NON-ATTENDANCE

STUDENT ATTENDANCE RATE



Attendance average for entire school

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 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.



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 reli-gious 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 ac-commodate 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 theses cut off dates.

- Enrolment is 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

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 stu-dent'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
- Equipment and modifications

- Teacher support

- The Student Support Plan as a framework to review the enrolment

- Agency support

- Behaviour management plan.
- Therapeutic support

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 GUIDELINE

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 COMPOSISTION OF THE STUDENT POPULATION

Our student population has 250 students ranging from Kindy to Year 6. We commenced Year 7 with 32 students. The Prep class (young kindy group) consisted of 39 FTE students per day.

In 2016 the student population consisted of 152 boys and 130 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 Year 7.

Total number of students from Kindy to Year 6

Number of students in Year 6

Of students are Seventh-day Adventists

152 BOYS 130 GIRLS





All School policies and guidelines 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 what is 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 2016.

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
- College and House Captain Guidelines
- Sex Based Harassment Guidelines
- Student Security Guidelines
- Sun Safe 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
- Video Policy/DVD Guidelines

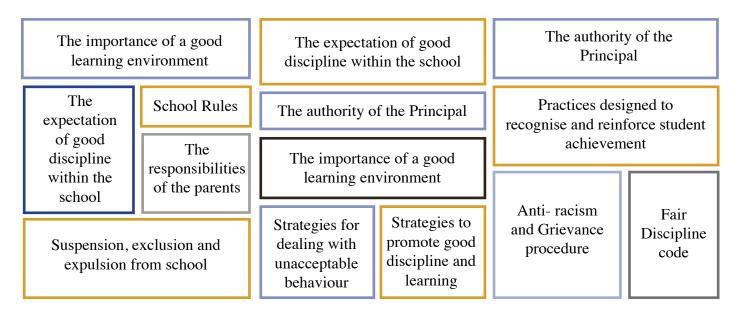
Each of the guidelines have clear aims and strategies that are student focussed. These guidelines are available in full, from the school office.

No changes were made to this policy during 2016

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 full discipline policy can be obtained from the school office. No changes were made to this Policy during 2016.

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**.

DEFINITION

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 2016.



2016 ACHIEVEMENT OF IMPROVEMENT PRIORITIES

STUDENT ACHIEVEMENT

Staff in the Junior Grades, K—4 have begun setting simple, age appropriate goals with students. This often occurs in the context of a lesson, to support student focus and achievement, but may also occur in the broader context of a student's desire to learn a new skill or improve both academically and personally.

Short term goals are a focus for this age group and success is celebrated where possible.

CURRICULUM

Technology has been a major focus across the school and students have been provided with many more opportunities to engage in technology-based learning.

The addition of class sets of ipads and personal devices for High School students have facilitated both staff and students to improve computer literacy and competence.

Staff have received training in and been exposed to new ideas and programs, providing them with strategies and activities for technology use across a range of curriculum areas.

LEADING THE LEARNING AND IMPROVEMENT CULTURE

As our School Community has experienced much change with the rapid physical growth of so many new students and staff, Appraisals, mentoring and intentional social events have provided staff with opportunities to give feedback, connect and seek support through the changes.

New staff are provided with Mentors to guide their planning and understanding of our school culture.

CHURCH

Student Representative Council and Home and School are working more collaboratively to bring about service opportunities in which the greater school community can be involved, including Christmas boxes and Fun Run to raise money for diabetes research.

-Service Activities are being incorporated into the Bible program whereby staff and students are participating in organised events, such as car washes and random acts of kindness.

2017 AREAS FOR SCHOOL IMPROVEMENT

Students and their Families	Establish a focus group to explore options for a school wide approach to Web-based communication.
Curriculum	Develop a school-wide approach to the teaching and use of Electronic Devices and Technology, through focus groups and training.
Professional Learning	Provide opportunities and time for all teachers to receive training to teach and support the use of technology, through professional development and mentoring.
Sharing Faith	Run an annual information event and /or produce a document, for School families, outlining beliefs and expectations within the Adventist community.

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.

VALUES EDUCATION

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.

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 revue for the school's Quality Adventist Schools Improvement Plan 2016. This document can be viewed on the school website.

Areas surveyed included:



Parent and teacher feedback indicated that Wahroonga Adventist School demonstrates a strong focus on Improvement, processing and planning.

Parents and teachers believe that the school has good systems set up to enhance the improvement and planning processes within the school.

Goals developed from the results of the survey and focus groups include;



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

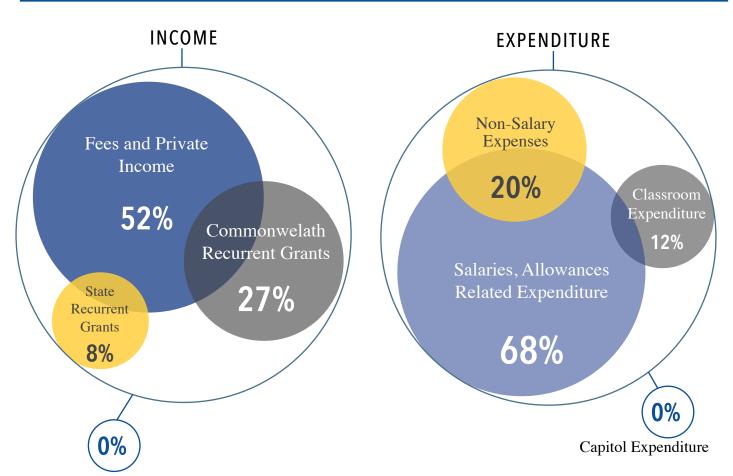
STUDENT SATISFACTION

Year 5 & 6 students again participated in focus groups to determine the strengths and weaknesses of specific aspects of school life, including Sharing Faith, Improvement, processing and planning and Wider Community.

The students expressed appreciation for the fact that teachers support them and listen to their needs when planning and looking at school improvement. The students felt that the school involved the wider community through community service activities There was much positive feedback regarding Chapel and worship times.



WAHROONGA ADVENTIST SCHOOL 2016 INCOME



Other Capitol Income
Other Government Grants

Public disclosure of educational and financial performance

The 2016 Annual report will be published on the school's website and available on request from the school office.

SECTION 2 : CHECKLIST

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

Please tick that your school complies with the following. (please delete the least applicable box)

