



Adventist
Education

MANNING ADVENTIST BUSH SCHOOL

NSW Education Standards Authority

Annual Report

2026

Reporting on the 2025 Calendar Year

OWNED AND OPERATED BY SEVENTH-DAY ADVENTIST SCHOOLS (NNSW) LTD

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THEME 1: CONTEXT

1.1 A MESSAGE FROM KEY SCHOOL BODIES

Manning Adventist Bush School – Principal’s Report 2026

A Message from the Principal

At Manning Adventist Bush School, we are committed to providing a distinctive educational experience grounded in the values of Adventist education and enriched through our unique bush school setting.

Our approach to learning supports the development of the whole child—spiritually, academically, socially and physically. Through intentional integration of faith into daily life, including worship, chapel and classroom learning, we seek to nurture each student’s relationship with God and their understanding of His creation.

The bush school environment offers students meaningful opportunities to engage with nature, step outside their comfort zones, and develop resilience, independence and confidence. We believe this approach fosters not only strong character but also a genuine appreciation for God’s world.

Student wellbeing remains at the centre of all that we do. We are committed to creating a safe, supportive and respectful learning environment where every student is known, valued and encouraged to grow.

We thank our families and wider school community for their continued partnership and support.

Keryn Mowbray

Principal

Manning Adventist Bush School

1.2 CONTEXTUAL INFORMATION ABOUT THE SCHOOL

Set within a picturesque rural setting, Manning Adventist Bush School offers a high-quality, Christian-based education that is both accessible and strongly community-focused. Ideally located between South Taree and Tinonee, and within easy reach of Taree, Wingham, and Old Bar—as well as just 25 minutes from the Hallidays Point area—the school has been supporting local families since 1977. Catering for students from Pre-Kindy to Year 6, including the growing MABS Kids Pre-Kindy program, the school continues to build a nurturing and inclusive learning environment. A convenient courtesy bus service further enhances accessibility for families across the region.

This year, the school has maintained its strong commitment to providing a safe, nurturing and inclusive learning environment. Students are encouraged to approach their learning with confidence and curiosity, supported by a culture that values respect, belonging and positive relationships. The Pre-Kindy program continues to offer a play-based, active and experiential approach to learning, ensuring that students transition smoothly and confidently into formal schooling.

Manning Adventist Bush School remains characterised by its warm, family-oriented atmosphere, where children of all ages interact harmoniously and develop meaningful friendships. Small class sizes, supported by dedicated teacher aides, enable staff to provide personalised attention and responsive support for each student. In 2026, the school continues to enhance learning through the provision of 1:1 iPad access, well-resourced classrooms, and a complimentary door-to-door bus service, supporting accessibility for families across the wider community.

A key focus this year has been on differentiated learning, with teaching practices carefully designed to meet the diverse needs of all students. Through a combination of whole-class instruction, small group work and targeted one-to-one support, teachers strive to ensure that each child is equipped to achieve their personal best. Literacy and numeracy remain central priorities, supported by a balanced and engaging curriculum.

The partnership between school and home continues to be highly valued. Parents and carers are encouraged to take an active role in the life of the school, contributing to a strong sense of community. The school continues to welcome families from all backgrounds who are willing to support its ethos, grounded in Biblical principles.

A distinctive and highly valued aspect of the educational program at Manning Adventist Bush School is the weekly Bush School experience. This program is led by a teacher who holds qualifications through the Australian Forest School Association (AFSA), ensuring that the program is grounded in recognised Forest School principles and best practice in outdoor education. Under this qualified leadership, students engage in rich, purposeful learning experiences that promote regular nature immersion, connection to country and community, free play and natural learning, inclusivity and accessibility, mentoring practices, and sustainable practice.

Bush School provides students with meaningful opportunities to develop confidence, resilience and independence through child-led exploration in the natural environment. With the teacher acting as both mentor and facilitator, students are encouraged to take appropriate risks, solve problems, work collaboratively and deepen their understanding of the world around them. This approach not only strengthens student wellbeing, but also supports the development of practical skills, environmental awareness and a strong sense of responsibility towards others and the natural world.

Throughout 2026, the school has continued to promote a strong sense of service, community and mateship. Students are encouraged to develop a service-oriented outlook and to contribute positively to those around them. These values remain central to the identity of the school and underpin its commitment to nurturing well-rounded, capable and compassionate young people.

Overall, Manning Adventist Bush School continues to build on its strong foundations, providing a supportive and engaging learning environment where every child is known, valued and encouraged to thrive.

1.3 CHARACTERISTICS OF THE STUDENT BODY

At the conclusion of the 2025 school year, Manning Adventist Bush School had an enrolment of 35 students from Pre-Kindy to Year 6. The school's small size contributes to a close-knit, Christ-centred learning environment in which students are known, valued and supported as individuals. This family-like atmosphere reflects the school's commitment to nurturing each child's God-given gifts, strengths and potential.

The student body reflects a diversity of cultural backgrounds, including Indigenous Australian, Indonesian, Italian and Filipino families. This diversity enriches the school community and provides opportunities for students to develop respect, empathy and appreciation for others, while growing in compassion for one another and for all of God's creation.

Manning Adventist Bush School is committed to supporting students with a range of learning needs through inclusive and responsive practices. Full-time teacher's aides in each class, one-to-one support, differentiated learning, small-group withdrawal, and visiting NDIS allied health providers all contribute to ensuring that students are supported to experience success, growth and belonging.

Students learn within two class groupings, Kindergarten to Year 2 and Years 3 to 6, which encourages strong cross-age relationships. Older students regularly support younger students in both classroom and playground settings,

helping to foster leadership, empathy, confidence and collaboration. Relationships between students are characterised by kindness, respect, inclusion and a strong sense of belonging.

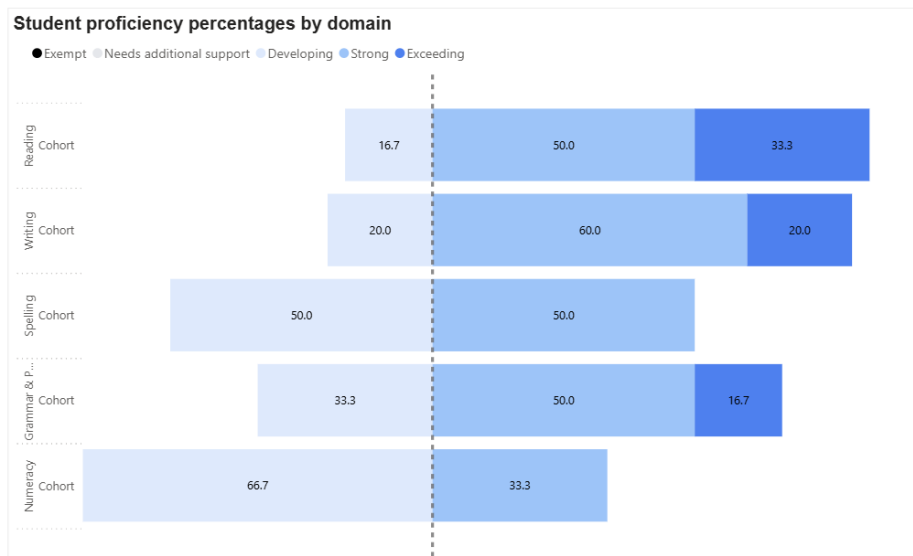
The student body is marked by curiosity, kindness and a willingness to learn. Students are encouraged to be inquiring learners and thoughtful stewards of their gifts and talents. Through the school’s Christ-centred approach, students are supported to grow academically, spiritually, socially, emotionally and physically.

The weekly Bush School program also contributes significantly to the character of the student body, fostering resilience, connection to nature, problem-solving and teamwork. This sense of stewardship is further reflected in the school’s support of the protection of Kiwarrak State Forest and the planting of koala-friendly native trees. Together, these experiences help shape a student body that is caring, capable and deeply connected to both community and creation.

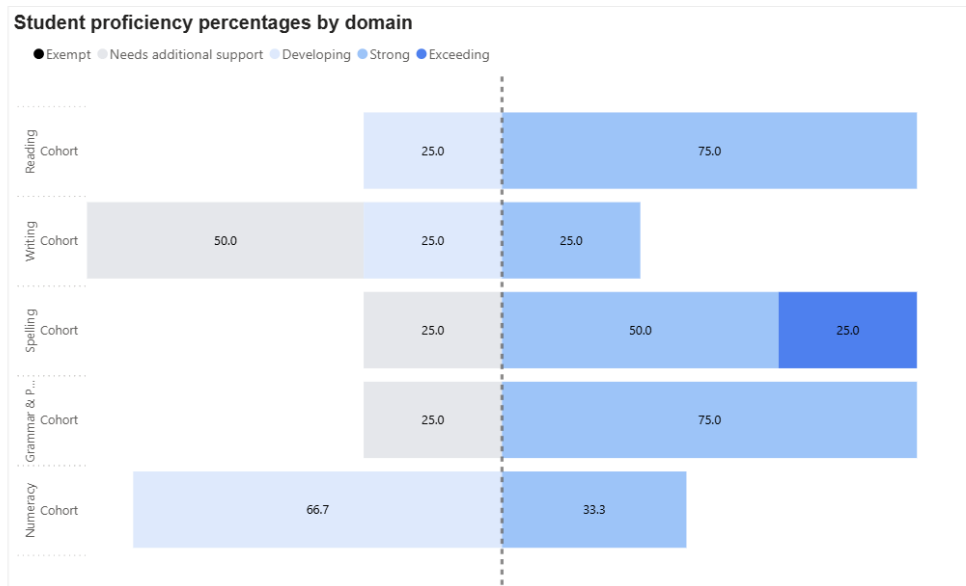
THEME 2: OUTCOMES AND RESULTS

2.1 STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

YEAR 3



YEAR 5



THEME 3: STAFFING

3.1 TEACHER ACCREDITATION STATUS IN 2025

Accreditation Level of Teachers	Numbers of teachers
Conditional	0
Provisional	1
Proficient	2
Highly Accomplished	

3.2 WORKFORCE COMPOSITION

(Description of workforce composition based on My School Data, where the privacy act allows comment on Indigenous and Torres Strait Islander staff.)

Category	Number
Teaching Staff	3

Full Time Equivalent Teaching Staff	2.58 FTE
Non-Teaching Staff	5
Full Time Equivalent Non-Teaching Staff	2.21 FTE
Indigenous Staff Members	0

THEME 4: ATTENDANCE

4.1 STUDENT ATTENDANCE & MANAGEMENT OF NON-ATTENDANCE

Parents are contacted when their child has been absent from school for three consecutive days. In the first instance, contact is made by the school office via phone call. This communication serves as a welfare and courtesy measure to ensure the safety of the student and to determine whether the family requires any support from the school.

Parents and caregivers are required to provide a written explanation for any absence either prior to or following the absence, in the form of a hard copy note or email. In the event of a late arrival or early departure, parents or carers are required to attend the school office and sign the student attendance register. If a satisfactory explanation for an absence is not received, or if a student has been absent for more than five days without the school's knowledge, the matter is referred to the local Home Liaison Officer for further follow-up and, if necessary, to assist in locating the student.

Student attendance is recorded using the SEQTA system. Where a student's attendance falls below 80%, parents are contacted to discuss concerns and to reinforce compulsory attendance requirements. In cases where attendance falls below 70%, families are reported to the relevant Department in accordance with mandatory reporting guidelines. The Principal works in collaboration with AISNSW consultants to support and improve attendance outcomes for students with ongoing attendance concerns.

4.2 AVERAGE YEAR LEVEL ATTENDANCE

Academic Year 2025	Average Attendance (%)
Kindergarten	59.29%
Year 1	87.39%
Year 2	83.85%
Year 3	86.75%
Year 4	92.10%
Year 5	90.38%
Year 6	92.63%

THEME 5: SCHOOL POLICIES

The following school policies are publicly available and can be found at this link:

<https://nsw.adventist.edu.au/policies/>

- NSW Child Protection Policy
- NSW Complaints Policy
- NSW Enrolment Policy
- NSW Student Behaviour Policy

THEME 6: STAKEHOLDER SATISFACTION

Feedback from parents, students and staff indicates a strong level of satisfaction with the school community at Manning Adventist Bush School. The school's small size, supportive environment and clear Christian foundation continue to be valued by all stakeholders.

Teachers and support staff appreciate the collaborative culture of the school, where they work closely together to plan meaningful learning experiences, reflect on practice and support one another in their roles. Staff also value beginning each day together with prayer and Bible study, which strengthens both their shared faith and their sense of connection as a team. As members of a small school community, staff recognise the opportunity they have to know each student well and to make a meaningful contribution to each child's learning and wellbeing.

Parents value the welcoming and relational nature of the school. They appreciate the strong communication between home and school and the open-door approach that allows families to feel comfortable raising questions or concerns. Families frequently comment positively on the benefits of a small-school setting, where their children are known, cared for and supported as individuals. Parents also express appreciation for the school's peaceful bushland setting and for the Christian values that underpin all aspects of school life.

Students report that they enjoy the caring and inclusive environment of the school. They value the positive relationships they have with teachers and staff, who understand their individual needs, interests and learning styles. Students also appreciate the opportunities for learning and play within the school's natural surroundings, which contribute to a positive and engaging educational experience.

Overall, stakeholder feedback reflects a strong sense of community and satisfaction, with parents, students and staff indicating that Manning Adventist Bush School provides a supportive, Christ-centred learning environment in which each person is known, respected and valued.

THEME 7: SUMMARY FINANCIAL INFORMATION

7.1 INCOME FROM ALL SOURCES

Income Sources	Percentage of Total Income
Fees and private income	11.57%
State recurrent grants	17.88%
Commonwealth recurrent grants	69.51%
Other Government grants	0.83%
Government capital grants	0.00%
Other capital income	0.21%

7.2 EXPENDITURE ON ALL PURPOSES

Expenditure Costs	Percentage of Total Expenditure
Salaries, allowance and related expenses	65.56%
Non-salary expenses	24.20%
Classroom expenditure	2.21%
Capital expenditure	8.03%