

## **ANNUAL REPORT**

**2010**

### **Educational and Financial Reporting**

#### **A message from Key School Bodies**

Lindisfarne Anglican Grammar School Council convened six meetings throughout the 2010 school year; six of these meetings were ordinary meetings of Council at two-month intervals to review the operations and governance of the school in addition to the Annual General meeting held on 19 April 2010. On 1 August 2010 School Council took part in a one-day Governance Seminar developed and conducted by the NSW Association of Independent Schools. In December 2010 Council re-affirmed its strategic framework which entails seven strategic themes underpinned by the School's mission "*Helping Children Excel*". These seven strategic themes are:

- ST 1. Anglican Identity and Ethos
- ST 2. Student Attainment and Learning
- ST 3. Teaching Practice and Teacher Development
- ST 4. Business Management
- ST 5. Governance and School Council/Principal Partnership
- ST 6. Stakeholder Relationships
- ST 7. Capital Raising and Facility Development

School Council monitored the key operations, compliance and risk matters while at the same time mapping out future scenarios for Lindisfarne, which is located in an area of significant population growth and likely enrolment pressure in years 2010 – 2015. The School's major capital projects have been delivered and a priority of smaller capital works have been identified which will be supported by the School's Parents and Friends Association. In addition, funding from the Australian Government's Building the Education Revolution (BER) program enabled the School to complete the extension to the Mahers Lane Campus Library, the extension and refurbishment of our Multi-Purpose Centre and two new Science laboratories. These projects were completed in October 2010. Funding was also provided under the School Pride program and the Digital Education Revolution (DER) enabled 68 new computers and back-up infrastructure for Years 9 – 12 students.

In 2010 the School continued to implement its strong academic focus emphasising student achievement and quality teaching. Student performance continues to improve, especially in NAPLAN 2010, which is evident in later reporting areas in this document.

Significant improvements have been made in the business management of the school with improved efficiencies, stable enrolments, decreasing debt and a strong operating surplus enabled the School to surpass key financial benchmarks to better support the delivery of our

educational and pastoral programs, re-investing in the School's future capability and capacity.

These improvements in the governance and management of the School will contribute significantly to its aim of becoming the most highly regarded independent school in this region.

Gregg Taylor

**Chairman  
Lindisfarne Anglican Grammar School Council**

### **Student Representative Council**

The SRC is comprised of at least one representative from each Pastoral Care class from Years 5-12. School Captains and Vice Captains are the leaders of this group which meet fortnightly to propose various initiatives in the school to improve the student environment, contribute to student welfare and to raise funds for St Christopher's Orphanage in Fiji, World Vision 40 Hour Famine and the Jeans for Genes Appeal.

The School Captains participated in the AIS Leadership Forum at Parliament House in Sydney and various members of the SRC took part in the World Vision Global Leadership Convention on the Gold Coast. A Jersey Day was staged to fundraise for a local charity, Lunch with Friends. Students assisted teenagers from local schools in the anti-graffiti drive, For the Love of Tweed.

Brigid Doolan & Kyle Beattie  
**School Captains**

## **Contextual Information about the School**

Lindisfarne Grammar is one of northern New South Wales and the Gold Coast's leading co-educational day schools. Our school has one clear focus: helping our students excel. We achieve this through a balanced learning program that ensures students are given the opportunity to achieve their academic potential while accumulating important life skills. Our multi-million dollar state-of-the-art learning environment encourages students to excel emotionally and academically as they progress towards their future career pathway. The School is located on the southern end of the Gold Coast in Terranora and students from both Queensland and northern New South Wales choose to attend Grammar because of its high standards and student outcomes. Parents entrust their children into our community because of the high quality education program complemented by a pastoral care program that nurtures personal, social and academic well-being. The School currently consists of 1016 students, with an Early Learning Centre for Pre-school and Kindergarten, a Primary School for Years 1 to 6 and Secondary School from Years 7 to 12. Our structured academic program has a strong literacy focus and recognises each student's particular strengths and individual abilities. This is supported by a comprehensive co-curricular program that includes a wide range of sports, studies in performing arts and recreational activities. This combination of academic and co-curricular activities, supported by pastoral care, helps our students develop as confident, independent and well-rounded individuals

## 2010 NAPLAN Performance in Years 3, 5, 7 and 9

### Participation in NAPLAN

In 2010, 95% of Year 3 students, 99% of Year 5 students, 99% of Year 7 students and 98% of Year 9 students participated in NAPLAN.

### Achievement of National Benchmark

2010 Test	Year 3	Year 5	Year 7	Year 9
Reading	100	96	99	98
Writing	100	99	98	99
Spelling	100	94	100	95
Grammar & Punctuation	100	96	96	96
Overall Literacy	100	96	98	97
Overall Numeracy	100	96	100	99

**Table 1:** Percentage of students achieving national benchmark in Literacy strands and Numeracy.

### Achievement in Performance Bands

NAPLAN 2010	Year 3		Year 5		Year 7		Year 9	
	1-2	5-6	3-4	7-8	4-5	8-9	5-6	9-10
Overall Literacy	School		School		School		School	
	6%	71%	14%	42%	7%	45%	10%	44%
	CSG		CSG		CSG		CSG	
	9%	52%	13%	39%	13%	37%	18%	32%
	State		State		State		State	
	9%	51%	21%	35%	18%	3%	26%	25%
Overall Numeracy	School		School		School		School	
	5%	50%	11%	26%	7%	59%	3%	42%
	CSG		CSG		CSG		CSG	
	6%	41%	11%	39%	10%	35%	15%	32%
	State		State		State		State	
	15%	38%	16%	32%	18%	31%	22%	27%

**Table 2:** Percentage of Students Performing in the Higher and Lower Bands Compared to State and Comparative School Group (CSG)

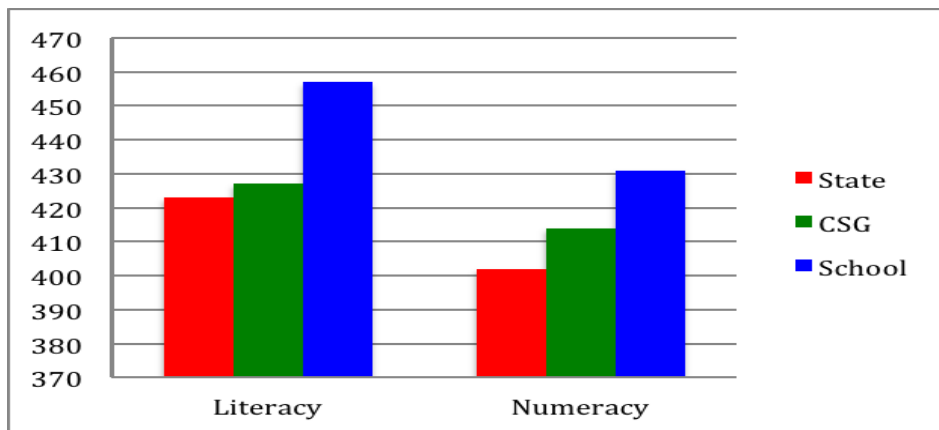
## Year Three

### ***Performance Compared to State and Comparative School Group***

The comparative group consists of 8 schools all of which are K to 12 church affiliated Independent schools situated on the North Coast.

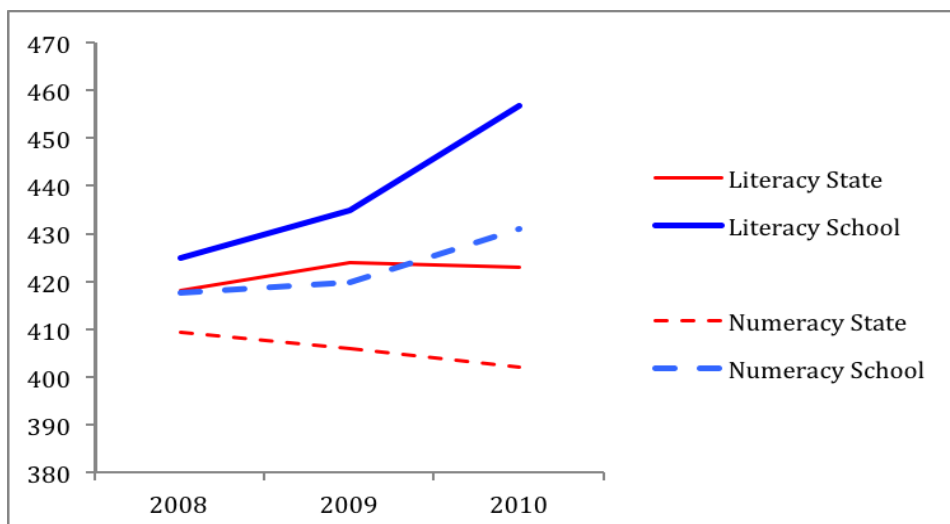
In Year 3, 94% of students achieved Skill Band 3 or higher in Overall Literacy performance compared to 91% of both the State and Comparative School Group. In Numeracy, 95% achieved Skill Band 3 or higher compared to 85% of the State and 94% of the Comparative School Group. Students performed consistently across all aspects of numeracy.

### ***Mean Score***



**Graph 1:** Mean score of the Comparative School Group, State and School for 2010 in both literacy and numeracy.

### ***Performance Trend Compared to State***



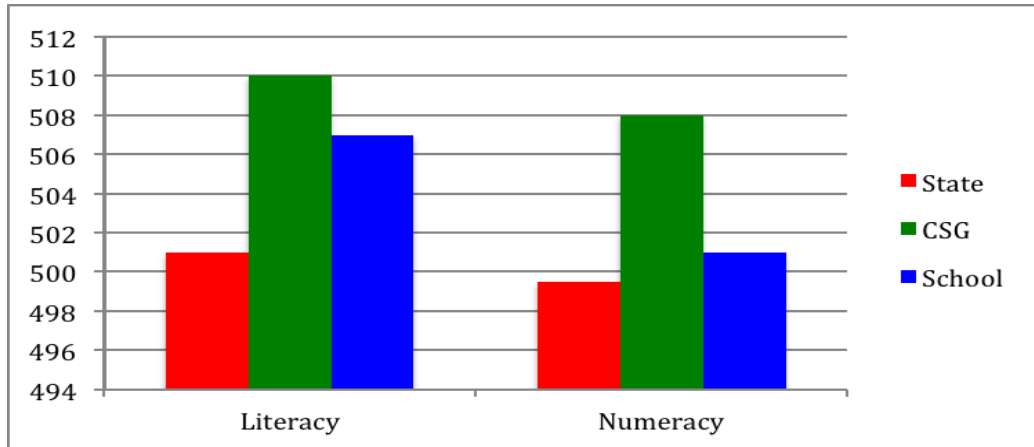
**Graph 2:** Three year performance trend based on mean score in Overall Literacy and Numeracy performance.

## Year Five

### **Performance Compared to State and Comparative School Group**

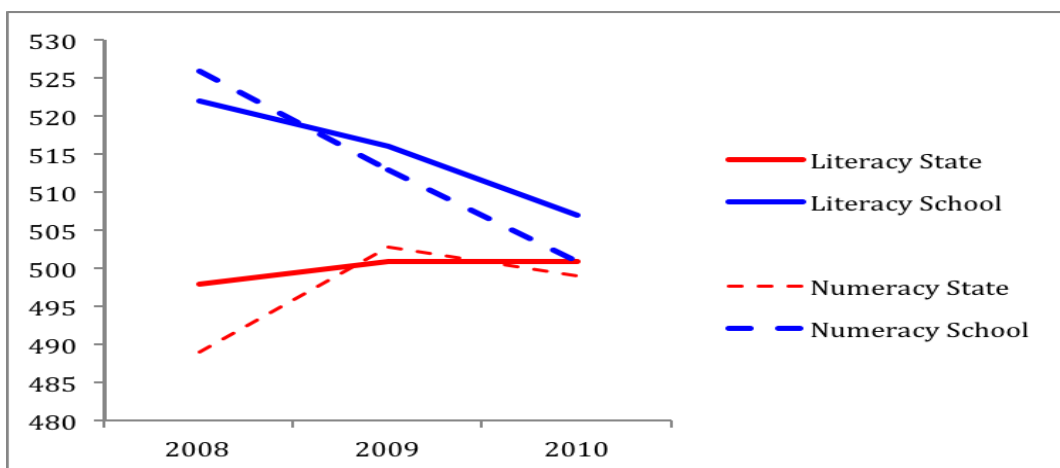
In Year 5 86% of students achieved Skill Band 5 or higher in Overall Literacy as compared to 79% of the State and 87% of the Comparative School Group. Overall Numeracy results show that 89% of students achieved Skill Band 5 or higher as compared to 84% of the state and 89% of the Comparative School Group. The achievement of the school group has remained consistent in both literacy and numeracy since the completion of the Year 3 NAPLAN Test in 2008.

### **Mean Score**



**Graph 3:** Literacy and Numeracy Mean score of the State, Comparative and School group for 2010.

### **Performance Trend Compared to State**



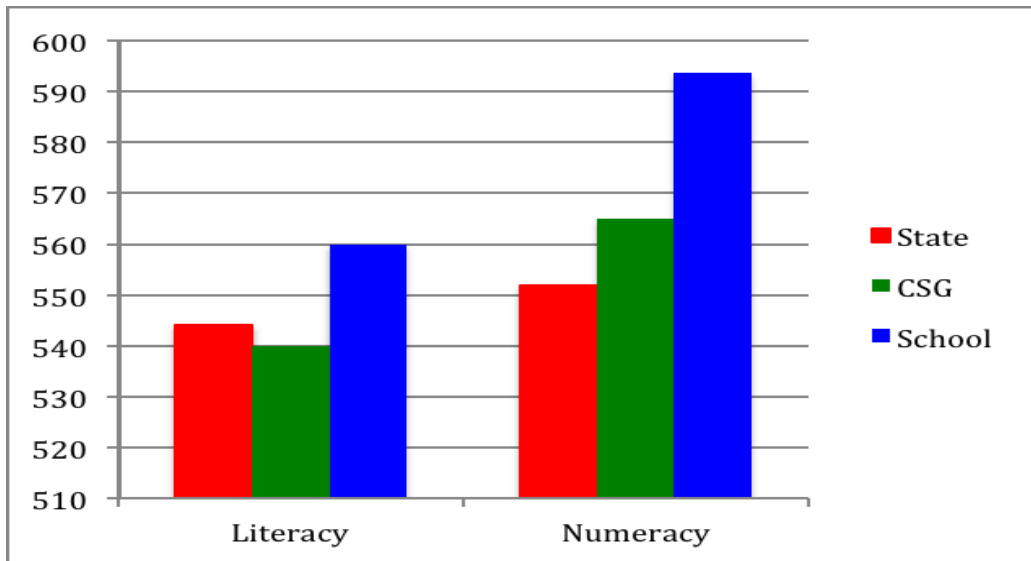
**Graph 4:** Year 5 Three year performance trend based on mean score in Overall Literacy and Numeracy performance.

## Year Seven

### **Performance Compared to State and Comparative School Group**

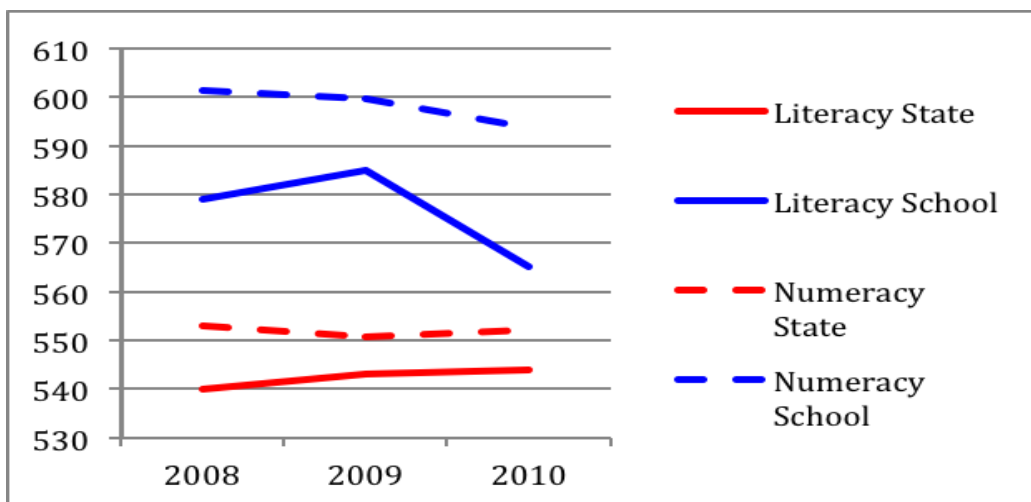
In Year 7 93% of students achieved Skill Band 6 or higher in Overall Literacy as compared to 82% of the state and 87% of the Comparative School Group. Overall Numeracy results show that 93% of students achieved Skill Band 6 or higher as compared to 82% of the state and 90% of the Comparative School Group. The achievement of the school group shows improvement in both literacy and numeracy since the completion of the Year 5 NAPLAN Test in 2008.

### **Mean Score**



**Graph 5:** Literacy and Numeracy Mean score of the State, Comparative and School group for 2010.

### **Performance Trend Compared to State**



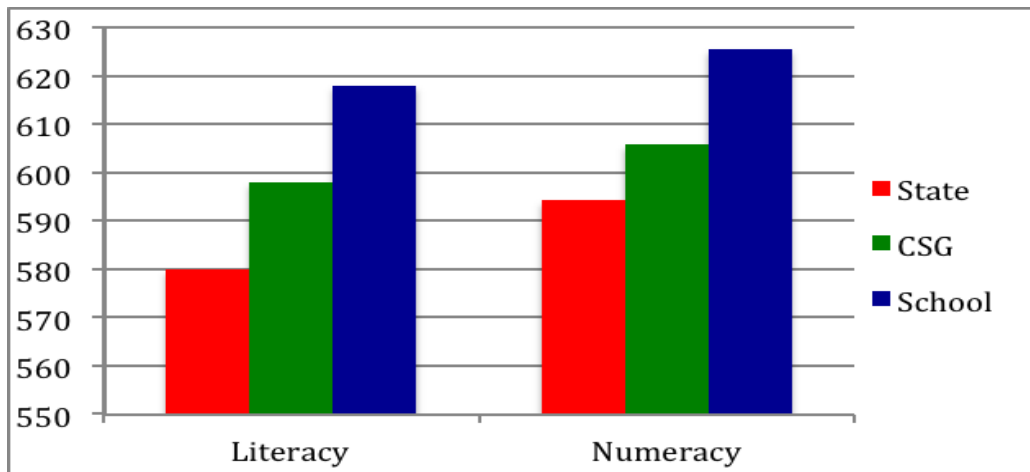
**Graph 6:** Year 7 Three year performance trend based on mean score in Overall Literacy and Numeracy performance.

## Year Nine

### **Performance Compared to State and Comparative School Group**

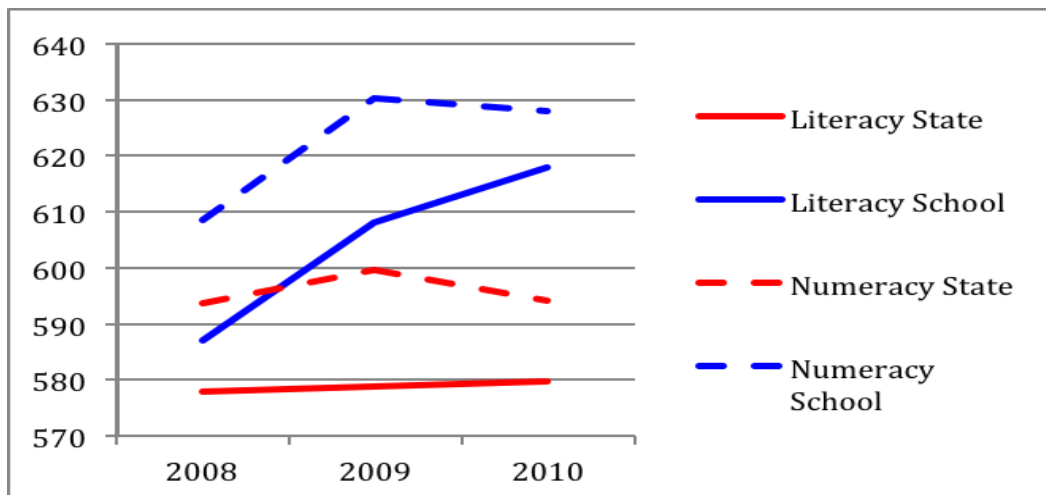
In Year 9 90% of students achieved Skill Band 7 or higher in Overall Literacy as compared to 74% of the state and 82% of the Comparative School Group. Overall Numeracy results show that 97% of students achieved Skill Band 7 or higher as compared to 78% of the state and 85% of the Comparative School Group.

### **Mean Score**



**Graph 7:** Literacy and Numeracy Mean score of the State, Comparative and School group for 2010.

### **Performance Trend Compared to State**



**Graph 8:** Year 9 Three year performance trend based on mean score in Overall Literacy and Numeracy performance.



## Student Performance in Statewide or Equivalent Test and Examinations

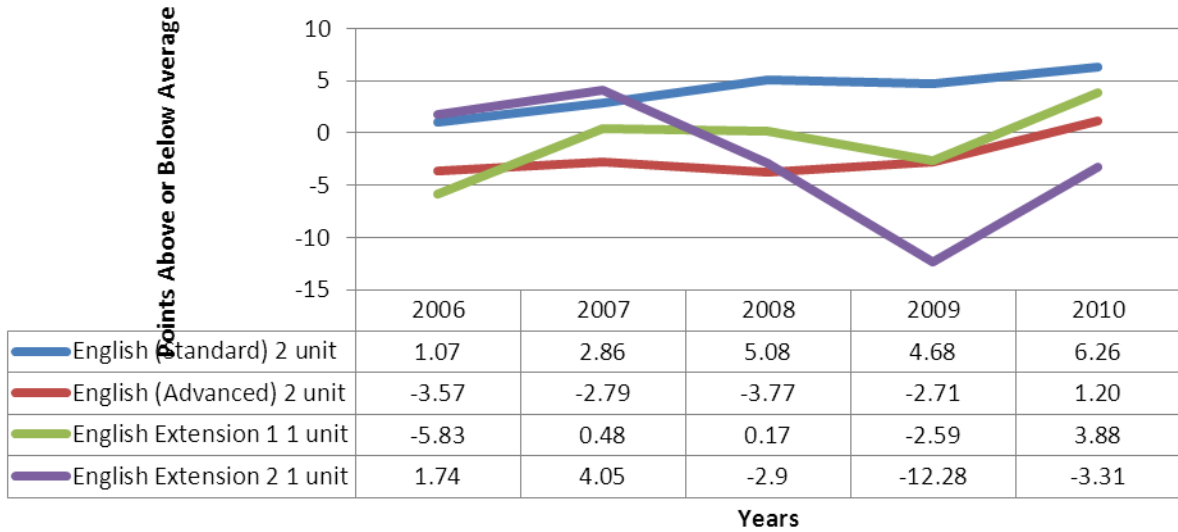
### Higher School Certificate

In 2010 71 students presented for the NSW Higher School Certificate in 35 courses. In total, 100% of candidates achieved marks of 50 or more (Band 2 or higher) with 70% of these placed in bands 4, 5 and 6 (70-100 marks) and 37% of students achieving Bands 5 and 6 (80 marks and above). Of the 21 candidates who presented for a one unit extension course 100% achieved 25 marks or more out of 50.

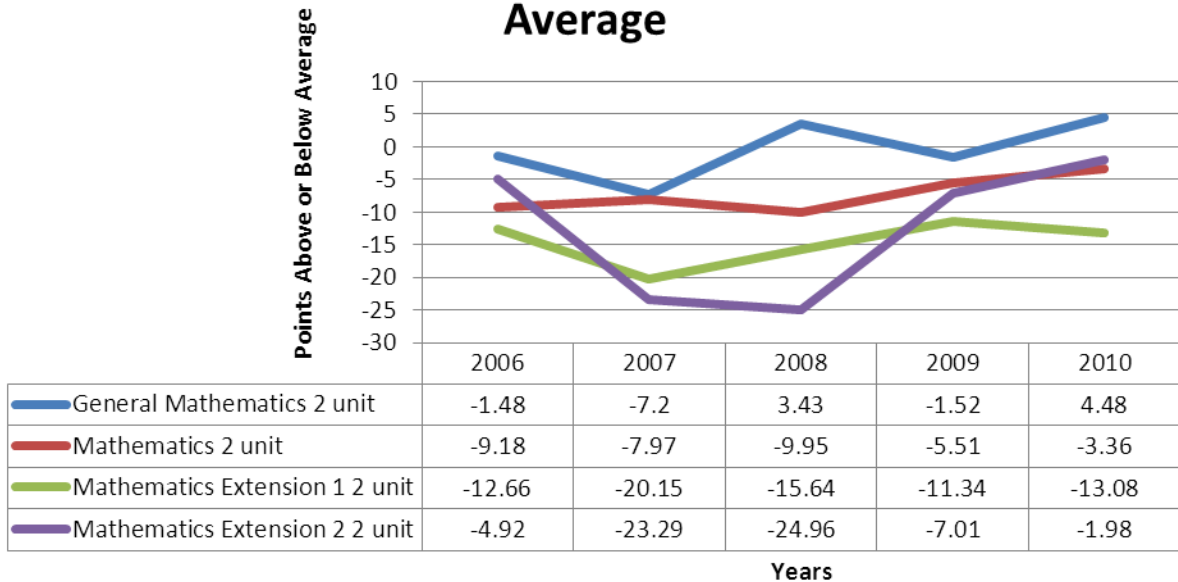
### Higher School Certificate Examination Results

Subject	Number of Students	Performance Band Achievement by number and (%)	
		Bands 3 - 6	Bands 1 - 2
Ancient History 2 unit	4	4 (100%)	0 (0%)
Biology 2 unit	25	24 (96%)	1 (4%)
Business Studies 2 unit	24	24 (100%)	0 (0%)
Chemistry 2 unit	8	8 (100%)	0 (0%)
Dance 2 unit	3	3 (100%)	0 (0%)
Design and Technology 2 unit	1	1 (100%)	0 (0%)
Drama 2 unit	9	9 (100%)	0 (0%)
English (Standard) 2 unit	43	41 (95%)	2 (5%)
English (Advanced) 2 unit	28	28 (100%)	0 (0%)
English Extension 1 1 unit	7	7 (100%)	0 (0%)
English Extension 2 1 unit	3	3 (100%)	0 (0%)
French Beginners 2 unit	3	3 (100%)	0 (0%)
French Continuers 2 unit	1	0 (0%)	1 (100%)
General Mathematics 2 unit	37	37 (100%)	0 (0%)
Geography 2 unit	7	7 (100%)	0 (0%)
History Extension 1 unit	1	1 (100%)	0 (0%)
Information Processes and Technology 2 unit	10	10 (100%)	0 (0%)
Japanese Beginners	3	3 (100%)	0 (0%)
Japanese Continuers	1	0 (0%)	1 (100%)
Legal Studies 2 unit	12	12 (100%)	0 (0%)
Mathematics 2 unit	17	17 (100%)	0 (0%)
Mathematics Extension 1 2 unit	7	7 (100%)	0 (0%)
Mathematics Extension 2 2 unit	3	3 (100%)	0 (0%)
Modern History 2 unit	9	9 (100%)	0 (0%)
Music 1 2 unit	7	7 (100%)	0 (0%)
Music 2 2 unit	2	2 (100%)	0 (0%)
Personal Development, Health and Physical Education 2 unit	13	13 (100%)	0 (0%)
Physics 2 unit	11	9 (82%)	2 (18%)
Senior Science 2 unit	17	17 (100%)	0 (0%)
Software Design and Development 2 unit	4	4 (100%)	0 (0%)
Studies of Religion I 1 unit	4	4 (100%)	0 (0%)
Textiles and Design 2 unit	10	10 (100%)	0 (0%)
Visual Arts 2 unit	14	14 (100%)	0 (0%)
Hospitality Examination 2 unit	15	15 (100%)	0 (0%)
Entertainment Industry Examination 2 unit	8	8 (100%)	0 (0%)

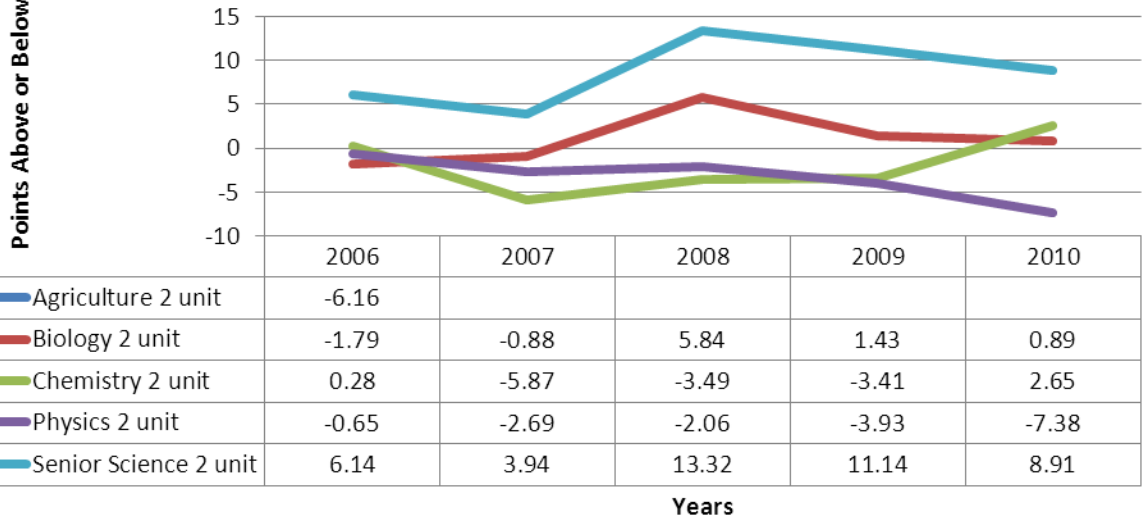
## English Faculty Courses Compared to State Average



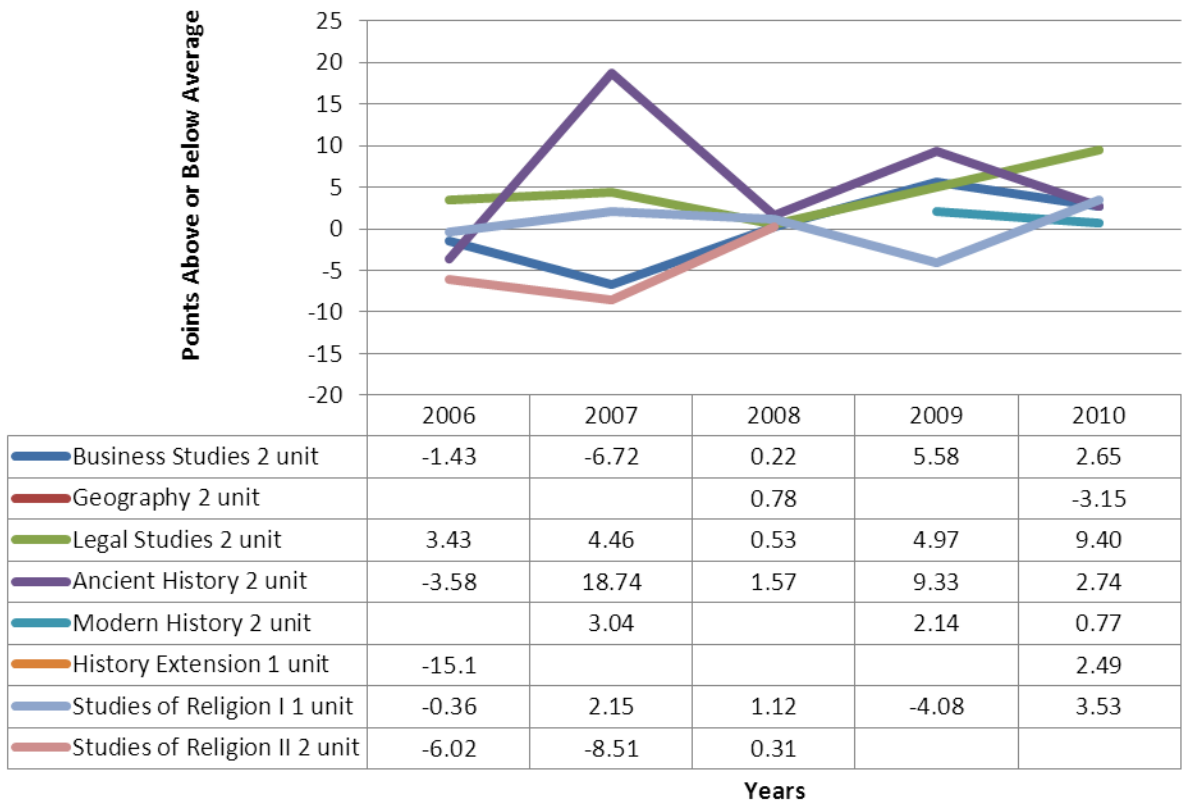
## Mathematics Faculty Courses Compared to State Average



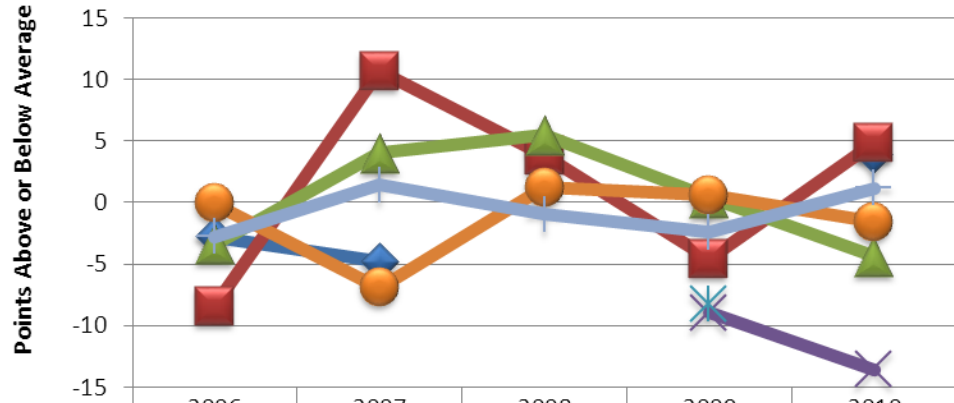
## Science Faculty Courses Compared to State Average



## HSIE Faculty Courses Compared to State Average



## Creative and Performing Arts Faculty Courses Compared to State Average

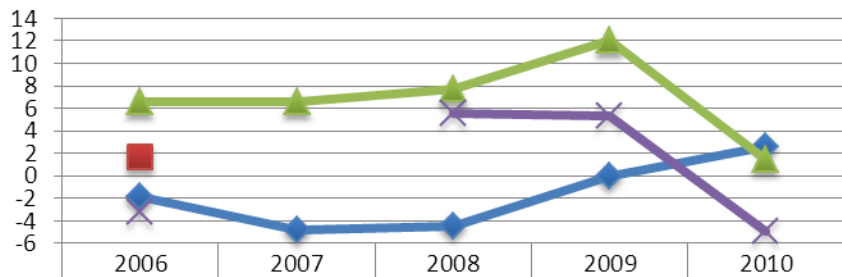


	2006	2007	2008	2009	2010
◆ Dance 2 unit	-2.76	-4.8			3.91
■ Drama 2 unit	-8.46	10.65	3.82	-4.60	4.84
▲ Music 1 2 unit	-3.41	3.99	5.45	0.36	-4.38
✖ Music 2 2 unit				-8.96	-13.58
* Music Extension				-8.23	
● Textiles and Design 2 unit	-0.07	-6.92	1.23	0.60	-1.57
+ Visual Arts 2 unit	-2.77	1.42	-0.99	-2.43	1.17

Years

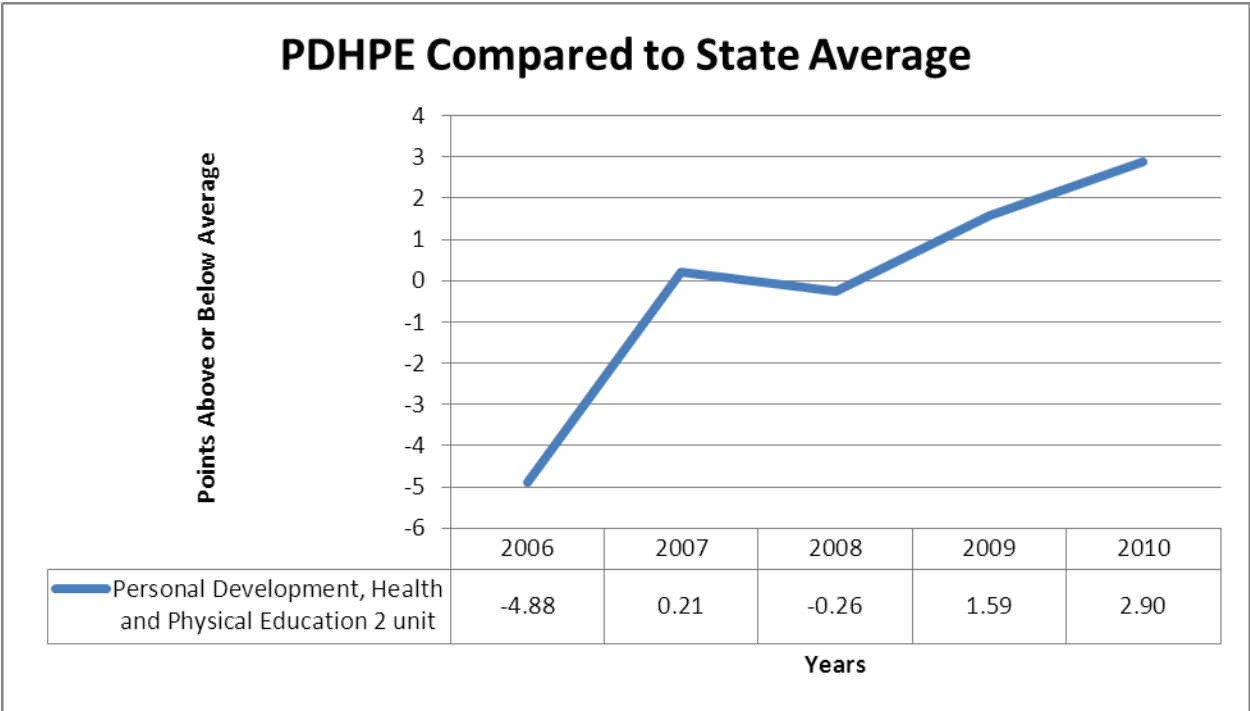
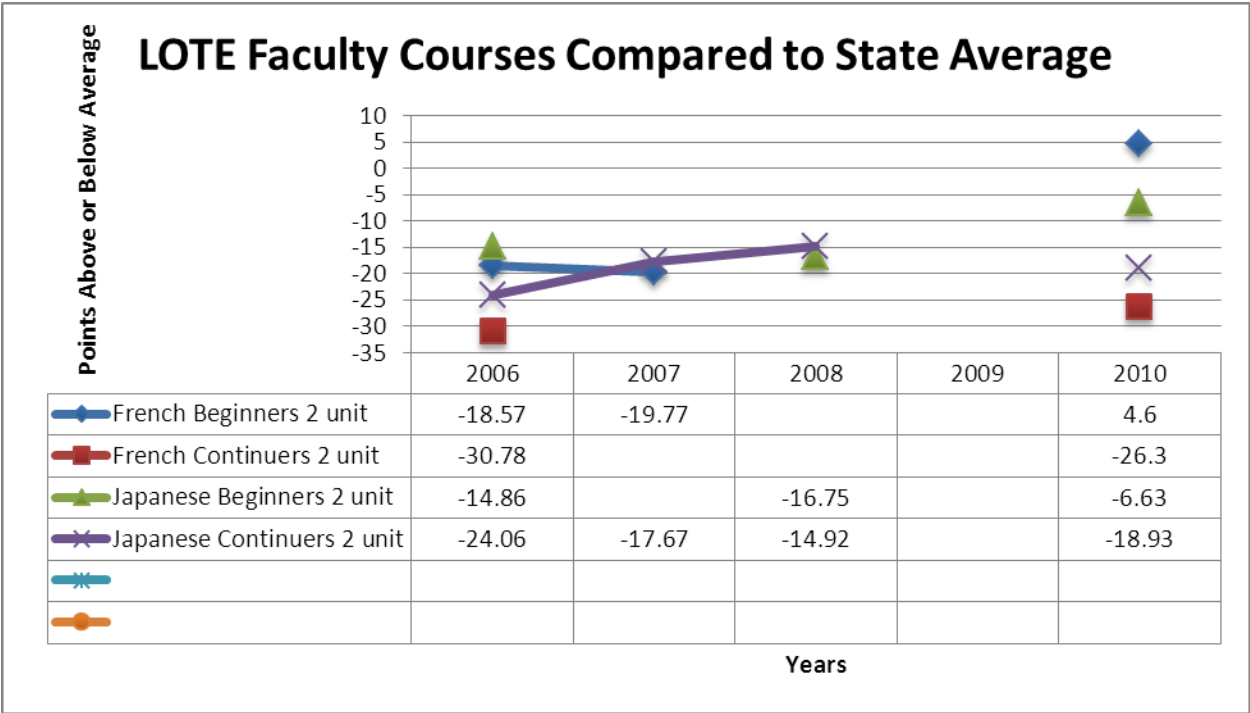
## Technology and Applied Studies Faculty Courses Compared to State Average

Points Above or Below Average



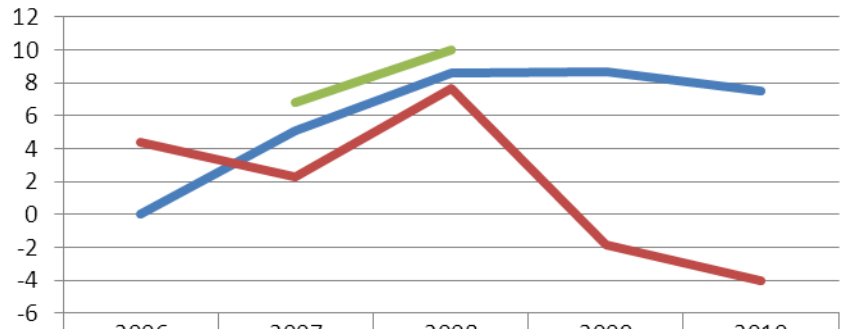
	2006	2007	2008	2009	2010
◆ Design and Technology 2 unit	-1.89	-4.83	-4.51	-0.01	2.63
■ Food Technology 2 unit	1.69				
▲ Information Processes and Technology 2 unit	6.54	6.56	7.75	12.02	1.49
✖ Software Design and Development 2 unit	-3.17		5.55	5.38	-4.90

Years



## VET Courses Compared to State Average

Points Above or Below Average



	2006	2007	2008	2009	2010
— Hospitality Examination 2 unit	0.03	5.05	8.62	8.69	7.52
— Entertainment Examination 2 unit	4.36	2.26	7.69	-1.83	-4.01
— Information Technology Examination 2 unit		6.78	9.96		

Years

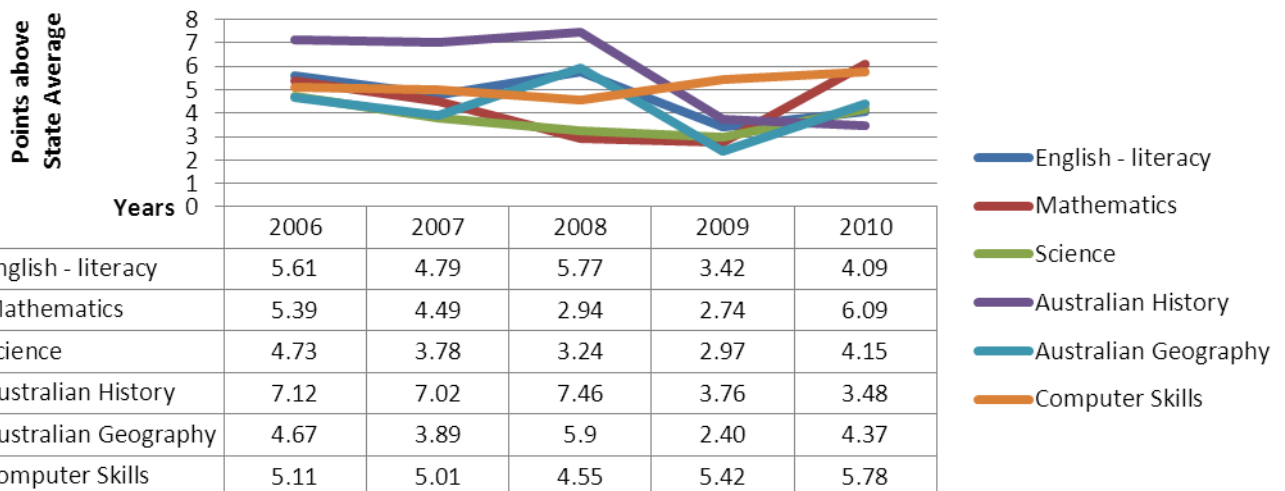
### School Certificate

96 students presented for the 2010 School Certificate tests. Overall, 84% of Lindisfarne students achieved a band 4 or above (60% and above). Lindisfarne students performed well above state average in all five School Certificate tests. 96% of Lindisfarne students attained either a band 4, 5 or 6 (60% and above) in English compared to the 81 % of the state, 77% were placed in bands 6, 5 and 4 in Mathematics compared to 53% of the state. The number of students achieving band 4 and above for Science was 90% compared to 72% of the state. The average results in all subjects are well above state average. Computing Skills at Lindisfarne are extremely high with 86% of students achieving the highest band compared with 55% of the state.

Note: for Computing Skills a band 5-6 is equivalent to *Highly Competent* and a band 3-4 is equivalent to *Competent*

School Certificate Test Results 96 Students	Performance band achievement								
	Bands 5-6			Bands 3-4			Bands 1-2		
	No.	Lindisfarne %	State %	No.	Lindisfarne %	State %	No.	Lindisfarne %	State %
English - Literacy	54	56%	36%	40	42%	58%	1	1%	3%
Mathematics	51	45%	27%	60	53%	55%	2	2%	15%
Science	55	57%	41%	38	40%	51%	1	1%	6%
Australian History	25	26%	18%	65	68%	61%	5	5%	18%
Australian Geography	40	42%	26%	51	53%	58%	4	4%	13%
Computing Skills *	83	86%	55%	12	13%	42%	0	0%	0%

### School Certificate Lindisfarne Compared to State Averages



## Professional Learning and Teacher Standards

Description of Professional Learning Activity	Number of Staff Participating
International Reading Association 23rd World Congress	2
National code workshop for schools	2
PD to assist with improving Naplan results	4
Setting children up for social success	2
Does this child need help?	1
What to do with students mathematically "at risk"	1
Meet the Markers of 2009 HSC & SC	4
Meaningful mentoring for language teachers	1
Paving the Way for Learning with the Australian Curriculum	1
Apple Seminar	1
Assisting Students to Achieve Stage 3 Outcomes in Stage 4 Class	1
Registration & Accreditation Briefing	3
Microsoft Word 2007	2
IIATE Conference	1
Workplace Safety Essentials	2
Teaching Maths - Make it Count	2
Telecommunication Course Briefing	1
K-6 PDHPE Toolkit	1
Supervising New Scheme Teachers Course	2
Enhancing Skills for Pastoral Care	1
Addressing the Issues of Cyber Safety in Schools	1
Rising to the Challenge of Creating Mentally Healthy Schools	3
Library Cataloguing	2
ACS Career Adviser Seminar	1
Asperger's Syndrome	1
The Traffic Jam in My Brain Seminar	1
Adobe CS 5 Roadshow	1
Edval Timetabling Training	3
Max Potential Coach Training	1
Engaging Maths	1
Assisting Students to Achieve Stage 3 Outcomes in Stage 4 Class	2
School Counsellors & Psychologists Conference	2
Mental Health First Aid for Adolescents	3
OH&S Consultation Training	2
Renewing English Program	8
Area of Study & Extension 2 English Day	1
VET Network Day	1
Return to Industry Hospitality Placement	1
Pro Engineer Training	1
HSC Maths Markers Meeting	1
MANSW Maths Annual Conference	1
B Sharp with Richard Gill (Music)	1
Wise Ways of Responding to Children's Bullying Behaviours	3
The Mental Health & Wellbeing of Young People	1
The Brain That Changes Itself	1
Beyond NAPLAN: Thinking Pasta Quick Fix	2
Sewing for Beginners	1
Tackling Underachievement	2
Improving Conversation for HSC Courses	2
Intensive French Language Course	2
Stage 6 History Teachers' Day – Extension & MH/AH Core	2
Using Interactive Whiteboards in Geography	1



<b>Description of Professional Learning Activity</b>	<b>Number of Staff Participating</b>
Digital Diversity – National Conference	2
2009 HSC Solutions Review	1
Teaching Reluctant Readers	1
Performance from HSC Music Exams & Musicology Electives	1
The Beauty Queen of Leenane Performance	1
Callback 2009	1
The Traffic Jam in My Brain	2
Comprehension: Developing Thoughtful Literacy	1
How To Facilitate High Quality Professional Learning	2
Peer Support Implementation Workshop	2
Enhancing Skills for Pastoral Care	1
Succeeding with Asperger’s Syndrome in the Teens	1
Managing a Psychological Crisis in Schools	1
How Does Training Affect Performance	1
Surfing Supervision Award	3
ConQUEST 2010	2
Meet the Markers – Science Teachers’ Association	4
National Curriculum Consultation	1

### **Teacher Standards**

<b>Category</b>	<b>Number of Teachers</b>
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, or	73
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	-
Teachers who do not have qualifications as described in (a) and (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context.	-

### **Teacher Attendance and Retention Rate**

In 2010 the average daily staff attendance rate was 96%. The proportion of staff retained from 2009 is approximately 97.2%.

## **Workplace Composition**

<b>Primary</b>	<b>Number</b>	<b>Disability</b>
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Teachers	30	1
Clerical Assistants	2	
Teacher Aides	1	

### **Secondary**

Teachers	45	
Clerical Assistants	2	
Teacher Aides	4	

## **Secondary Student Outcomes**

100% of the Year 12 cohort (71 students) in 2010 received their NSW Higher School Certificate qualification.

Of these 71 students,  
31% received VET qualifications in Entertainment Industry (11%) and Hospitality (20%) delivered by the School.  
10% received TAFE qualifications delivered by the local TAFE colleges.

## **Student Attendance and Management of Non-Attendance**

In view of the Staff's responsibility *in loco parentis*, the following is adhered to:

1. In the event of absence, the School Office at the specific Campus must be notified (07 5590 5099) by 8:45am each day or by email to the absentee address for each campus. When the student returns to School, he/she should bring a note explaining the absence, as required by The Board of Studies (NSW) regulations. It is expected that students in Years 10, 11 and 12 attend school to meet minimum Course requirements. If a student's attendance falls below 85% of the School's programmed lesson time for a course, students may be in danger of not satisfying minimum Course requirements.
2. The School holds the view that students are expected to attend School during listed term dates. Parents are asked to co-operate with this requirement and time holidays so as to avoid conflict between family and School.
3. Students requiring other leave during term time must obtain permission from the Principal. A letter requesting such leave must be submitted directly to the Principal. A student requiring unavoidable leave or an appointment during class time will report to their Head of School with a note from his/her parents.
4. Any student arriving after:  
8:20am (Years 5 – 12); 8:45am (Years K – 4); 9:00am (Preschool) must collect a Late Slip from the School Office and hand it to the member of Staff at the first meeting or lesson attended that day. The School day is disrupted for others if students arrive late for class. The School will take the necessary steps to ensure teaching/learning processes are not affected by consistent lateness.
5. Medical/Dental appointments, except in cases of emergency or special need, should be made outside School hours. For exceptions, a parental note is required.
6. If students plan to leave an organised School event eg. musical presentations, rehearsals, presentation evenings, sporting fixtures, etc., with parents or other people, parents are required to notify the School in writing 24 hours before the day of the event. This note should be addressed to the Convenor of the event. If the Convenor does not receive a note, students will not be able to travel with persons other than parents, or alternate methods of travelling from an event.
7. The School must be notified immediately upon diagnosis, if your child has a disease for which an immunisation vaccine is available or if he/she has a contagious infection e.g: school sores, head lice, viral bacterial meningitis, etc.
8. Staff will be on duty from 8:00am at the Mahers Lane Campus and 8:15am at the Sunshine Avenue Campus. Students should not arrive at School before this time at the Mahers Lane Campus. Students arriving before 8:25am at the Sunshine Avenue Campus will be taken to Before School Care and charges will apply for the session.

## Retention of Year 10 to Year 12

Year	Rate of Attendance (%)
12	94
11	92
10	94
9	91
8	92
7	94
6	91
5	95
4	93
3	95
2	92
1	95
K	97
P	95
Total School	93

Of the 84 students enrolled for Year 10 in 2010, 8 students left Lindisfarne at the end of 2010.

3 changed to another high school  
4 enrolled in Trade College/TAFE/Private Provider  
1 commenced a full time apprenticeship

Lindisfarne's retention rate for Year 10 2010 was 90.5%

## Post School Destinations

Lindisfarne had 71 students graduate Year 12 in 2010.

Their destinations in 2011 are:

University Studies	54%
TAFE or private providers	14%
Employment	17%
Travel followed by further study	13%
Defence Force Training	1%
Unknown	1%

## ENROLMENT POLICY

Lindisfarne Anglican Grammar School is one of New South Wales leading co-educational day schools catering for boys and girls from Preschool/Kindergarten through to Year 12. The School has a comprehensive enrolment process to ensure that we cater for the required current and future needs of students to provide a proactive educational partnership.

Our enrolment framework encompasses the following:

- Lindisfarne will not be academically selective but will cater for boys and girls of all abilities. Preference for enrolment will be given in the following order:
  - siblings of students currently enrolled at the school
  - the date order in which Enrolment Applications are received
- The School has an Anglican Christian ethos and welcomes applications from students regardless of their ethnic origin, religious beliefs and chosen future career pathway.
- Children entering the Preschool must be 4 years of age by 30 April in the year they are entering the program. It is an expectation that children enrolled in Preschool will advance through to Kindergarten. Parents whose children do not proceed to Kindergarten are required to provide one term's notice, in writing, to the Principal. The penalty for non-compliance will be payment of one term's fees being charged in lieu of notice.
- Children entering the Kindergarten must be 5 years of age by 30 April in the year they are entering the program.
- During the enrolment process, the school reserves the right to request additional information or assessment (conducted by either senior Lindisfarne staff or external professionals) to ensure the individual learning needs of students can be fully catered for prior to offering an enrolment place.
- Application for enrolment will involve an interview between the school, the student and the parent/s or guardian/s prior to offering an enrolment place.
- Failure to disclose information or the provision of misleading information during the enrolment process will result in an enrolment being declined.
- The School reserves the right to offer or decline to offer an enrolment place.
- The School does not hold places for students if the offer of enrolment, the Enrolment Acceptance Fee and accompanying paperwork has not been returned within the 14 day time frame.
- When accepting a place at Lindisfarne Anglican Grammar School parents are giving their agreement to the School's program, philosophy and practice. To this end students will be required to be fully involved in the life of the School and its curricular and co-curricular activities.

- **A Student Withdrawal Form must be completed and returned to the Principal giving one full term's notice in advance or an additional term's fees will be charged.**

## **POLICY ADMINISTRATION**

This Policy will be reviewed periodically, or in the event of any information or incident that indicates the need for a review, or following relevant legislative or organisational change.

<b>Date of Policy Formulation</b>	
<b>Date of Adoption</b>	
<b>Date of Last Review</b>	
<b>Date of Next Review</b>	
<b>Signature</b>	
<b>Position Held</b>	

## **Student Population**

Lindisfarne Anglican Grammar School has a total of 1016 students from P – 12. The students are positioned in the following numbers:

K = 54  
P – 6 = 456  
7 – 12 = 506

There are 499 females and 517 males in the school. Our students come from a wide range of backgrounds, including a small percentage of children with special needs.

## School Policies

### A. POLICIES FOR STUDENT WELFARE

The School seeks to provide a safe and supportive environment which:

- Minimises risk of harm and ensures students feel secure.
- Supports the physical, social, academic, spiritual and emotional development of students.
- Provide student welfare policies and programs that develop a sense of self worth and foster personal development.

The School promotes a learning environment where teachers and students should be mutually supportive. Staff and students should respect each other and not engage in conduct, which undermines the mutual trust and support, and also respects the philosophy and ethics of the School. The School encourages consultation between all members of the School community in matters which affect them.

To ensure that all aspects of the School's mission for providing for a student's welfare are implemented the following policies and procedures are in place:

Policies	Changes in 2010/Proposed Changes in 2011	Access to Policies
<p><b><i>Child Protection Policy</i></b></p> <p>This policy encompasses:</p> <ul style="list-style-type: none"> <li>• Definitions and Conduct</li> <li>• Legislative requirements.</li> <li>• Preventative strategies.</li> <li>• Reporting and Investigating "Reportable Conduct".</li> <li>• Investigation processes.</li> <li>• Documentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Major review completed during 2010 for registration and accreditation during 2011.</li> </ul>	<p>Full text available on:</p> <ul style="list-style-type: none"> <li>• School Intranet</li> </ul> <p>Available upon request for parents.</p>
<p><b><i>Security Policies</i></b></p> <p>These policies include:</p> <ul style="list-style-type: none"> <li>• Procedures for security of the grounds and buildings.</li> <li>• Use of the security/alarm system.</li> <li>• Use of grounds and facilities.</li> <li>• Emergency Procedures.</li> <li>• Lockdown Procedures.</li> <li>• Critical Incident Management Plan.</li> <li>• Bushfire Evacuation Plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Major review completed during 2010 for registration and accreditation during 2011.</li> </ul>	<p>Full text available on:</p> <ul style="list-style-type: none"> <li>• School Intranet.</li> </ul> <p>Evacuation Procedures displayed in classrooms and carried by staff and students.</p> <p>Lockdown Procedures carried by staff.</p> <p>Evacuation Procedures given to all Contractors.</p>



Policies	Changes in 2010/Proposed Changes in 2011	Access to Policies
		<p>Appropriate outlines are available in the Student Guide and the School Diary.</p> <p>Available upon request for parents.</p>
<p><b>Supervision Policies:</b></p> <p>These policies include:</p> <ul style="list-style-type: none"> <li>• Duty of Care</li> <li>• Sun Safety</li> <li>• School Excursion Requirements.</li> <li>• Duty of Care.</li> <li>• Traffic Procedures</li> <li>• Safe and Supportive Environment Policy**.</li> </ul>	<ul style="list-style-type: none"> <li>• Major review completed during 2010 for registration and accreditation during 2011.</li> </ul>	<p>Full text or appropriate outlines available on:</p> <ul style="list-style-type: none"> <li>• School Intranet.</li> <li>• School Website**</li> </ul> <p>Appropriate outlines are available in the Student Guide and the School Diary.</p> <p>Available upon request for parents.</p>
<p><b>Codes of Conduct Policies:</b></p> <p>These policies include:</p> <ul style="list-style-type: none"> <li>• Code of Conduct for Students</li> <li>• Code of Conduct for Staff</li> <li>• Code of Conduct – Volunteers</li> <li>• Code of Conduct on Buses</li> <li>• Student Management and Discipline Policy.</li> <li>• Behaviour Management and Discipline Policy.</li> <li>• Harassment and Bullying (Safe School Policy).</li> <li>• Safe and Supportive Environment Policy.</li> <li>• Bus Driver Policy and Procedure</li> <li>• Casual Teaching Staff Routine</li> <li>• Code of Ethics – Computer Use</li> <li>• Code of Social Conduct</li> </ul>	<ul style="list-style-type: none"> <li>• Major review completed during 2010 for registration and accreditation during 2011.</li> </ul>	<p>Full text or appropriate outlines available on:</p> <ul style="list-style-type: none"> <li>• School Intranet.</li> <li>• School Website</li> </ul> <p>Appropriate outlines are available in the Student Guide and the School Diary.</p> <p>Available upon request for parents.</p>

<b>Policies</b>	<b>Changes in 2010/Proposed Changes in 2011</b>	<b>Access to Policies</b>
<p><b><i>Pastoral Care Policies:</i></b></p> <p>These policies include:</p> <ul style="list-style-type: none"> <li>• Pastoral Care Program.</li> <li>• Attendance and Absences for Students.</li> <li>• Health Procedures.</li> <li>• Homework Policy.</li> <li>• Reporting Procedures.</li> <li>• Assessment Policy.</li> <li>• Award System.</li> <li>• Critical Incident Management Policy.</li> <li>• Student Leadership System.</li> <li>• Admission of Medication Policy</li> <li>• Availability to special services such as Counselling and Learning Support Policy.</li> </ul>	<p>These policies and procedures are being constantly reviewed in line with Board of Studies requirements and legislative requirements.</p> <ul style="list-style-type: none"> <li>• Major review completed during 2010 for registration and accreditation during 2011.</li> </ul>	<p>Full text:</p> <ul style="list-style-type: none"> <li>• School Intranet</li> </ul> <p>Appropriate outlines are available in the Student Guide and the School Diary.</p> <p>Available upon request for parents.</p>
<p><b><i>Communication Policies:</i></b></p> <p>These policies encompass:</p> <ul style="list-style-type: none"> <li>• Formal and informal mechanisms in place for facilitating communication between the School and those with an interest in the student's education and well-being.</li> </ul>	<p>These policies and procedures are being constantly reviewed.</p> <ul style="list-style-type: none"> <li>• Major review completed during 2010 for registration and accreditation during 2011.</li> </ul>	<p>Full text:</p> <ul style="list-style-type: none"> <li>• Staff Intranet.</li> </ul> <p>Appropriate outlines are available in the Student Guide and the School Diary.</p> <p>Available as a Handout to interested parties.</p>

## **B. POLICIES FOR STUDENT DISCIPLINE**

Students are required to abide by the school's rules and to follow the directions of teachers and other people with authority delegated by the school. Where disciplinary action is required penalties imposed vary according to the nature of the breach of discipline and a student's prior behaviour. Corporal punishment is not permitted under any circumstances.

All disciplinary action that may result in any sanction against the student including suspension or expulsion provides processes based on procedural fairness.

These policies include:

- Student Management and Discipline Policy – Years 7-12
- Behaviour Management and Discipline Policy – Years K-6
- Suspension and Expulsion Policy
- Grievances and Disputes Policy – Students

These policies should be read in conjunction with:

- Codes of Conduct policies
- Pastoral Care policies

The full text or appropriate outlines of the various school's discipline policies and associated procedures are provided to members of the school community through:

- The Student Diary
- The Student Guide
- School Intranet
- School Website

Copies are available on request.

The school's discipline policies and procedures are part of the annual review of Pastoral Care and Code of Conduct in the school. The behaviour management policies contain processes based on procedural fairness.

## **C. POLICIES FOR COMPLAINTS AND GRIEVANCES RESOLUTION**

The School's policy for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by parents and/or students. These processes incorporate, as appropriate, principles of procedural fairness.

The full text of the school's policy and processes for grievances resolution is provided on the School's website and available on the School Intranet for staff. Statement on Procedural Fairness is available in the Student Diary.

An appropriate outline of the policy and processes is available on request.

Detailed policies and supporting documentation can be supplied if requested.

## School Determined Improvement Targets - Chris Duncan

In 2010 School Council re-evaluated the seven key strategic themes and their priority for achievement over the next 4 years.

		Priority 1 - 3			
		2011	2012	2013	2014
ST1.	Anglican Ethos and Identity	1	1	2	1
ST2.	Student Attainment and Learning	1	1	1	1
ST3.	Teaching Practice & Teacher Development	1	1	2	2
ST4.	Business Management	3	3	2	3
ST5.	Governance & Principal Relationship	3	3	2	2
ST6.	Stakeholder Relationships	1	1	2	2
ST7.	Capital Raising & Facility Development	2	2	2	2

### Student Attainment and Learning

In 2010 the priority of Student Attainment and Learning was further leveraged by the continuation of the "Helping Students Excel" mission and the focus of Senior Leadership Group to lead and support it. Academic reform has continued with brain-based professional development in the Junior School and more staff in the Senior School taking part in the Quality Teacher Program which is being rolled out for all staff over a four year time frame. This has included introduction of an intensive literacy program in the Junior School, the appointment of Learning Support Aides in the Junior School, the increase in teacher learning support time in Years 5 – 8, a review of the faculty structure more in line with the KLAs, consolidation of elective course structures, support for students undertaking VET and TVET subjects, and closer articulation with universities, with students completing tertiary subjects and gaining early entry. An emphasis on recruitment, performance management and professional development has been central to this aim. The performance of our Years 3, 5, 7 and 9 students in the second NAPLAN assessments placed the School 'above' and 'substantially' national averages.

### Business Management

Cost control, financial reporting, debt structure and cash management conform with the relevant benchmarks and auditing standards. A ten-year financial model developed in 2007 and reviewed in 2010 projects the School to be operating in a sound financial position, with operating surpluses and debt reduction enabling re-investment in future programs and facilities.

### Marketing and Communication

Major market research was undertaken in May 2007 to measure parent perceptions and expectations. This research has enabled the School to align its internal strategy more closely with these expectations and has led to the development of a Responsive Communication Plan. The key values of 'openness' and 'responsiveness' to our community identified by the 2007 market research continue to drive our implementation strategy. Our marketing plan objectives for 2010 were achieved enabling our enrolments throughout the GFC to be maintained.

## **Initiatives Promoting Respect and Responsibility**

As part of our Student Management Plan (SMP) the School promotes respect and responsibility as a key value within the context of an Anglican school. The SMP implemented in 2006, and reviewed in 2007 and again in 2010, identifies the rights and responsibilities of students, the rights and responsibilities of teachers, and these protocols direct student and teacher conduct towards these key values. The SMP sets out clearly our expectations, particularly in the way students relate to and behave towards each other. These explicit expectations enable students to make decisions based on choices and to understand the positive consequences that follow from appropriate decisions, and the negative consequences that result from choices where respect and responsibility are not evident. A process of student reflection also takes place to help students learn from the experience of appropriate and inappropriate decision making, the core of which is based around respect for their peers and their teachers.

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

The School has a policy of open communication and is committed to involving parents in the wider life of the school community. The School has an active Parents and Friends Association involving parents at a grass roots level; The School has also developed a parent Champions group, a system of social networks among parents to promote communication, involvement and a strong sense of community. The level of parental activity within both of these groups indicates that parental satisfaction with the school is positive. Market research undertaken in 2007 to measure parent perceptions, and the satisfaction levels of parents new to the School in 2010, confirms this, but also indicates areas where communication could be enhanced. The Responsive Communication Plan, reviewed annually, addresses this need.

The School publishes a fortnightly whole-school newsletter, and a fortnightly Primary School Bulletin enabling parents to access important information about current events, levels of student achievement indicated through the national testing programs, and also further information about the School's plans and future directions. The School has a comprehensive and interactive website allowing parents and students important information through "Student Café" and "Parent Lounge".

The School has an active Pastoral Care program involving students in all their scheduled pastoral care classes and the School has been a regular participant in the Mind Matters program from which we receive regular annual feedback about student well-being and mental health. This program indicates our student levels of well-being are comparatively high. The School also has an open communication policy so that parents are keenly involved in issues of welfare and pastoral care that affect their sons and daughters. At the end of 2009 an Assistant Principal (Pastoral Care) further developed this role, and a new School Chaplain appointed in 2010 enhanced student welfare and well-being, to lead ministry and further develop the Anglican life of Lindisfarne.

Feedback from executive staff, directors of faculty and interviews with sampled members of staff suggest that teachers enjoy working in the school, they value involvement in and relationship with students and they have been involved in a program to indicate their views on the School's strengths and weaknesses with suggestions about how the School can become more responsive to its students and parents. Staff turnover is low, less than 3 per cent in 2010.

## Reporting Area 13: Summary Financial Information

