



ANNUAL REPORT

2012

Educational and Financial Reporting

A message from Key School Bodies

Lindisfarne Anglican Grammar School Council convened six meetings throughout the 2012 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 16 April 2012. In 2012 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 2012 – 2017.

In 2012 the School continued to implement its strong academic focus emphasising student achievement and quality teaching. Student performance continues to improve, especially in NAPLAN 2011, 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 an operating surplus enabled the School to meet 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
Chair of School Council

Student Representative Council

A new Pastoral Care structure in 2012 created a Student Representative Council membership of elected year group representatives from each House. Matters raised were addressed enthusiastically at fortnightly meetings. Co-ordination between House Tutors and senior representatives followed, to form action plans. Year 11 students attended the World Vision Youth Leadership Conference, Gold Coast and returned to conduct the 40 Hour Famine in August. The highlight of fund-raising activities was a popular Boys' Night In. A noticeboard was erected to publish academic, cultural and sporting achievements and opportunities.

Monique Jephcote and Samuel Dick

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 1020 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

2012 NAPLAN Performance in Years 3, 5, 7 and 9

Participation in NAPLAN

In 2012, 94% of Year 3 students, 99% of Year 5 students, 95% of Year 7 students and 97% of Year 9 students participated in NAPLAN.

Achievement of National Benchmark

2012 Test	Year 3	Year 5	Year 7	Year 9
Reading	100	97.3	100	100
Writing	100	98.6	98.9	95.3
Spelling	100	97.3	97.9	100
Grammar & Punctuation	100	98.6	100	98.8
Overall Numeracy	100	95.9	99	100

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

Achievement in Performance Bands

NAPLAN 2012	Year 3		Year 5		Year 7		Year 9	
	1-2	5-6	3-4	7-8	4-5	8-9	5-6	9-10
Reading	School		School		School		School	
	3.8	69.8	8.2	49.3	4.2	54.7	8.2	38.8
	REGION		REGION		REGION		REGION	
	7.1	61.9	9.9	47.3	8.4	43.5	11.6	36.1
	State		State		State		State	
	13.6	50.2	17.7	31.5	18.2	33.6	24.1	24.0
Writing	School		School		School		School	
	0	73.6	5.5	43.8	8.8	28.8	17.5	26.8
	Region		Region		Region		Region	
	3.1	68	7.7	32.3	16.4	34.0	22.1	31.1
	State		State		State		State	
	6.7	56.9	13.9	23.2	28.0	22.9	36.4	20.8
Numeracy	School		School		School		School	
	3.8	48.1	13.7	32.8	8.3	51.0	8.1	43.1
	REGION		REGION		REGION		REGION	
	6.4	51	7.9	43.7	9.7	43.1	10.3	40.5
	State		State		State		State	
	13.1	38.9	17.0	31.2	21.6	29.6	24.2	27.8

Table 2: Percentage of Students Performing in the Higher and Lower Bands Compared to State and Region Schools

Year 3

Year Three had a higher percentage of students who achieved Band 5 or 6 in all areas of Literacy and Numeracy compared to their State cohort. Compared to the state cohort, Year Three also had a lower percentage of students perform in Bands 1 or 2. Again this was in all areas of Literacy and Numeracy.

Based on Mean score, there was no significant change in this cohort's performance compared to that of 2011.

Year 5

Year Five had a higher percentage of students who achieved Band 7 or 8 in all areas of Literacy and Numeracy compared to their State cohort. Compared to the state cohort, Year Five also had a lower percentage of students perform in Bands 3 or 4. Again this was in all areas of Literacy and Numeracy.

Based on Mean score, there was no significant change in this cohort's performance compared to that of 2011.

Year 7

Year Seven had a higher percentage of students who achieved Band 8 or 9 in all areas of Literacy and Numeracy compared to their State cohort. Compared to the state cohort, Year Seven also had a lower percentage of students perform in Bands 4 or 5 Again this was in all areas of Literacy and Numeracy.

Based on Mean score, there was a slight improvement in all areas of Literacy and Numeracy in this cohort's performance compared to that of 2011.

Year 9

Year Nine had a higher percentage of students who achieved Band 9 or 10 in all areas of Literacy and Numeracy compared to their State cohort. Compared to the state cohort, Year Nine also had a lower percentage of students perform in Bands 5 or 6 Again this was in all areas of Literacy and Numeracy.

Based on Mean score, there was no significant change in this cohort's performance compared to that of 2011.

The full NAPLAN results and figures can be seen by visiting <http://www.myschool.edu.au>

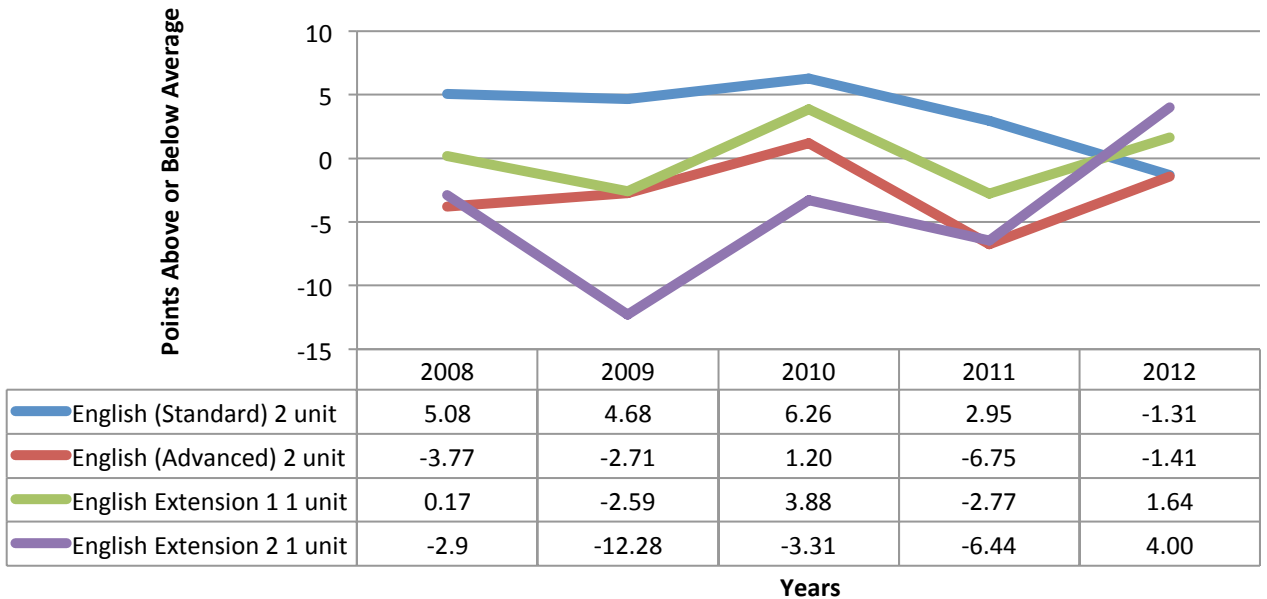
Higher School Certificate

In 2012 74 students presented for the NSW Higher School Certificate in 39 courses. In total, 95% of candidates achieved marks of 60 or more (Band 3 or higher) with 82% of these placed in bands 4, 5 and 6 (70-100 marks) and 45% of students achieving Bands 5 and 6 (80 marks and above). Of the 37 candidates who presented for a one unit extension course 100% achieved 25 marks or more out of 50.

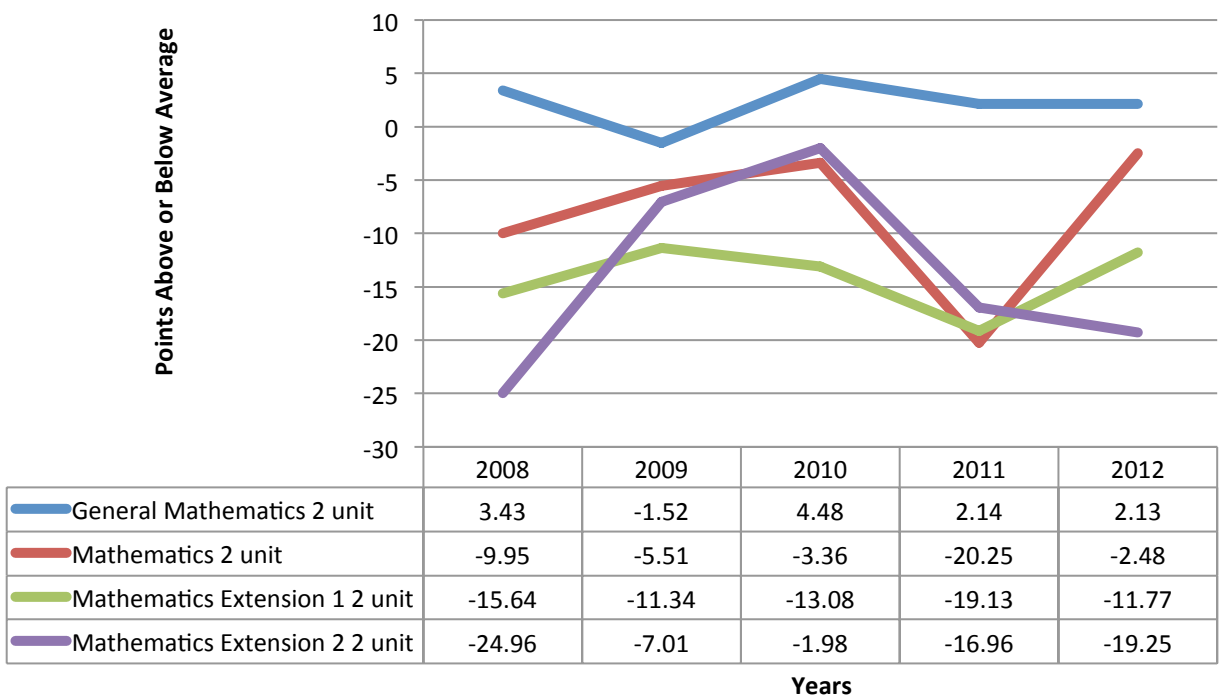
Higher School Certificate Examination Results

Subject	Number of Students	Performance Band Achievement by number and (%)	
		Bands 3 - 6	Bands 1 - 2
Ancient History 2 unit	11	11 (100%)	0 (0%)
Biology 2 unit	18	18 (100%)	0 (0%)
Business Studies 2 unit	16	15 (94%)	1 (6%)
Chemistry 2 unit	9	9 (100%)	0 (0%)
Dance 2 unit	2	2 (100%)	0 (0%)
Design and Technology 2 unit	5	4 (80%)	1 (20%)
Drama 2 unit	8	8 (100%)	0 (0%)
Engineering Studies 2 unit	11	11 (100%)	0 (0%)
English (Standard) 2 unit	35	30 (86%)	5 (14%)
English (Advanced) 2 unit	39	39 (100%)	0 (0%)
English Extension 1 1 unit	9	9 (100%)	0 (0%)
English Extension 2 1 unit	5	5 (100%)	0 (0%)
French Beginners 2 unit	5	5 (100%)	0 (0%)
French Continuers 2 unit	2	2 (100%)	0 (0%)
General Mathematics 2 unit	26	26 (100%)	0 (0%)
Geography 2 unit	3	3 (100%)	0 (0%)
History Extension 1 unit	5	5 (100%)	0 (0%)
Information Processes and Technology 2 unit	11	9 (82%)	2 (18%)
Japanese Beginners	2	2 (100%)	0 (0%)
Japanese Continuers	3	1 (33%)	2 (67%)
Legal Studies 2 unit	15	14 (93%)	1 (7%)
Mathematics 2 unit	37	35 (95%)	2 (5%)
Mathematics Extension 1 2 unit	12	12 (100%)	0 (0%)
Mathematics Extension 2 2 unit	6	6 (100%)	0 (0%)
Modern History 2 unit	8	8 (100%)	0 (0%)
Music 1 2 unit	4	4 (100%)	0 (0%)
Music 2 2 unit	1	1 (100%)	0 (0%)
Music Extension 1 unit	1	1 (100%)	0 (0%)
Personal Development, Health and Physical Education 2 unit	12	11 (92%)	1 (8%)
Physics 2 unit	18	17 (94%)	1 (6%)
Senior Science 2 unit	12	12 (100%)	0 (0%)
Software Design and Development 2 unit	11	9 (82%)	2 (18%)
Studies of Religion I 1 unit	4	3 (75%)	1 (25%)
Swedish Continuers 2 unit	1	1 (100%)	0 (0%)
Textiles and Design 2 unit	4	4 (100%)	0 (0%)
Visual Arts 2 unit	9	9 (100%)	0 (0%)
VET - Entertainment Industry Examination 2 unit	2	2 (100%)	0 (0%)
VET - Hospitality Examination 2 unit	8	8 (100%)	0 (0%)
VET - Information Technology Examination 2 unit	2	2 (100%)	0 (0%)

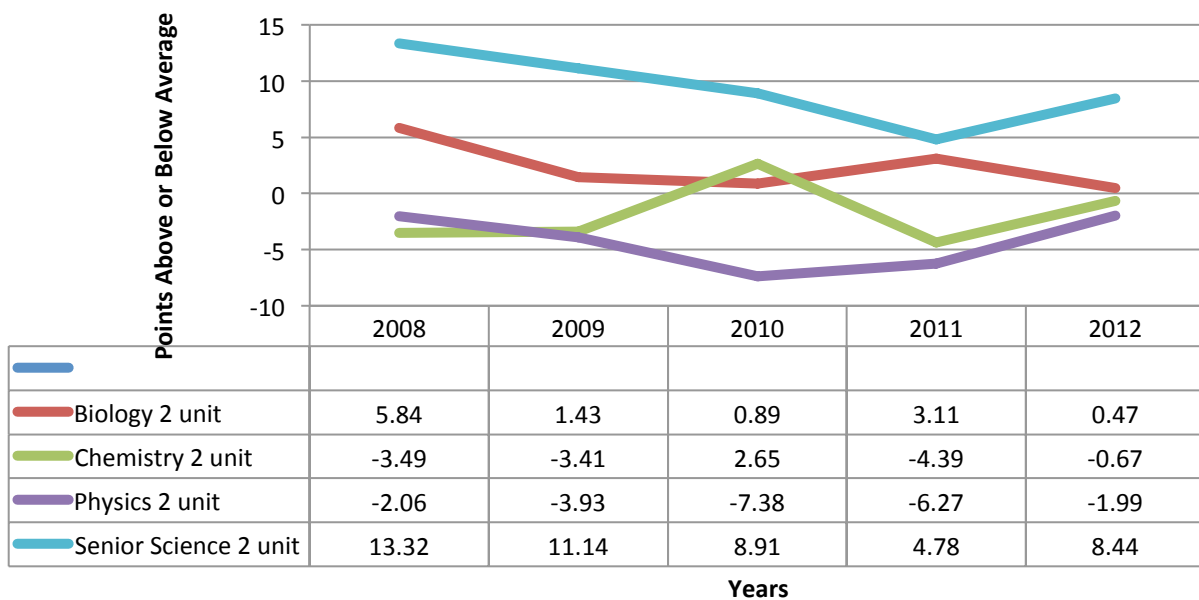
English Faculty Courses Compared to State Average



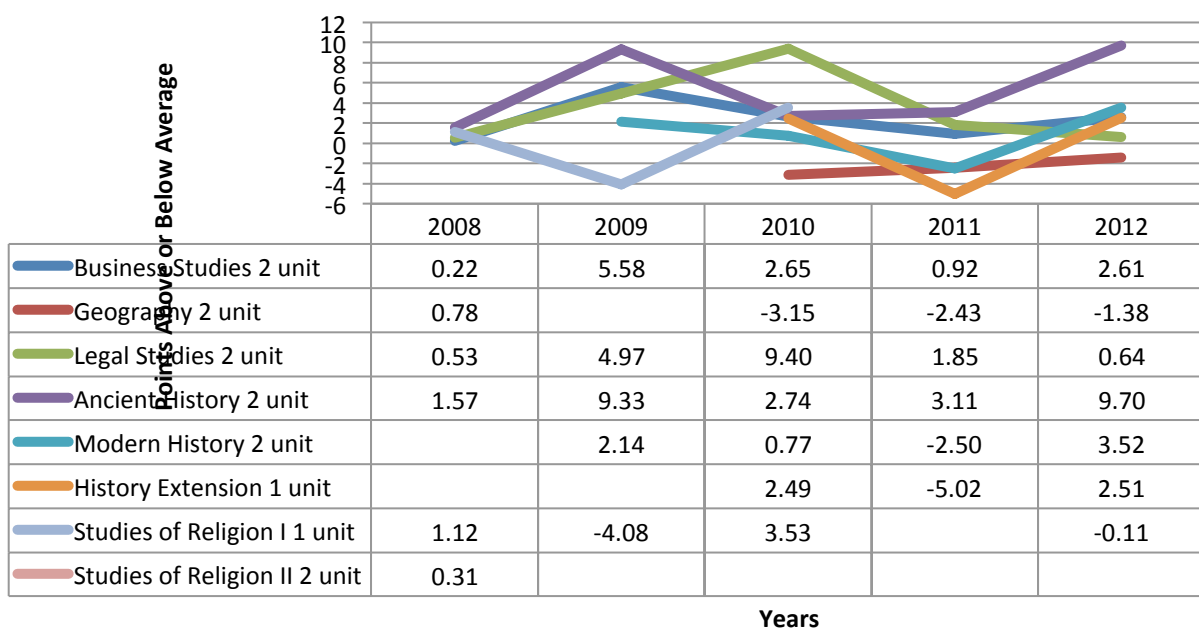
Mathematics Faculty Courses Compared to State Average



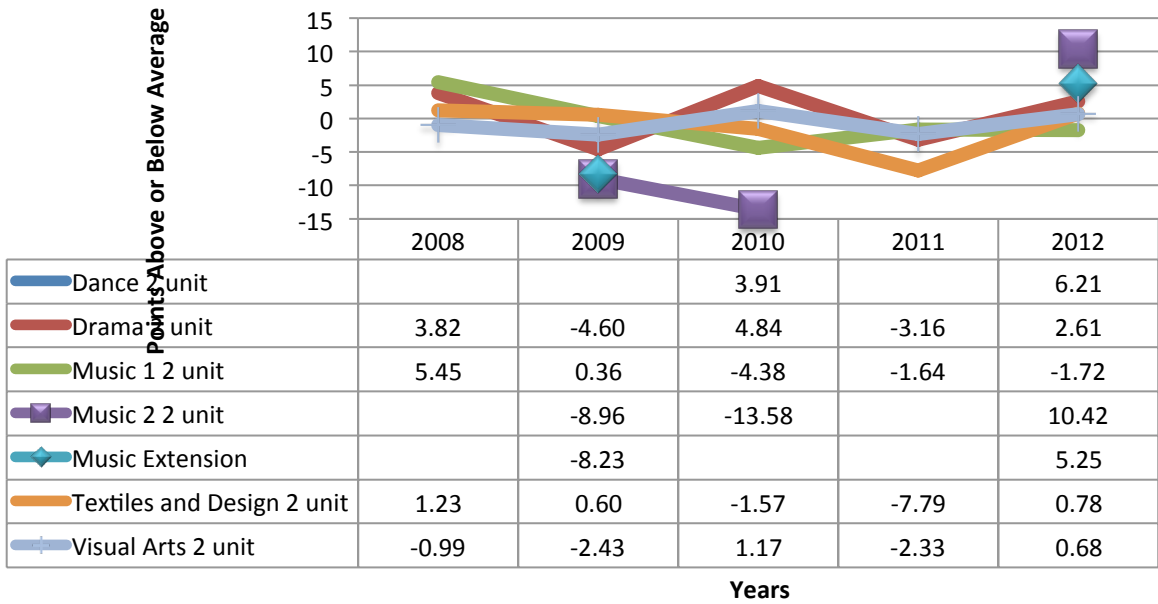
Science Faculty Courses Compared to State Average



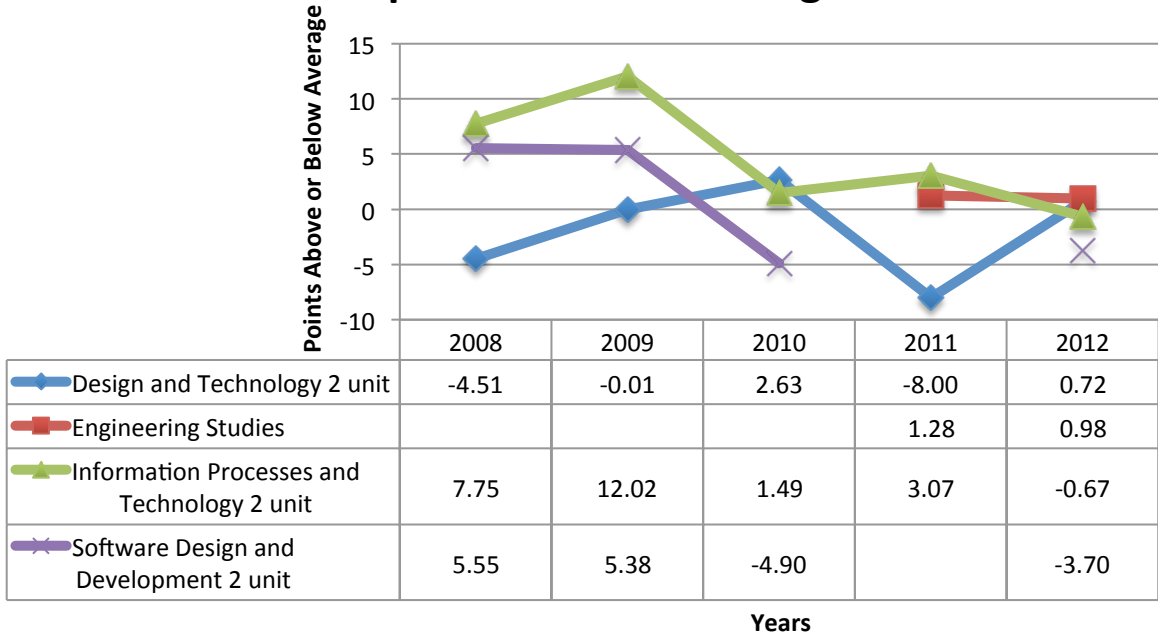
HSIE Faculty Courses Compared to State Average



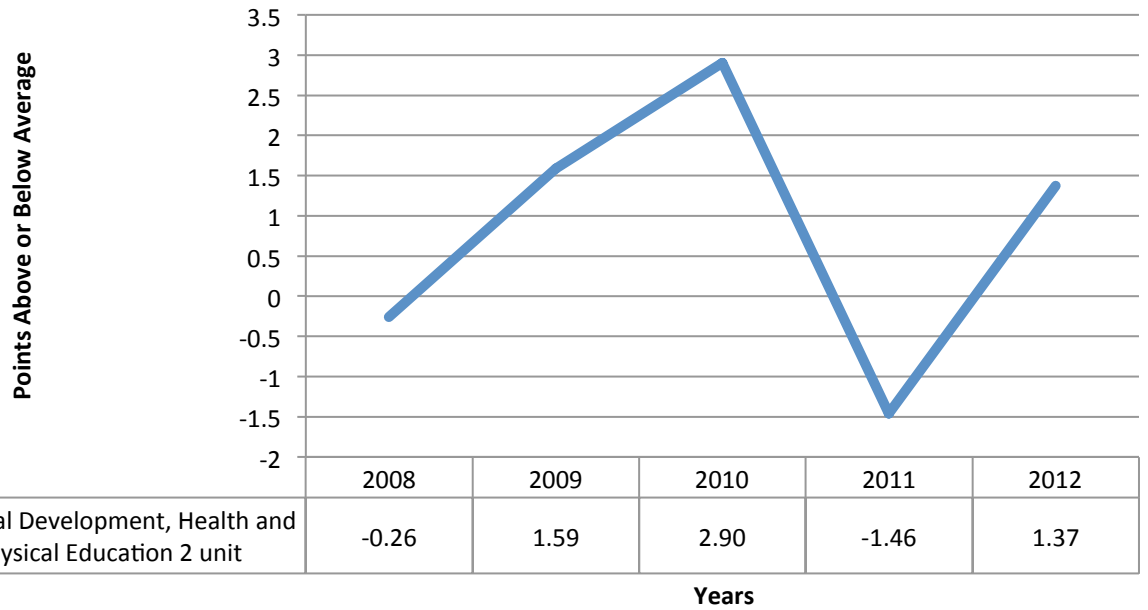
Creative and Performing Arts Faculty Courses Compared to State Average



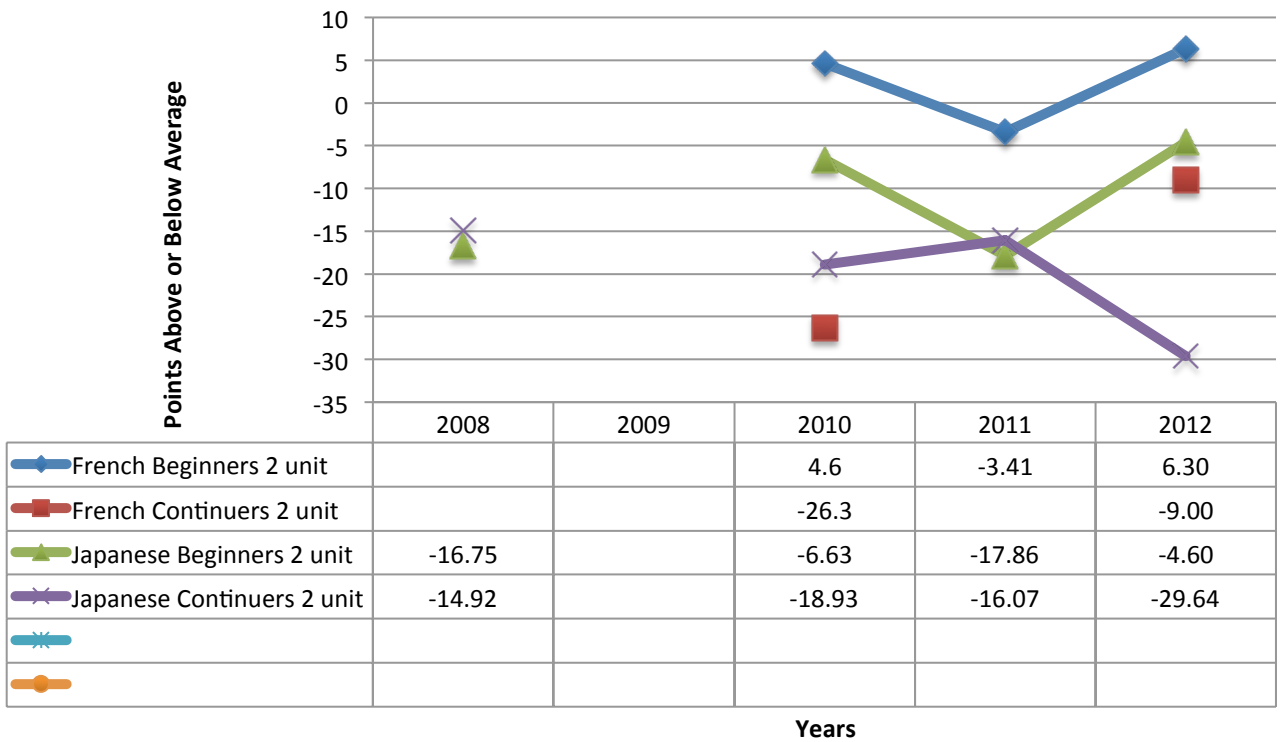
Technology and Applied Studies Faculty Courses Compared to State Average



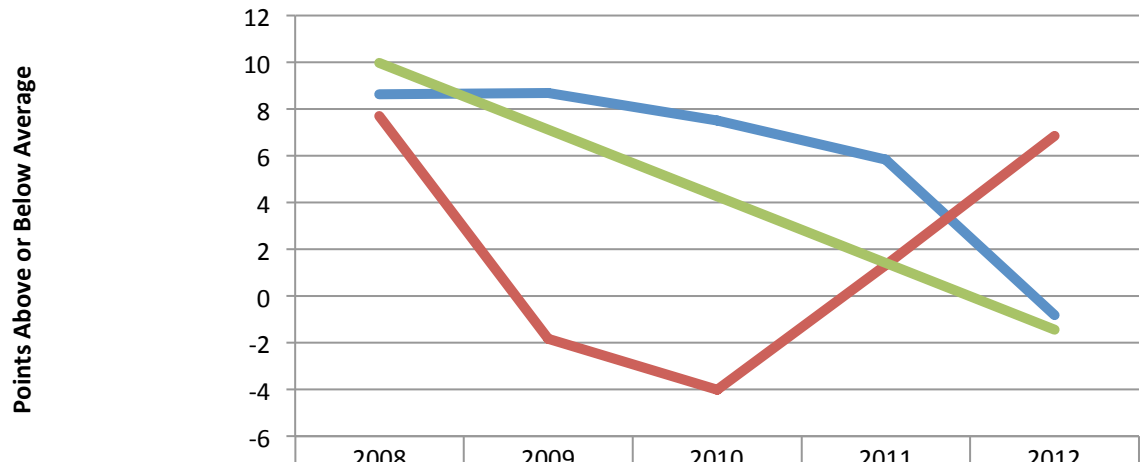
PDHPE Compared to State Average



LOTE Faculty Courses Compared to State Average



VET Courses Compared to State Average



	2008	2009	2010	2011	2012
— Hospitality Examination 2 unit	8.62	8.69	7.52	5.83	-0.82
— Entertainment Examination 2 unit	7.69	-1.83	-4.01	1.33	6.85
— Information Technology Examination 2 unit	9.96				-1.44

Years

Stage 5 (Year 10) Results

All 97 students successfully completed Year 10 in 2012. For English, Mathematics and Science the percentage of Lindisfarne students who achieved a grade A were well above the percentage who achieve an A in the rest of the state. No student at Lindisfarne achieved the lowest grade (E). For the elective subjects 80% had all students active in the top three grades with French and Textiles Technology students where all achieved in the top 2 grades (A and B)

CORE SUBJECTS

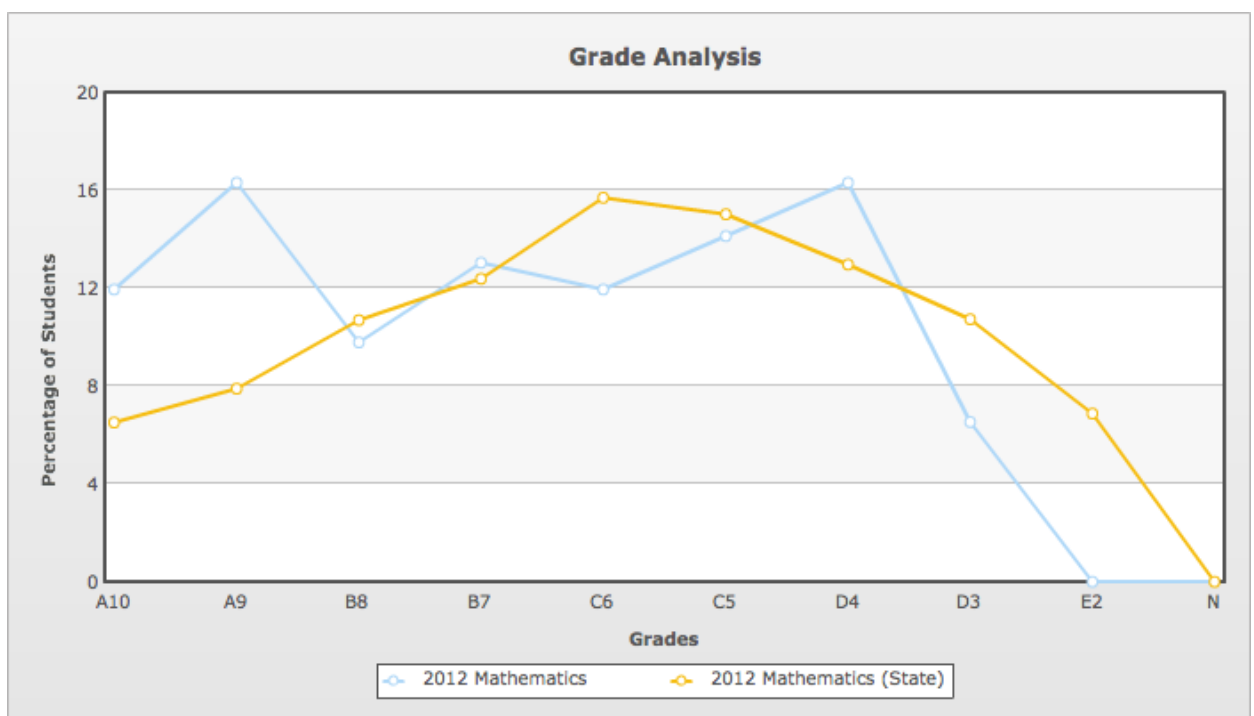
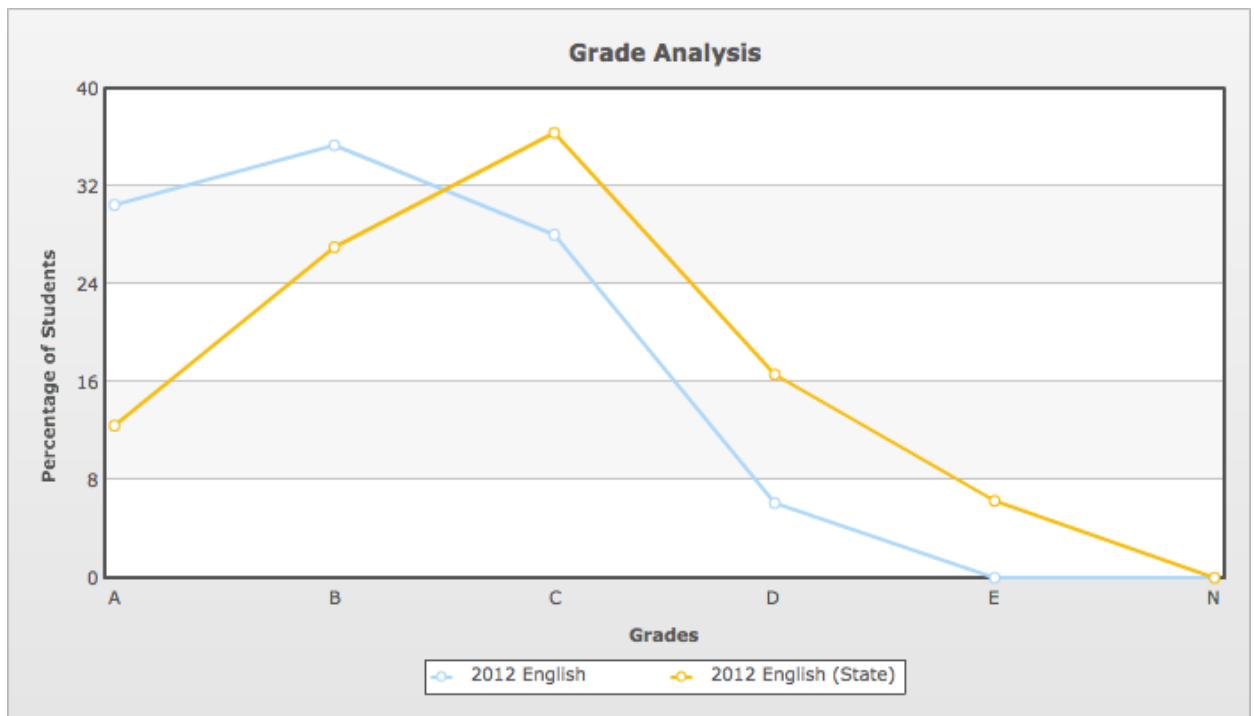
% of students who achieved in each Grade	A	B	C	D	E	N
English	30.48	35.36	28.04	6.09		
English (State)	12.45	27.01	36.35	16.63	6.3	
Science	24.39	39.02	25.6	10.97		
Science (State)	13.46	23.79	34.78	19.01	7.7	
Australian History	13.41	42.68	23.17	20.73		
Australian History (State)	13	23.39	33.78	19.97	8.54	
Australian Geography	40.24	46.34	10.97	2.43		
Australian Geography (State)	12.76	24.28	34.25	19.44	7.94	
Personal Development, Health and P.E.	28.39	41.97	27.16	2.46		
Personal Development, Health and P.E. (State)	15.24	31.85	33.97	12.88	5.09	

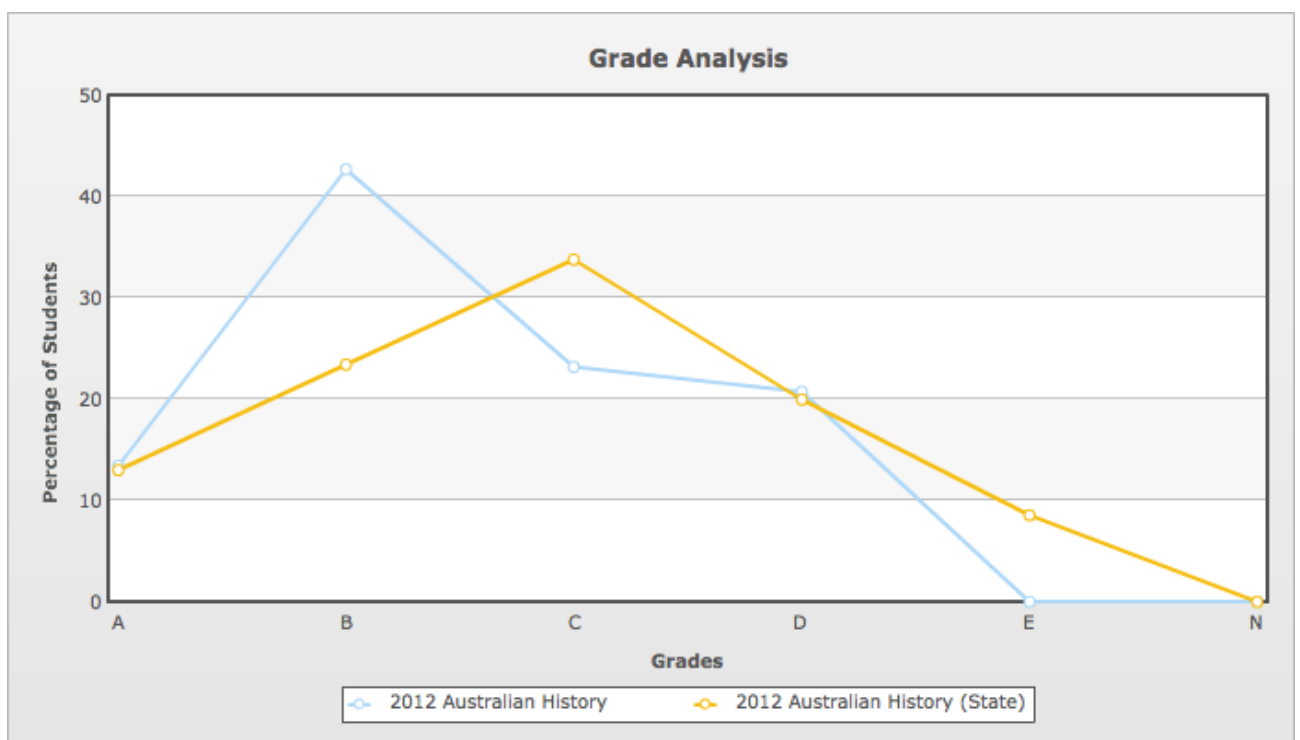
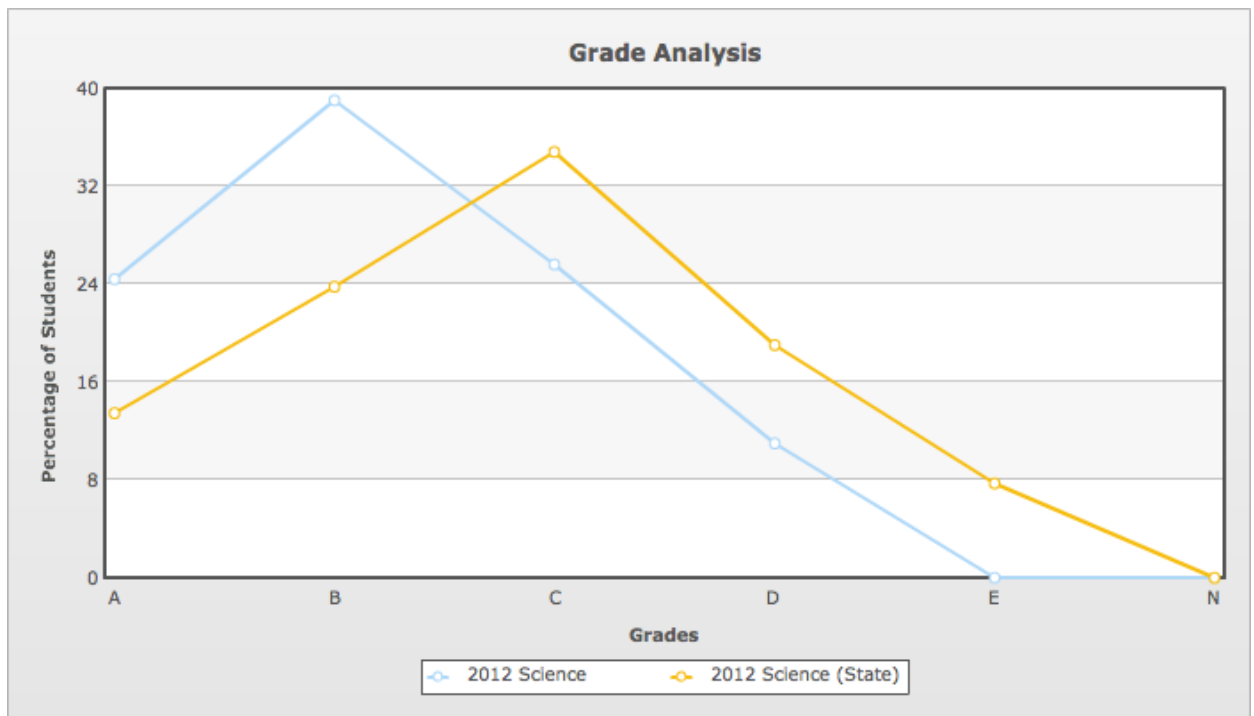
Mathematics

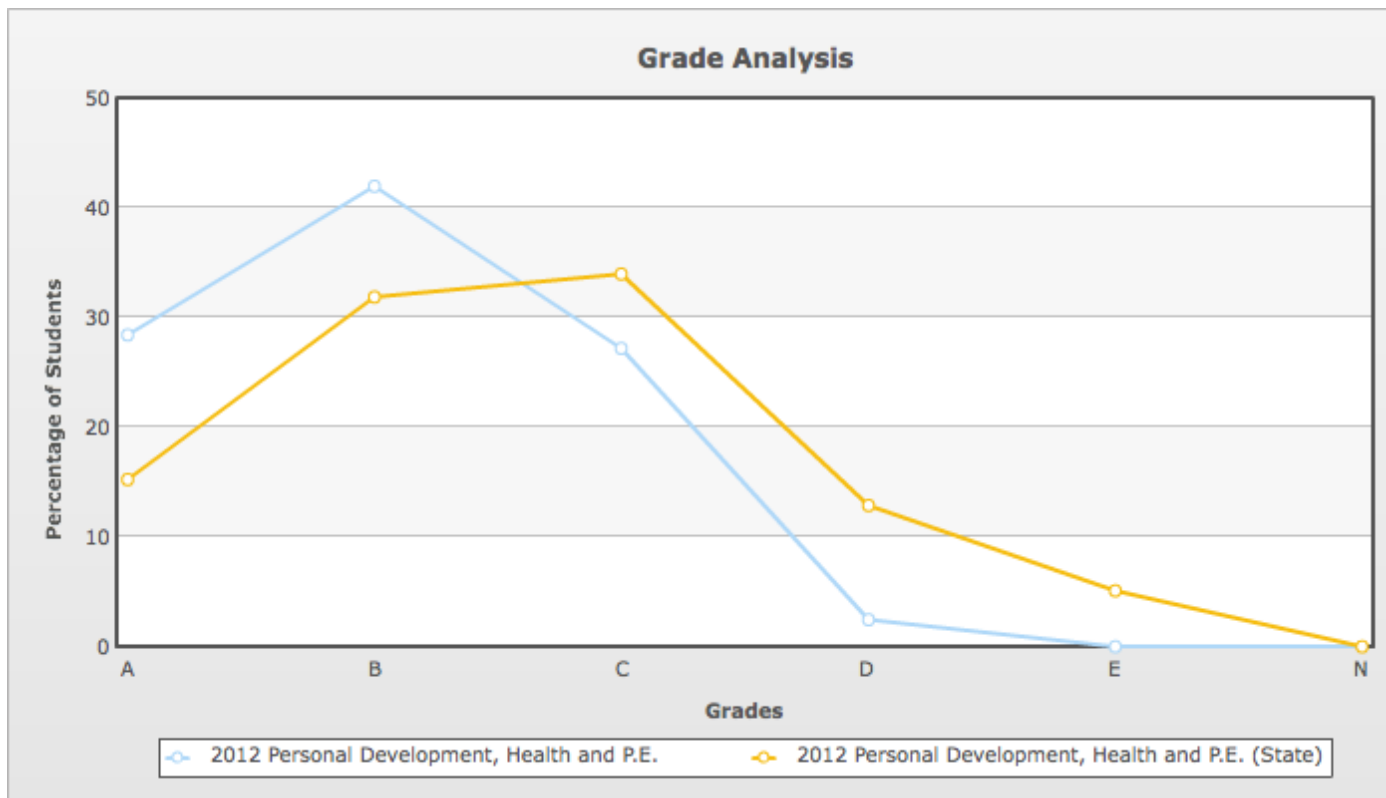
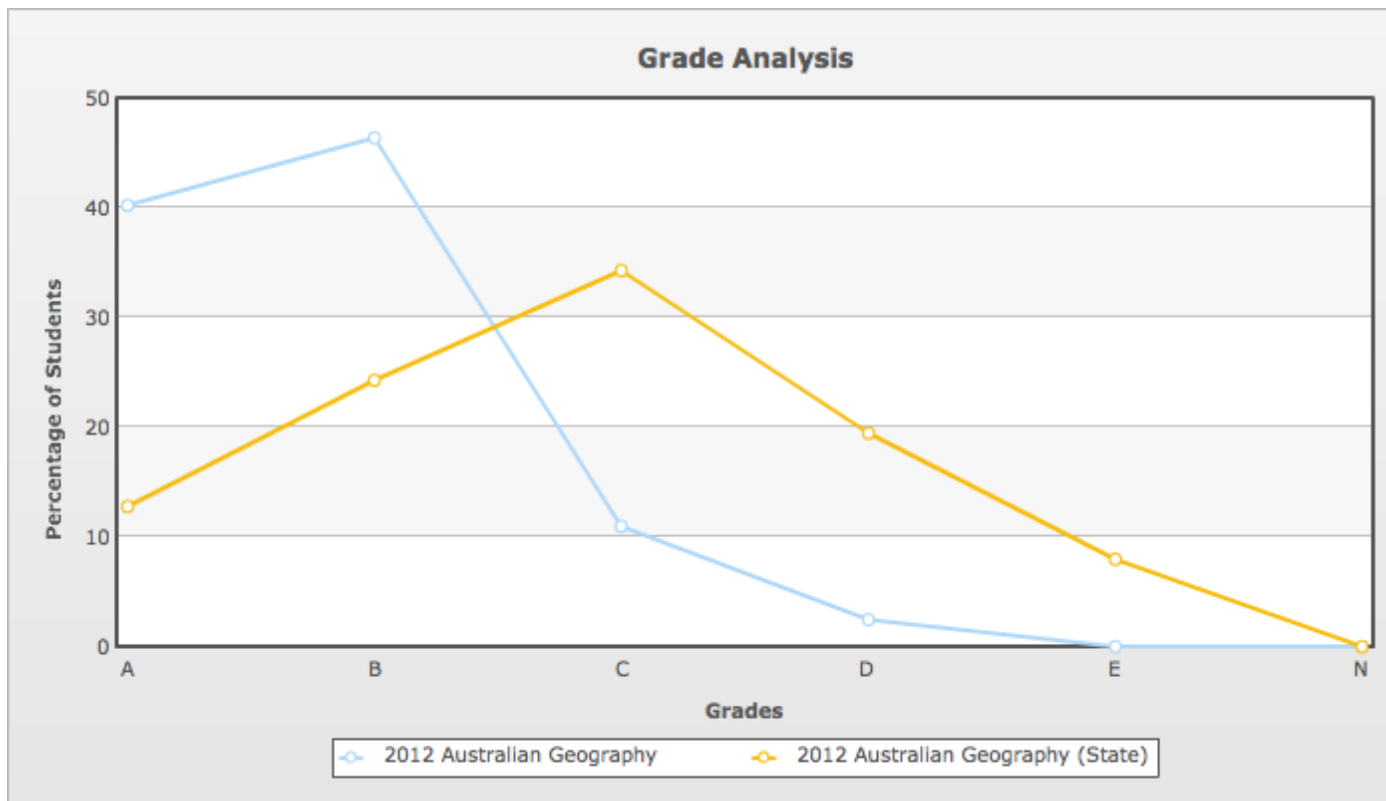
% of students who achieved in each Grade	A10	A9	B8	B7	C6	C5	D4	D3	E2	N
Mathematics	11.95	16.3	9.78	13.04	11.95	14.13	16.3	6.52		
Mathematics (State)	6.5	7.89	10.69	12.38	15.69	15.01	12.97	10.72	6.88	

ELECTIVE SUBJECTS

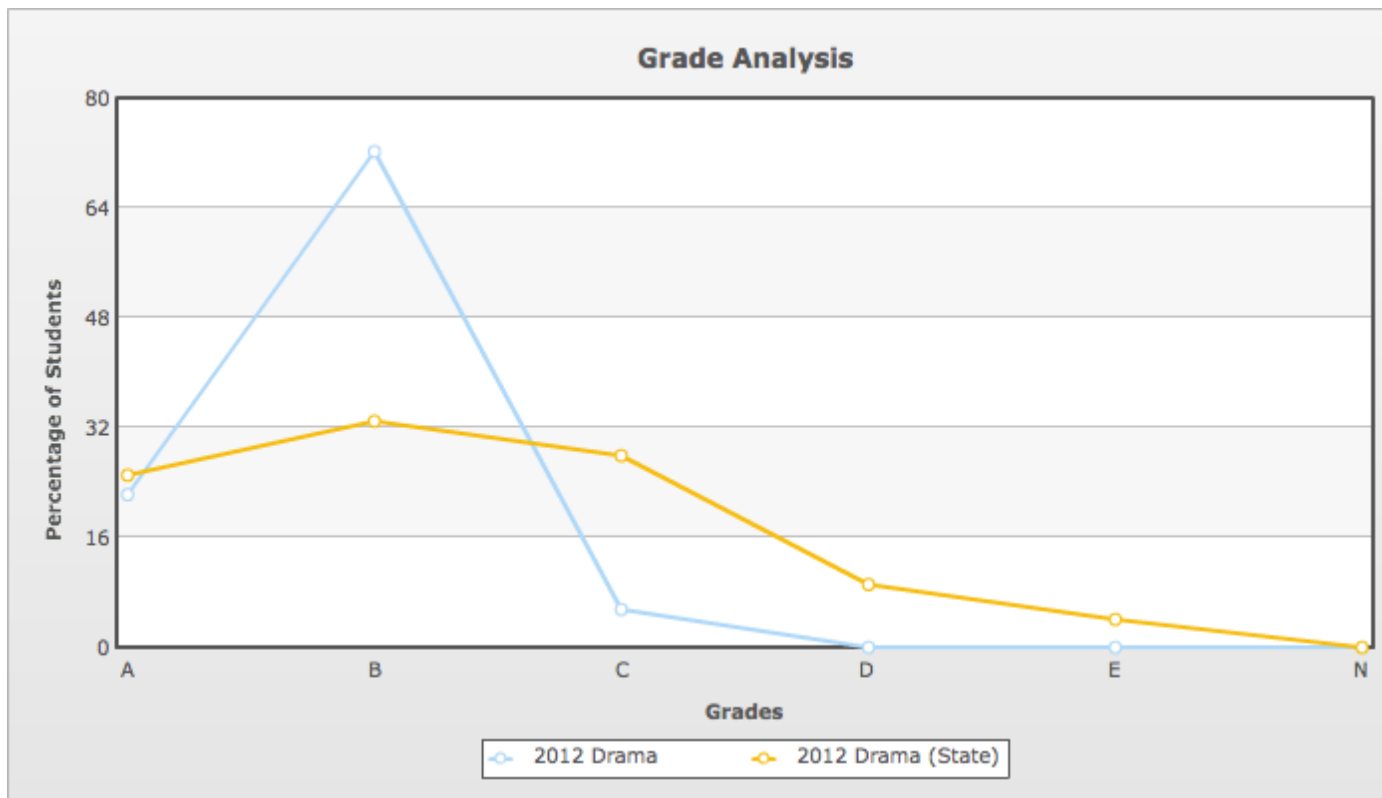
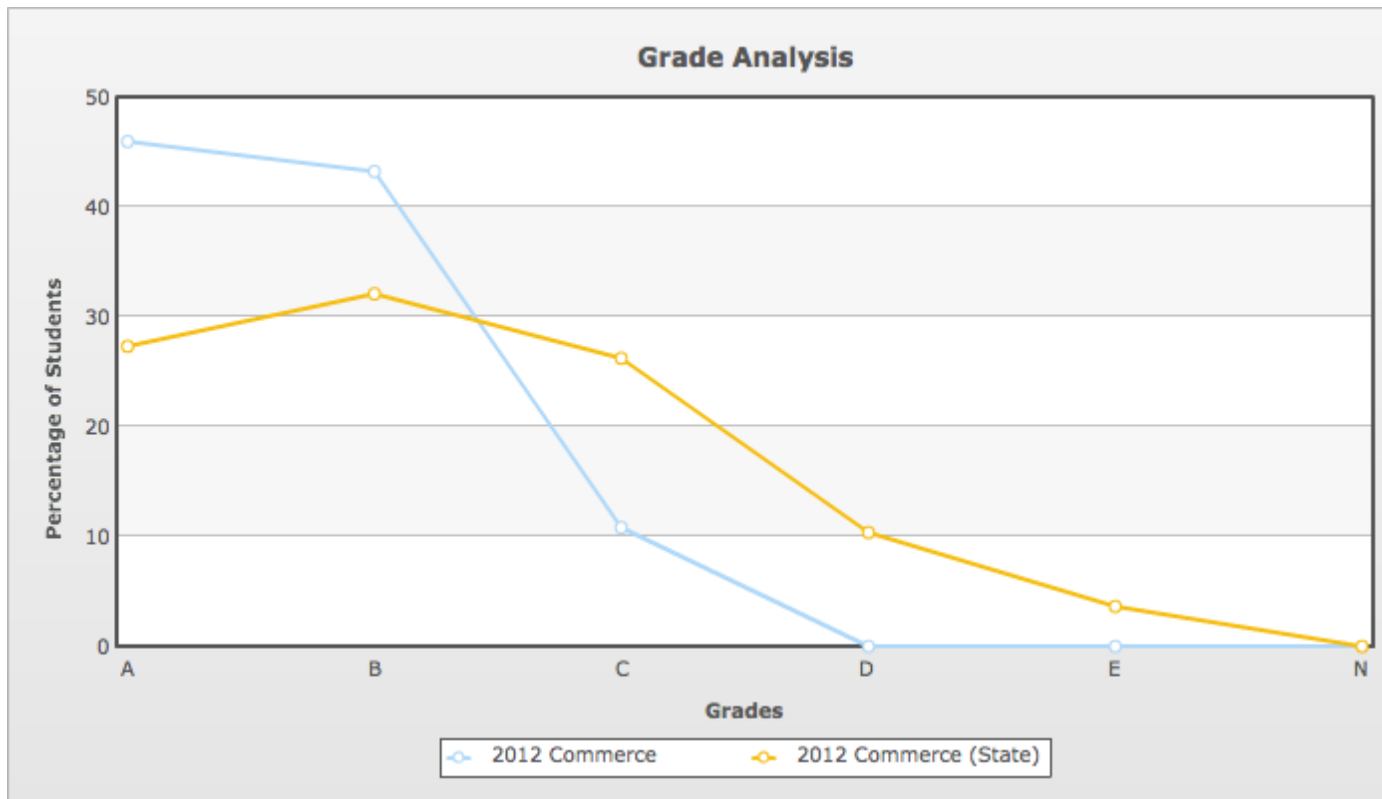
% of students who achieved in each Grade	A	B	C	D	E	N
Commerce	45.94	43.24	10.81			
Commerce (State)	27.31	32.1	26.22	10.38	3.61	
Drama	22.22	72.22	5.55			
Drama (State)	25.09	32.95	27.89	9.15	4.06	
Food Technology	37.5	37.5	12.5	12.5		
Food Technology (State)	18.27	27.35	30.86	14.91	7.1	
French	100					
French (State)	36.33	29.79	22.89	8.5	2.24	
Industrial Technology (Timber)	14.28	14.28	71.42			
Industrial Technology (Timber) (State)	12.26	26.14	34.81	17.43	8.22	0.01
Information & Software Technology	8.82	29.41	61.76			
Information & Software Technology (State)	22.53	27	28.96	14.21	6.63	
Japanese	25	50	25			
Japanese (State)	36.28	24.12	21.31	12.04	5.77	
Music	37.5	37.5	12.5	12.5		
Music (State)	25.29	31.4	26.21	10.87	5.43	
Textiles Technology	57.14	42.85				
Textiles Technology (State)	24.66	28.87	29.22	12.08	4.09	
Visual Arts	28	60	12			
Visual Arts (State)	23.9	31.17	27.76	11.18	4.99	

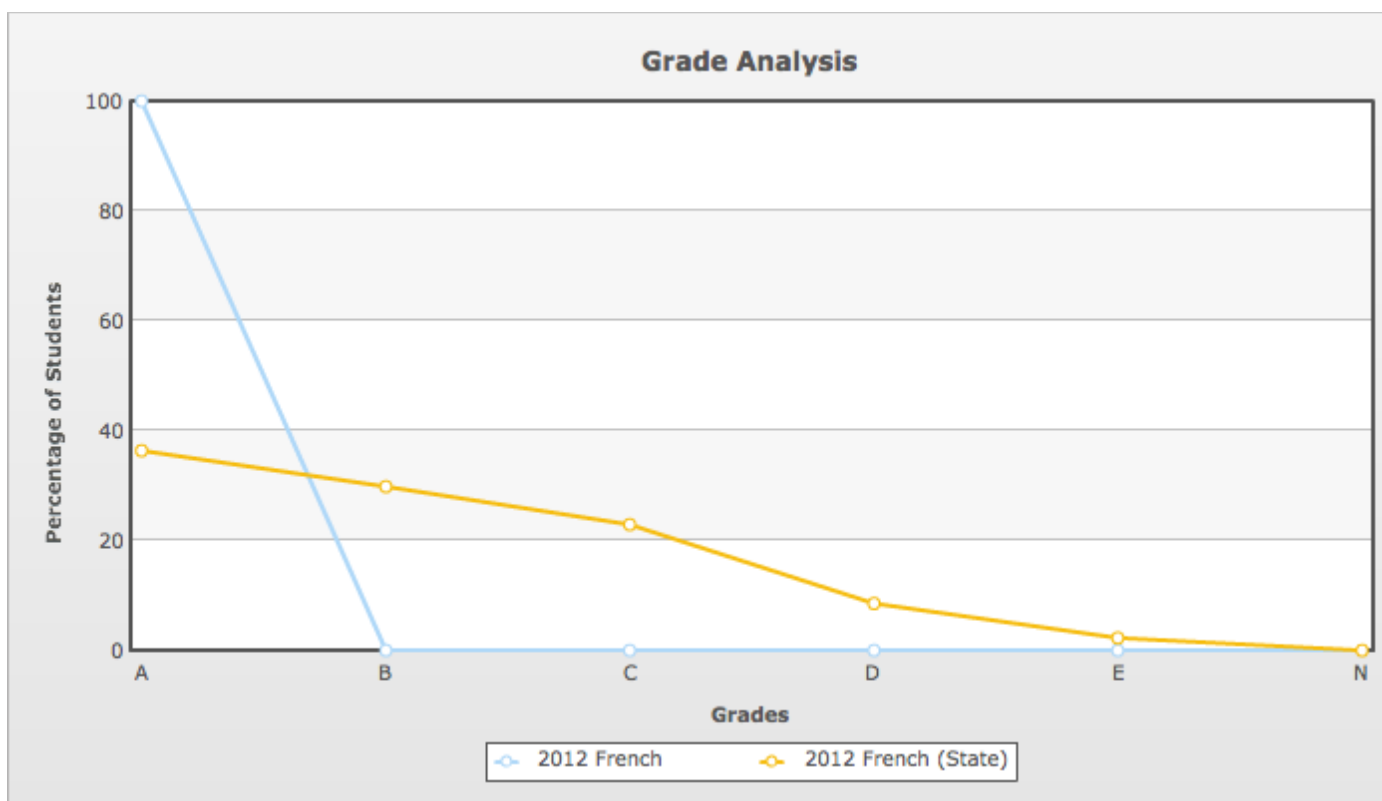
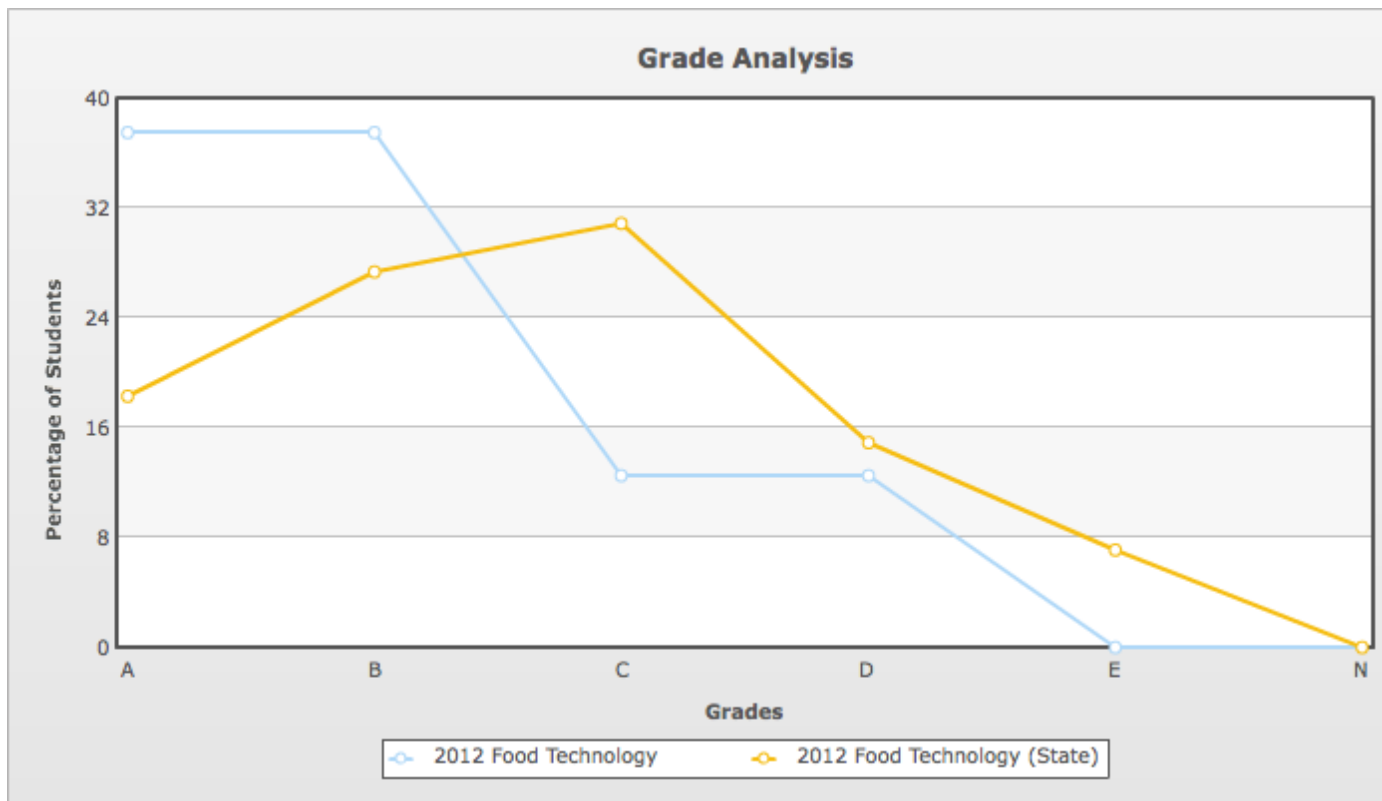


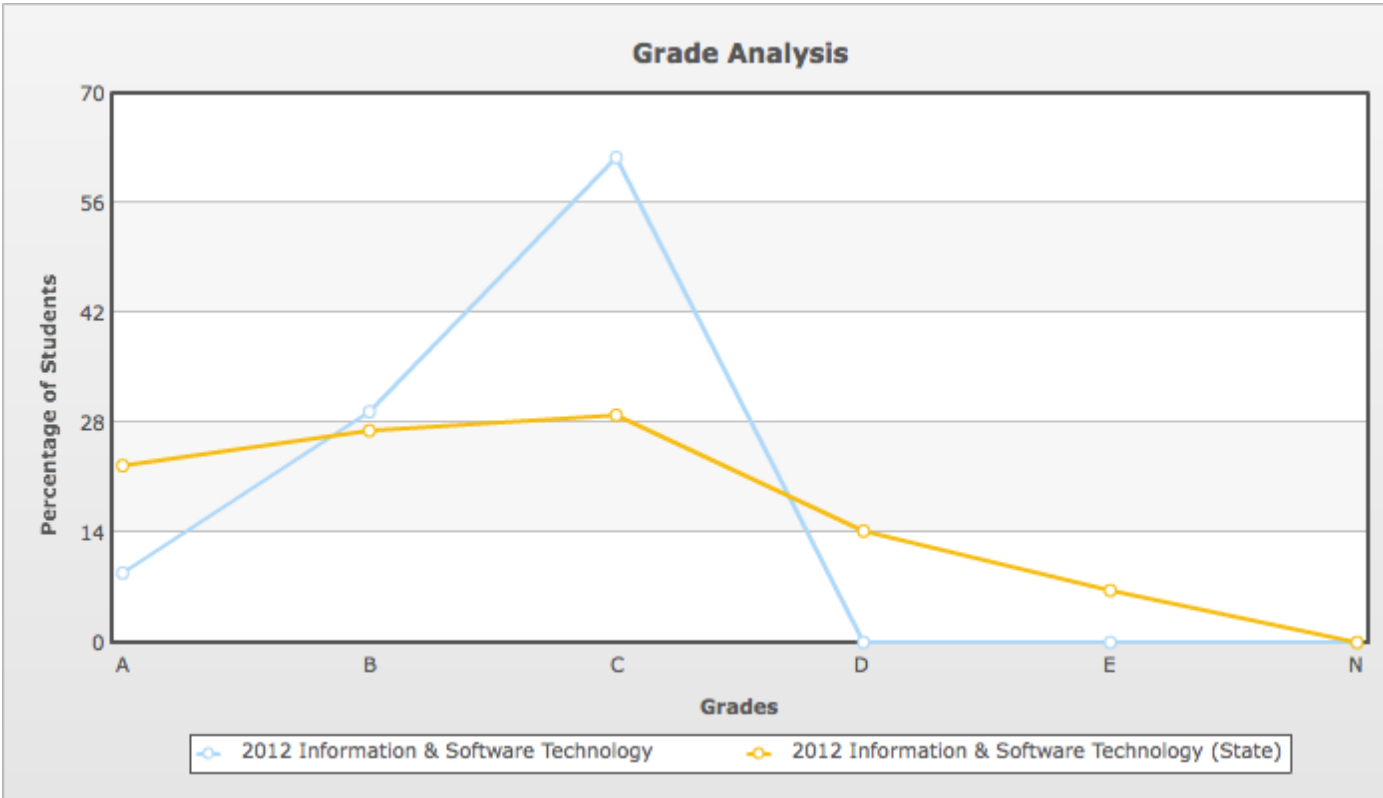
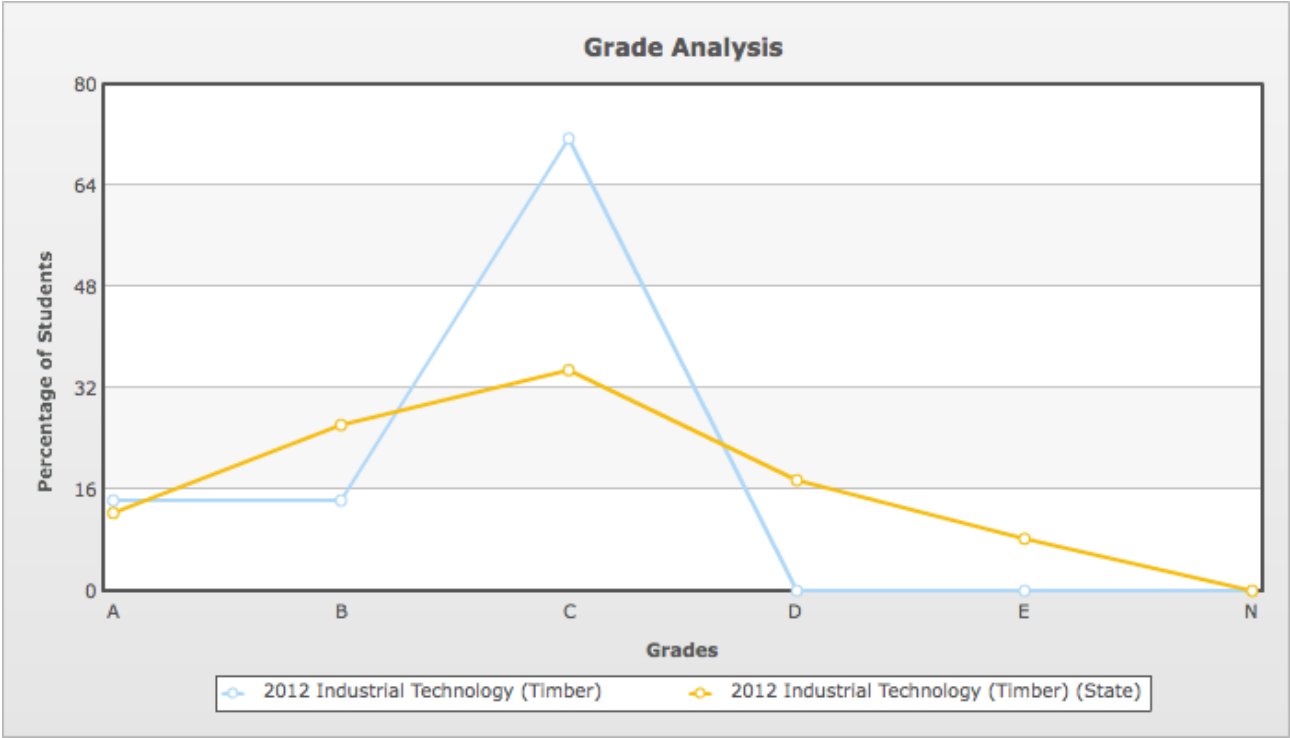


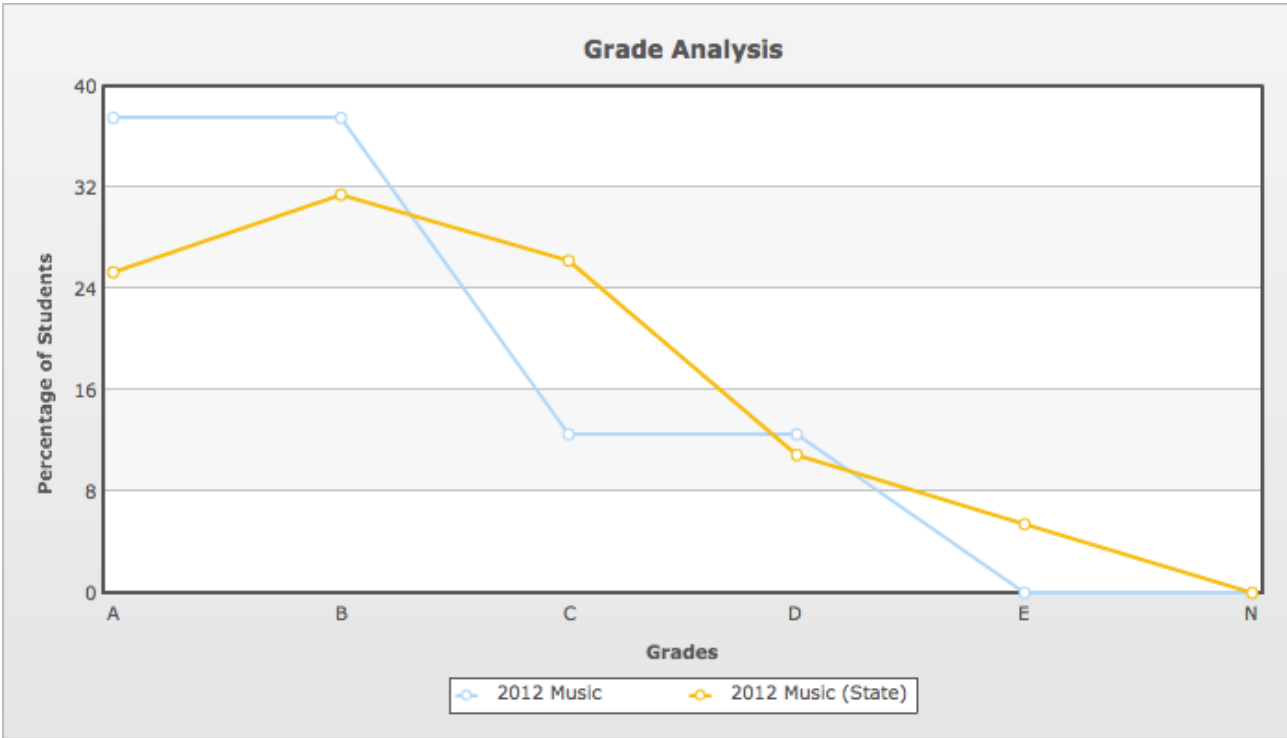
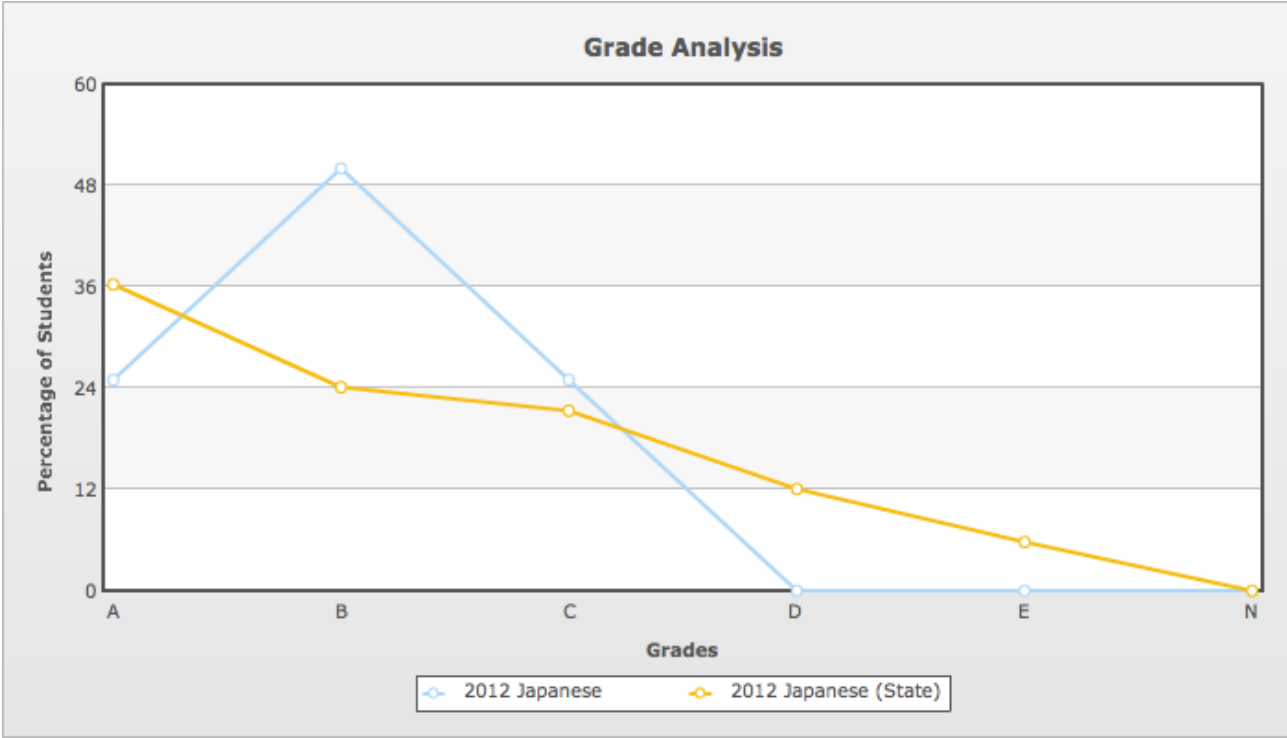


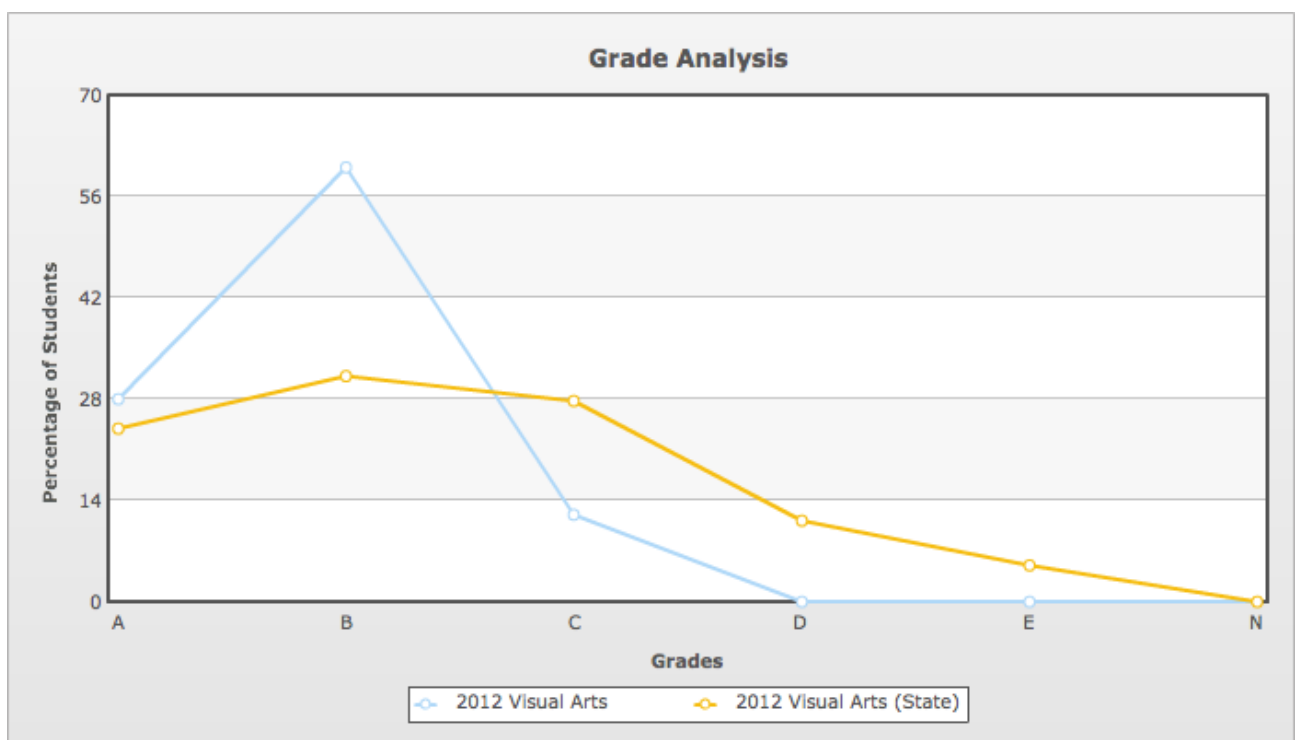
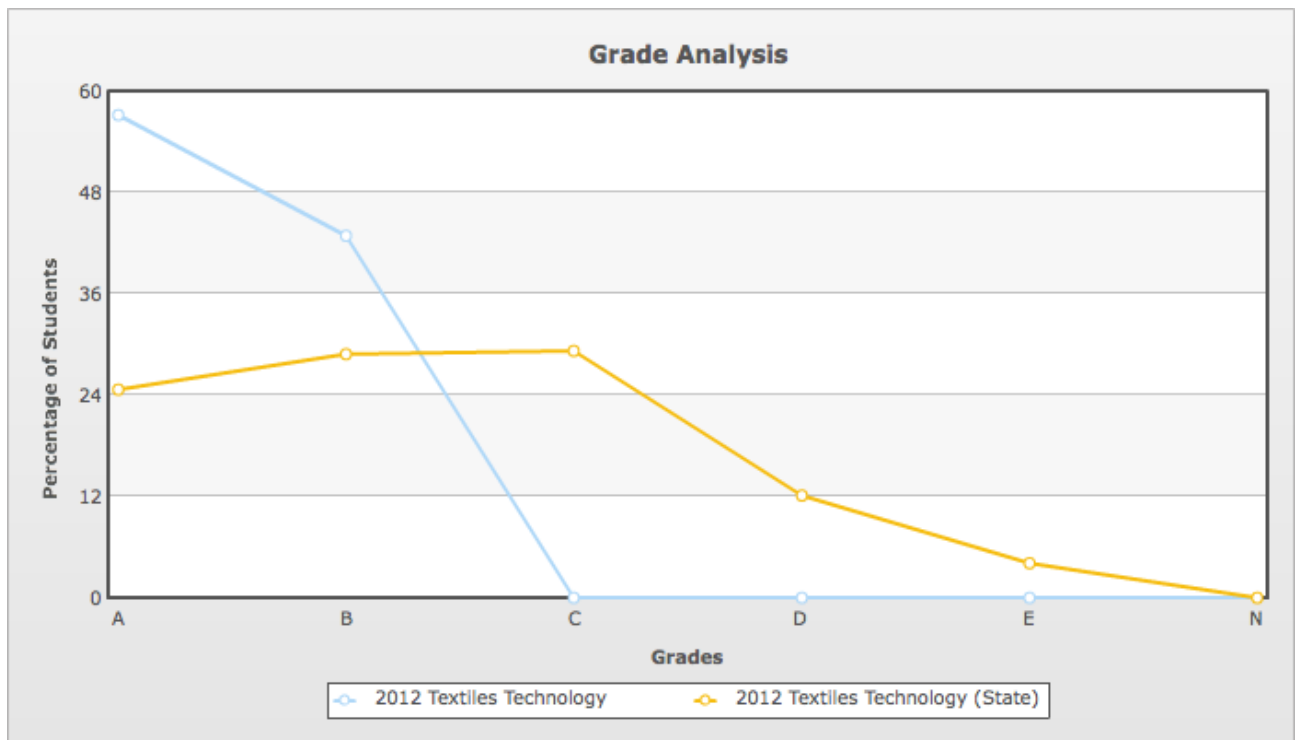
ELECTIVES











Professional Learning and Teacher Standards

Literacy Solutions - Reciprocal Teaching & Comprehension Strategies: Years 4-7	1
2012 AHISA & ISCA National Education Forum	2
2012 VET Summit- School VET coordinators	1
5-6 week online course covering how to increase student motivation and engagement	1
ACS Careers Seminar at Gold Coast- Presentation from 9 employers and training organisations	1
Advanced English Module B Hamlet conference via video hub	1
AGQTP Moodle Training	20
AIS - Assessing Students' Writing Using Rubrics	1
AIS AGQTP Grant	3
AIS Conference: A Tapestry of whole school learning	2
AIS Drama Conference: Colloaborate and Create	1
Annual Profession Learning Conference 2012, Marist College, Ashgrove	1
APOLA - Re certification - For school surfing supervisors - Byron Bay Surf Club	1
APOLA School Surfing Supervisor Training	1
APOLA- School Surfing Qualification	1
Applying Neuroplasticity to Education	46
Art Gallery of NSW - Picasso and Art Express Exhibitions	1
Art Inservice - Fiona Steele - Tweed Art Gallery	1
As part of ISCE grant - travel to Port Macquarie and 2 days observation of mentee	1
Aspiring women leaders conference	1
Assessing Students' Writing Rubrics - Video conference	1
Assessment of HSC Examination - Board of Studies	1
Attend a workshop at the UTS in Sydney for Engineering, Science and Maths teachers	1
Autism Information Session	1
Becoming an Accomplished Teacher (AIS)	1
Biennial National Conference of the Kodaly Music Education Institute of Australia. The conference introduced the latest developments in Australian and International music teaching practices.	2
Bond IT Teachers Dinner and Forum - Bond University	1
Bond Uni Careers Adviser Day	1
BOS: Record of School Achievement (ROSA) seminar	1
Collaborative Planning	1
Comprehension Workshop	1
Consultation on Science Curriculum with Board of studies	1
CPR completed	3
Differentiating Instruction and 21st Century Skills: Preparing all Learners for the World Ahead	3
Early Childhood Intervention Aust.	1
Emergency Asthma Management Course	1
Examine the process involved in planning for students with learning difficulties,	2
First Aid Course completed	12
Four Corners Episode: Quality Teaching	1
Griffith Connect Partnership- Careers Advisers Meeting-Update on early entry course requirements etc.	1
Griffith University Information Day for Career Advisers	1
HSC Essays & Dramatic Practice Maximum Learning Course. Evoke classroom practice in written form.	1
HSC Markers Day	2
HSC Marks Explained - The Teachers' Guild of NSW	1
HSC moderation and scaling explanation	1
Identify & Respond to Children & Young People at Risk	2
iLearn 2012, iPad Tablet Technology for Learning and Learning, Mylearning, Sydney	1
Improving educational outcomes of students with chronic illness	1

Independent Education: Influencing a Complex Future	2
Independent Schools Centre for Excellence	1
Industrial Arts Head Teachers Conference - IIATE Sydney	1
Information Communication Technology Educators of NSW	1
Learning support workshop organised by Anne Mattern	1
Lindisfarne Learning Framework - Angela d'Angelo	18
Literacy Blocks - Implementing The Australian Curriculum	1
Literacy Solutions - Reciprocal Teaching & Comprehension Strategies: Years 4-7	1
LLF Planning Workshop - Southern Cross University	1
Maintenance of accreditation	3
Making It Work	5
Making learning accessible: Maximising the use of the iPad to support learners in Special Education	1
Mathematical Association of NSW feedback from Mathematics markers of 2011 HSC.	1
Meet the HSC markers - Kingscliff	1
Middle leaders - as part of PD for grant	3
Moodle training	7
Music Matters Workshop.	1
North Coast Collegial Careers Meeting- Wollumbin High	1
NSW Ancient History Teachers' Conference	1
P-3 Reading in the Australian Curriculum Workshop @ Robina Woods with Literacy Solutions	2
Peer Coach Facilitator Training, Expanding Learning Horizons, Microsoft Partners in Learning	1
Picasso and Art Express Exhibition	2
PLANE Festival of Learning	2
Play workshop for Early Learning teachers	3
Preparing to Teach History	1
Professional learning by Pearson	1
Professional Learning Workshops and AGM for Technology Educators Association	1
Professional Reading: Belonging, Being & Becoming- The Early Learning Years Framework of Australia	1
QUEST In service - ConQUEST 2012 at Brisbane Boys Grammar School	1
Queensland University of Technology- Careers Advisers information Day	1
Reading and the Brain Workshop - Using neuroscience to enhance literacy. PD in at Brisbane Convention Centre	1
Ronald McDonald Learning Program- Professional Development	1
Science Teachers Association New South Wales - HSC Science Lectures - Kingscliff High	1
Session 1 - Musicianship	2
Session 2 - Cross curriculum priorities	1
Session 3 - Repertoire, Materials and Games for P-6	1
Session 4 - The Australian Curriculum	1
Staff iPad Training	93
Staff meeting On Pyscologists at Lakeside rooms	33
Staff Meeting- Quality Teaching	79
Staff Meeting-Planning for Early Years Learning Framework for Australia within classroom context	33
Staff meeting: Integrating EYLF into classroom context	33
STANSW - HSC study day	1
STANSW Chemistry Teachers Conference	1
Storytelling with Digital Video	1
TAFE Course No:19586 Identify and Respond to Children and Young People	1
TEA May Conference	1
Teaching Students with Autism Spectrum Disorder (ASD).	2
Textile Teacher's Forum	2
The Flagship Program	1

The Landmark Forum	1
The Magic and Wonder of Mathematics	1
The Outstanding Teacher	2
The University of Queensland School Leadership Forum	1
TTA Course Rozelle, Sydney.	1
VET Information Technology Teacher Training	1
Whole School Improvement in Literacy a PD covering key questions to guide leadership.	1
WHS Consultation Training	7
Youth Violence Symposium	2

Category	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) guidelines, or	88
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.	-

Teaching Staff Composition

There were 57 female teaching staff and 31 male teaching staff employed during 2012. There were no teaching staff who self-identified as being of Indigenous/Torres Strait decent. The School employed one staff with a self-identified disability.

Reporting Area 5: Teacher Attendance and Retention Rate

In 2012 the average daily staff attendance rate was 96.63%. The proportion of staff retained during 2012 was approximately 94.6%.

Secondary Student Outcomes

100% of the Year 12 cohort (74 of 74 students) in 2012 received their NSW Higher School Certificate qualification.

Of these 74 students,

34% of all students received VET qualifications.

Vet courses delivered by the School=76%

Entertainment Industry -21%

Information Technology -26%

Hospitality -53%

TAFE qualifications delivered by the local TAFE colleges-24%

Aviation -50.2%

Automotive -16.6%

Animal Care -16.6%

Electro Technology -16.6%

Post School Destinations

Lindisfarne had 74 students graduate Year 12 in 2012.

Their destinations in 2012 are:

University Studies 70.25%

TAFE 6.75%

Employment 17.6%

Private Providers 2.7%

Defence Force 2.7%

Total 100%

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 – main reception or 07 5590 5927 – Years 5 to 12, 07 5523 1143 – Years P to 4) by 8:45am each day or by email to the absentee address for each campus or by fax 07 5590 4962. 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 e.g. 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.

Rate of Attendance

Year	Rate of Attendance (%)
12	93
11	94
10	92
9	93
8	93
7	94
6	94
5	95
4	96
3	93
2	95
1	91
K	94
P	97
Total School	94

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.

Date of Policy Formulation	
Date of Adoption	
Date of Last Review	
Date of Next Review	
Signature	
Position Held	

Student Population

Lindisfarne Anglican Grammar School has a total of 1018 students from P – 12. The students are positioned in the following numbers:

P = 65
K – 6 = 402
7 – 12 = 551

There are 507 females and 511 males in the school. Our students come from a wide range of backgrounds, including a small percentage of children with special needs.

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 2012/Proposed Changes in 2013	Access to Policies
<p><i>Child Protection Policy</i></p> <p>This policy encompasses:</p> <ul style="list-style-type: none"> Definitions and Conduct Legislative requirements. Preventative strategies. Reporting and Investigating Reportable Conduct". Investigation processes. Documentation. 	<p>All policies are reviewed annually.</p>	<p>Full text available on:</p> <p>School Intranet</p> <p>Available upon request for parents.</p>

<p>Security Policies</p> <p>These policies include:</p> <p>Procedures for security of the grounds and buildings. Use of the security/alarm system. Use of grounds and facilities. Emergency Procedures. Lockdown Procedures. Critical Incident Management Plan. Bushfire Evacuation Plan.</p>	<p>All policies are reviewed annually.</p>	<p>Full text available on:</p> <p>School Intranet.</p> <p>Evacuation Procedures are displayed in classrooms and carried by staff and students.</p> <p>Lockdown Procedures carried by staff.</p> <p>Evacuation Procedures are given to all Contractors. Appropriate outlines are available in the Student Guide and the School Diary.</p> <p>Available upon request for parents.</p>
<p>Supervision Policies:</p> <p>These policies include:</p> <p>Duty of Care Sun Safe Policy** School Excursion Requirements. Duty of Care. Traffic Procedures Safe and Supportive Environment Policy**.</p>	<p>All policies are reviewed annually.</p>	<p>Full text or appropriate outlines available on:</p> <p>School Intranet. School Website**</p> <p>Appropriate outlines are available in the Student Guide and the School Diary.</p> <p>Available upon request for parents.</p>

<p>Codes of Conduct Policies:</p> <p>These policies include:</p> <p>Code of Conduct for Students** Code of Conduct for Staff Code of Conduct – Volunteers** Code of Conduct on Buses** Student Management and Discipline Policy – Secondary** Behaviour Management and Discipline Policy – Primary** Anti-Bullying Policy – Primary** Harassment and Bullying (Safe School Policy). Safe and Supportive Environment Policy** Bus Driver Policy and Procedure Casual Teaching Staff Routine Electronic Communications Code of Ethics ** Code of Social Conduct Suspension and Expulsion of Students Policy **</p>	<p>All policies are reviewed annually.</p> <p>Code of Ethics – Computer: a major review was undertaken in 2012. Introduction of a personal device procedure.</p>	<p>Full text or appropriate outlines available on:</p> <p>School Intranet School Website**</p> <p>Appropriate outlines are available in the Student Guide and the School Diary.</p> <p>Available upon request for parents.</p>
<p>Pastoral Care Policies:</p> <p>These policies include:</p> <p>Pastoral Care Program. Attendance and Absences for Students. Health Procedures. Homework Policy. Reporting Procedures. Assessment Policy. Award System. Critical Incident Management Policy. Student Leadership System. Admission of Medication Policy** Availability to special services such as Counselling and Learning Support Policy.</p>	<p>These policies and procedures are being constantly reviewed in line with Board of Studies requirements and legislative requirements.</p> <p>Further change in the structure of pastoral groups and leadership roles was undertaken in 2012</p>	<p>Full text:</p> <p>School Intranet School Website**</p> <p>Appropriate outlines are available in the Student Guide and the School Diary.</p> <p>Available upon request for parents.</p>

<p>Communication Policies:</p> <p>These policies encompass:</p> <p>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.</p>	<p>These policies and procedures are being constantly reviewed.</p>	<p>Full text:</p> <p>Staff Intranet.</p> <p>Appropriate outlines are available in the Student Guide and the School Diary.</p> <p>Available as a Handout to interested parties.</p>
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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

In 2012 School Council re-evaluated the seven key strategic themes and their priority for achievement over the next 4 years.

		Priority 1 - 3			
		2013	2014	2015	2016
ST1.	Anglican Ethos and Identity	2	2	2	1
ST2.	Student Attainment and Learning	1	1	1	1
ST3.	Teaching Practice & Teacher Development	1	1	1	1
ST4.	Business Management	3	3	3	3
ST5.	Governance & Principal Relationship	2	2	2	2
ST6.	Stakeholder Relationships	1	2	2	2
ST7.	Capital Raising & Facility Development	3	3	3	3

Student Attainment and Learning

In 2012 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, continued 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 2012 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

The School has continued with its embedding of the key strategic Marketing Plan of targeting enrolments into its key intake years of Preschool/Kindergarten and Year 7.

This year, we have also included a focus on our key suburbs within our wide catchment zone through a direct response campaign across varied media and communication channels and instruments. This has included maintaining a strong presence across local print and online media publications and sites as well as a focus on direct response advertising throughout the wider Tweed and Gold Coast regions.

As part of a renewed approach, we have been consistent in producing regular and diverse Media Releases across a broad range of academic, pastoral, sport, performing arts and student success achievements. This has also assisted to foster greater working relationships with journalists and editors from local media outlets and publications resulting in greater advertorial coverage assisting with further building of the School's strong reputation.

We have also strengthened our internal marketing initiatives with copies of the Grammar Gazette publication now being distributed to parents and being available online through the school website. Additionally, the publication was given a slight make over with a greater number of photos being published than previous editions to ensure that parents and students gain a visual understanding of the unique opportunities to excel.

To further build upon the unique sense of the Lindisfarne Grammar parent community, the School has developed a community relations focus to provide a greater day to day working relationship with the Parents and Friends Association. This has seen the creation of a new part time term time role, the Community Relations and Media Officer, within the Human Resources and Marketing Department to provide support and direction to assist the P&F Executive committee with their operations and events.

The School has also placed greater focus on building ties with our Alumni and hosted another 10 year school reunion for our long time graduates. The evening started with a tour of the School grounds followed by a dinner at a local restaurant.

Planning for a new prospectus and website for the year ahead have commenced and form part of the basis for a new online communication and marketing focus to supplement our existing traditional channels.

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 2011, 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 to measure parent perceptions, and the satisfaction levels of parents new to the School in 2012, 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 to access important information.

The School has an active Pastoral Care program involving students in Years 7 – 12 to integrate during 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 2012.

Reporting Area 13: Summary Financial Information

