

LINDISFARNE



ANGLICAN
GRAMMAR SCHOOL

ANNUAL REPORT

2014

Educational and Financial Reporting

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Message from Key School Bodies

Chair of School Council

Lindisfarne Anglican Grammar School Council convened six meetings throughout the 2014 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 28 April 2014. In 2014 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 2014 – 2019.

In 2014 the School continued to implement its strong academic focus emphasising student achievement and quality teaching. Student performance continues to improve, especially in NAPLAN 2014, which is evident in later reporting areas in this document.

Following the resignation of the School Principal, Mr Chris Duncan, School Council undertook a comprehensive recruitment and selection process to appoint a new Principal. Ms Gillian Anstee was appointed as Principal and commenced in July 2014.

Continual improvements have been made in the business management of the school with improved efficiencies, increased 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.

Through a combination of grant funding and school funding, Lindisfarne commenced construction of a new Trade Skills Centre. The centre is expected to be complete by the end of May 2015, and will be utilized to deliver Certificate II in Hospitality, Certificate II in Kitchen Operations and Certificate III in Catering Operations.

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.

Mr Chris Goldstone
Chair

Parents and Friends Association

2014 was a year of change for the P&F. Some of our wonderful volunteers from the last 10 years passed on their knowledge and of our events to help and encourage new volunteers to become involved and continue the wonderful work the P&F do in our school community.

Starting with our Mother's Day Stall, which had been coordinated by Robyn Butel for many years, Kate Rogers gathered a group of enthusiastic mums from Sunshine Ave Campus to run the stall. Every week for a month they assembled to make (from scratch) gifts to sell. I thank them very much for their hard work and their willingness to relieve our past volunteers of their workload.

Our Business Breakfast was a great success selling just shy of 100 tickets with our guest speaker, author and motivational speaker Keith Abraham. This was our second Lindisfarne Business Breakfast and I do hope it continues as it is a great way for us to connect our local business community.

Big Boys Breakfast was massive again this year with over 450 bacon and egg burgers served. The event requires co-ordination between parents and teachers is a true display of the great partnership the P&F enjoy with the school. Thank you again to Michele, Jo and all of the teachers at Sunshine Ave that lend a hand on the day. We also had new volunteers step up to help at our school discos, Grandparents Day and many sausage sizzles.

Combined revenue for the Financial Year was \$86,085. With P&F levies collected being \$66,000 our fundraising totaled around \$20,000. We were able to deliver around \$124,000 to funding of items for the school this year. This is a year where we recover from the Funfest and very quickly start planning again for the next. Our Funfest sub-committee are already well and truly entrenched in the planning of the event and I encourage all school community to support it in any way they can.

We also welcomed a new principal to the school mid-year. Gillian has shown us wonderful support from day one and continues to do so. We thank her for her support.

I will not be seeking re-election for President so I would like to take this opportunity to thank a few people I have worked with over my time serving the committee. Thank you to all the General Committee members, teaching staff and admin staff and in particular Graham Jones and Christine Keevers. Special thank you to the Executive team who endlessly give their time without question - Robyn Butel, Kate Rogers and Paul Stedman. To all the parents that share their time and energy, I admire your community spirit and I thank you. Finally I would like to say my role as President has been rewarding and I have made some special friends and met a lot of wonderful people.

I wish the incoming committee all the best and I would like to finish on this note which was written by an unknown author.

Volunteering is the ultimate exercise in democracy. You vote in political elections every couple of years, but when you volunteer, you vote every day about the kind of community you want to live in.

Mrs Tanya Boyle
President

Student Representative Council

Student representatives from Years 5 to 12 were elected to this Council during Term 1 with meetings commencing thereafter. School leaders chaired each meeting providing feedback to the whole school at assemblies. Matters were addressed from agendas created to voice student concerns, which were announced at House Assemblies. Coordination between House Tutors and senior representatives followed and action plans formed. Year 11 students attended the World Vision Youth Leadership Conference, Gold Coast and returned to conduct the 40 Hour Famine in August. A mufti fundraiser day was staged in Term 4.

Niamh Sullivan and Jeffrey Kieffer
School Captains – 2015

About Lindisfarne Anglican Grammar School

Lindisfarne Grammar is a leading co-educational day school situated in Northern NSW, bordering the southern boundary of the Gold Coast. 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, including our Trade Skills Centre and major Performance Centre, encourage 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 Lindisfarne because of its high standards and student outcomes. Parents entrust their children into our community because of the high quality educational program complemented by a pastoral care program that nurtures personal, social and academic well-being. The School currently consists of 1050 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.

History and Development

Lindisfarne Anglican Grammar School was established in 1981 as a result of initiatives taken by the Rector and Parishioners of St Cuthbert's Church, Tweed Heads. Currently in its 34th year, the School is part of the broader life of the Church and active in the region and Diocese of Grafton. The campus at Sunshine Avenue progressively expanded its facilities and 1995 saw the growth into secondary years. In 1996 the Senior School relocated to its permanent site at Mahers Lane, Terranora, with the Stage 3, Year 5 and Year 6, joining it in 1997. The Preschool opened at the Sunshine Avenue Campus in 1998. Development is ongoing at both campuses to house Lindisfarne's expanding enrolments.

School Crest

The Isle of Lindisfarne, after which the School is named, was one of the very early centres of Christianity in England. It is situated on the north-east coast and not too distant from the River Tweed which forms the border between England and Scotland.

On the School Crest there are two white bands, which begin separately in the top corners and converge into one band at the centre of the Crest. These bands represent the River Tweed in England and the Tweed River in Australia. Their place on the Crest expresses a unity of purpose and strength. This concept of unity is an important one in our School, as we work together.



The School's motto, "*Luceat Lux Vestra*" (Matthew Ch. 5 V. 16) "Let Your Light Shine", appears on the right and left side of the Crest, with the year of establishment across the top.

The final item, which dominates the centre of the Crest, is an open book. This book symbolises The Lindisfarne Gospels. These ornate copies of the four Gospels were painstakingly made by the monks of Lindisfarne and are a prized possession of the community. They are currently housed in the British Library. Their inclusion on the School Crest reminds us of the centrality of the Word of God and the good news which the Gospel proclaims for us. The open book may also be seen as a symbol of learning and the wide range of opportunities which the School provides.

Student Performance

2014 NAPLAN Performance in Years 3, 5, 7 and 9

Participation in NAPLAN

In 2014, 100% of Year 3 students, 99% of Year 5 students, 98% of Year 7 students and 96% of Year 9 students participated in all NAPLAN tests.

Achievement of National Benchmark

2014 Test	Year 3	Year 5	Year 7	Year 9
Reading	98	98	100	100
Writing	100	98	97	89
Spelling	100	98	99	98
Grammar & Punctuation	98	98	99	96
Overall Numeracy	100	98	99	100

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

Achievement in Performance Bands

NAPLAN 2013	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	
	6	71	7	50	7	48	7	46
	Similar		Similar		Similar		Similar	
	6	62	9	47	7	44	11	38
	State		State		State		State	
	13	49	18	43	18	31	23	27
Writing	School		School		School		School	
	0	65	4	13	18	27	23	31
	Similar		Similar		Similar		Similar	
	4	57	7	23	18	29	21	25
	State		State		State		State	
	10	54	18	18	32	19	40	16
Numeracy	School		School		School		School	
	7	56	11	20	9	41	3	57
	Similar		Similar		Similar		Similar	
	7	53	10	37	7	44	8	41
	State		State		State		State	
	14	42	19	29	18	31	20	29

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

Year 5

Year Five had a higher percentage of students who achieved Band 7 or 8 in all areas of Literacy 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 in all areas of Literacy and Numeracy.

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.

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.

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

Higher School Certificate

In 2014 84 students presented for the NSW Higher School Certificate in 31 courses. Out of these 84 students 71 of them attained their Higher School Certificate and finished their schooling. Of the candidates who presented for a one unit extension course 100% achieved 40 marks or more out of 50.

Comparison of Higher School Certificate Results School V State 2012-2014

Subject	Year	Number of Students	Performance Band Achievement by number and percentage	
			Bands 3 - 6	Bands 1 - 2
Ancient History	2014	4	3 (75%) State (84%)	1 (25%) State (16%)
	2013	11	11(100%) State (84%)	0 (0%) State (16%)
	2012	11	11(100%) State (76%)	0 (0%) State (24%)
Biology	2014	24	23 (95%) State (86%)	1 (5%) State (14%)
	2013	21	20 (95%) State (92%)	1 (5%) State (8%)
	2012	18	18(100%) State (90%)	0 (0%) State (10%)
Business Studies	2014	22	22(100%) State (88%)	0 (0%) State (12%)
	2013	24	24(100%) State (88%)	0 (0%) State (12%)
	2012	16	15(94%) State (89%)	1 (6%) State (11%)
Chemistry	2014	13	10 (77%) State (92%)	3 (23%) State (8%)
	2013	12	12(100%) State (92%)	0 (0%) State (8%)
	2012	9	9(100%) State (90%)	0 (0%) State (10%)
Dance	2014	3	3 (100%) State (97%)	0 (0%) State (3%)
	2013	2	3 (100%) State (94%)	0 (0%) State (6%)
	2012	2	3 (100%) State (94%)	0 (0%) State (6%)
Drama	2014	5	5 (100%) State (99%)	0 (0%) State (1%)
	2013	3	2 (67%) State (98%)	1 (33%) State (2%)
	2012	8	8 (100%) State (98%)	0 (0%) State (2%)
Engineering Studies	2014	9	9 (100%) State (90%)	0 (0%) State (10%)
	2013	7	7 (100%) State (92%)	0 (0%) State (8%)
	2012	11	11(100%) State (93%)	0 (0%) State (7%)
English - Standard	2014	62	57 (92%) State (86%)	5 (8%) State (14%)
	2013	36	35 (97%) State (79%)	1 (3%) State (21%)
	2012	35	30 (86%) State (79%)	5 (14%) State (21%)
English - Advanced)	2014	9	9 (100%) State (99%)	0 (0%) State (1%)
	2013	37	37 (100%) State (99%)	0 (0%) State (1%)
	2012	39	39(100%) State (99%)	0 (0%) State (1%)
French Beginners 2 unit	2014	3	1(33%) State (90%)	2 (67%) State (10%)
	2013	5	5(100%) State (90%)	0 (0%) State (10%)
	2012	5	5(100%) State (90%)	0 (0%) State (10%)
Industrial Technology - Multimedia	2014	4	4 (100%) State (83%)	0 (0%) State (17%)
Japanese Beginners	2014	2	2 (100%) State (86%)	0 (0%) State (14%)
	2013	4	1 (25%) State (79%)	3 (75%) State (21%)
	2012	2	2 (100%) State (81%)	0 (0%) State (19%)
Japanese Continuers	2014	1	1 (100%) State (96%)	0 (0%) State (4%)
	2012	3	1 (33%) State (90%)	2 (67%) State (10%)

Subject	Year	Number of Students	Performance Band Achievement by number and percentage	
			Bands 3 - 6	Bands 1 - 2
Legal Studies	2014	19	18 (95%) State (85%)	1 (5%) State (15%)
	2013	21	21 (100%) State (88%)	0 (0%) State (11%)
	2012	15	14 (93%) State (88%)	1 (7%) State (12%)
Mathematics	2014	31	30 (97%) State (92%)	1 (3%) State (8%)
	2013	23	23 (91%) State (93%)	2 (9%) State (7%)
	2012	37	35 (95%) State (91%)	2 (5%) State (9%)
Mathematics General 2	2014	37	33 (89%) State (86%)	4 (11%) State (14%)
Modern History	2014	5	5 (100%) State (90%)	0 (0%) State (10%)
	2013	3	3 (100%) State (91%)	0 (0%) State (9%)
	2012	8	8 (100%) State (90%)	0 (0%) State (10%)
Music 1	2014	6	6 (100%) State (98%)	0 (0%) State (2%)
	2013	10	10(100%) State (98%)	0 (0%) State (2%)
	2012	4	4 (100%) State (98%)	0 (0%) State (2%)
Personal Development, Health and Physical Education	2014	15	15 (100%) State (89%)	0 (0%) State (11%)
	2013	30	34 (60%) State (83%)	6 (20%) State (17%)
	2012	12	11 (92%) State (86%)	1 (8%) State (14%)
Physics	2014	14	14 (100%) State (91%)	0 (0%) State (9%)
	2013	15	14 (94%) State (89%)	1(7%) State (11%)
	2012	18	17(94%) State (92%)	1(6%) State (8%)
Senior Science	2014	14	13 (93%) State (90%)	1 (7%) State (10%)
	2013	21	21 (100%) State (88%)	0 (0%) State (12%)
	2012	12	12 (100%) State (92%)	0 (0%) State (8%)
Software Design and Development	2014	6	6 (100%) State (91%)	0 (0%) State (9%)
	2013	5	5 (100%) State (92%)	0 (0%) State (8%)
	2012	11	9 (82%) State (89%)	2 (18%) State (11%)
Textiles and Design	2014	5	5 (100%) State (92%)	0 (0%) State (8%)
	2013	5	5 (100%) State (91%)	0 (0%) State (9%)
	2012	4	5 (100%) State (94%)	0 (0%) State (6%)
Visual Arts	2014	10	10 (100%) State (98%)	0 (0%) State (2%)
	2013	10	10 (100%) State (99%)	0 (0%) State (1%)
	2012	9	9 (100%) State (99%)	0 (0%) State (1%)
VET - Entertainment Industry Examination	2014	6	5 (94%) State (91%)	1 (6%) State (9%)
	2013	7	7 (100%) State (89%)	0 (0%) State (11%)
	2012	2	2 (100%) State (85%)	0 (0%) State (15%)
VET - Hospitality Examination	2014	10	10 (100%) State (96%)	0 (0%) State (4%)
	2013	14	14 (100%) State (97%)	0 (0%) State (3%)
	2012	9	9 (100%) State (97%)	0 (0%) State (3%)
VET - Information Technology Examination	2014	10	10 (100%) State (91%)	0 (0%) State (9%)
	2012	2	2 (100%) State (91%)	0 (0%) State (9%)

Extension Subjects

Subject	Year	Number of Students	Performance Band Achievement by number and percentage	
			E4 and E3	E2 and E1
English Extension 1	2014	4	4 (100%) State (93%)	0 (0%) State (7%)
	2013	2	2 (100%) State (89%)	0 (0%) State (11%)
	2012	9	9 (100%) State (89%)	0 (0%) State (11%)
English Extension 2	2014	1	1 (100%) State (77%)	0 (0%) State (23%)
	2013	1	1 (100%) State (78%)	0 (0%) State (22%)
	2012	5	5 (100%) State (78%)	0 (0%) State (22%)
Mathematics Extension 1	2014	7	3 (43%) State (84%)	4 (57%) State (16%)
	2013	16	7 (44%) State (84%)	9 (56%) State (16%)
	2012	12	6(50%) State (75%)	6(50%) State (15%)
Mathematics Extension 2	2014	7	0 (0%) State (87%)	7(100%) State (13%)
	2013	6	3 (50%) State (87%)	3(50%) State (13%)
	2012	6	2 (33%) State (88%)	4(67%) State (12%)

Stage 6 (Preliminary) RoSA

A total of 67 students successfully completed their Year 11 Preliminary Higher School Certificate. In Addition there were 19 students who completed Year 11 Preliminary course in Mathematics and 14 students who completed Year 11 Preliminary course in Physics.

% of students who achieved in each Grade	A	B	C	D	E
Ancient History	20.00	33.33	33.33	6.67	6.67
Ancient History (State)	16.03	28.13	33.13	15.44	6.34
Biology	13.89	27.78	30.56	27.78	
Biology (State)	13.52	27.80	36.41	16.54	5.29
Business Studies	34.48	48.28	13.79	3.45	
Business Studies (State)	13.88	27.18	34.33	17.39	6.55
Chemistry	9.09	31.82	45.45	13.64	
Chemistry (State)	17.52	27.28	33.76	16.31	4.75
Dance		100			
Dance (State)	28.55	34.26	24.47	8.89	3.02
Design and Technology		50.00	25.00	25.00	
Design and Technology (state)	15.09	28.87	31.17	17.52	6.44
Drama	100				
Drama (State)	22.92	36.27	27.89	9.46	2.66
English Advanced	42.86	42.86	14.29		
English Advanced (State)	18.53	39.02	34.06	7.32	1.01
English Standard	20.75	28.30	43.40	7.55	
English Standard (State)	2.68	18.37	45.62	24.83	7.68
English Extension 1	100.0				
English Extension 1(State)	35.41	40.27	20.34	3.29	.65
Geography	90.00	10.00			
Geogrpahy (State)	18.75	30.66	31.19	14.11	4.80
Japanese Beginners	33.33		66.67		
Japanese Beginners (State)	18.11	22.70	24.02	19.70	14.17
Japanese Continuers	100.0				
Japanese Continuers (State)	31.65	32.55	24.13	8.87	2.69
Legal Studies	23.08	30.77	38.46	7.69	
Legal Studies (State)	16.14	26.33	32.51	17.12	7.10
Mathematics	2.78	27.78	50.00	19.44	
Mathematics (State)	25.70	25.92	28.96	14.76	4.53
Mathematics Extension 1	46.67	26.67	20.00	6.67	46.67
Mathematics Extension 1 (State)	26.52	26.92	27.68	14.84	3.96

	A	B	C	D	E
Mathematics General 2	12.90	35.48	35.48	9.68	6.45
Mathematics General 2 (State)	7.31	19.44	34.71	25.18	12.08
Modern History	41.67	41.67	8.33	8.33	
Modern History (State)	18.25	28.64	33.07	14.37	4.97
Music 1	25.00	50.00	25.00		
Music 1(State)	17.53	34.68	30.34	11.58	4.80
Personal Development, Health and Physical Education	14.29	28.57	42.86	14.29	
Personal Development, Health and Physical Education (State)	13.11	26.52	35.88	17.59	6.39
Physics	6.06	24.24	51.52	15.15	3.03
Physics (State)	6.06	24.24	51.52	15.15	3.03
Software Design and Development	11.11	33.33	33.33	11.11	11.11
Software Design and Development (State)	15.00	23.98	30.33	19.95	10.08
Visual Arts		66.67	33.33		
Visual Arts (State)	13.11	26.52	35.88	17.59	6.39

Stage 5 (Year 10) Results

A total of 99 students successfully completed Stage 5 in 2014. For the core subjects the percentage of Lindisfarne students who achieved a grade A were above the percentage the rest of the state. For the elective subjects the majority of students achieved in the top three grades.

CORE SUBJECTS

% of students who achieved in each Grade	A	B	C	D	E
English	13.13	41.41	36.36	9.09	
English (State)	12.60	26.96	36.56	16.73	6.20
Science	20.20	48.48	27.27	4.04	
Science (State)	13.34	23.94	35.50	19.11	7.14
Australian History	14.14	39.39	41.41	4.04	1.01
Australian History (State)	13.44	25.48	34.88	18.01	7.48
Australian Geography	18.18	63.64	18.18		
Australian Geography (State)	13.30	25.50	35.16	18.19	7.08
Personal Development, Health and P.E.	19.19	53.54	26.26	1.01	
Personal Development, Health and P.E. (State)	16.41	33.79	34.18	11.49	3.33

Mathematics

% of students who achieved in each Grade	A10	A9	B8	B7	C6	C5	D4	D3	E2
Mathematics	13.59	9.71	27.18	15.53	18.45	10.68	4.85	0	0
Mathematics (State)	6.88	7.98	10.37	12.35	15.88	15.43	12.71	10.39	7.10

ELECTIVE SUBJECTS

% of students who achieved in each Grade	A	B	C	D	E
Commerce 100 hours	45.00	50.00	5.00		
Commerce 100 hours (State)	18.92	31.88	31.32	12.71	4.87
Commerce 200 hours	18.18	57.58	18.18	6.06	
Commerce 200 hours (State)	26.39	33.29	28.38	8.74	3.02
Drama 100 hours	12.50	50.00	37.50		
Drama 100 hours (State)	18.11	33.16	33.07	10.79	4.70
Drama 200 hours	5.88	82.35	11.76		
Drama 200 hours (State)	27.59	34.45	26.49	8.05	2.97
Food Technology 100 hours	11.11	66.67	22.22		
Food Technology 100 hours (State)	14.98	27.89	15.51	7.38	
Food Technology 200 hours		75.00	12.50	12.50	
Food Technology 200 hours (State)	18.10	29.67	31.24	13.49	6.34
Information & Software Technology 100 hours	14.29	21.43	64.29		
Information & Software Technology 100 hours (State)	18.30	28.84	32.96	13.90	5.58
Information & Software Technology 200 hours		33.33	60.00	6.67	
Information & Software Technology 200 hours (State)	20.57	28.55	31.28	13.31	5.83
Japanese 100 hours	27.27	72.73			
Japanese 100 hours (State)	19.78	21.74	28.48	20.00	9.78
Japanese 200 hours	20.00	80.00			
Japanese 200 hours (State)	36.72	26.41	20.50	11.08	4.93

% of students who achieved in each Grade	A	B	C	D	E
Music 100 hours	16.67	66.67	16.67		
Music 100 hours (State)	13.50	28.33	33.21	15.63	8.04
Music 200 hours	60.00	20.00	20.00		
Music 200 hours (State)	24.87	31.44	27.20	11.20	4.75

Textiles Technology 100 hours		55.56	60.00	6.67	
Textiles Technology 100 hours (State)	18.33	29.05	30.85	13.91	6.96
Textiles Technology 200 hours	37.50	50.00	12.50		
Textiles Technology 200 hours (State)	26.47	31.21	26.63	10.15	4.45

Visual Arts 100hours	46.15	53.85			
Visual Arts 100 hours (State)	16.52	30.79	33.43	13.46	5.33
Visual Arts 200 hours	44.44	44.44	11.11		
Visual Arts 200 hours (State)	26.22	31.99	27.02	9.85	3.96

Secondary Student Outcomes

100% of the Year 12 cohort (71 of 71 students) in 2014 received their NSW Higher School Certificate qualification. Of these 71 students, 56% of all students received VET qualifications from either school based VET courses or TAFE delivered VET courses. The school delivered these VET qualifications.

Entertainment Industry	8%
Information Technology	15.5%
Hospitality	15.5%

TAFE qualifications delivered by the local TAFE colleges

Health Services	4%
Electro Technology	2.8%
Sport Fitness Recreation	2.8%
Construction	1.4%
Business Services	1.4%
Community services	1.4%
Media	1.4%
Flight Operations	1.4%

In summary, out of the total 71 students, 40 students or 56% received a VET qualification. Out of that 40 students 70% received their qualification through a school based VET course.

Their destinations in 2014 are:

University Studies	86%	have accepted a place at university or deferred university to seek employment work
TAFE	1.5%	
Employment	8%	
Private Providers	3%	
Defence Force	1.5%	

Staff Professional Learning

Conference Name & Supplier	
2014 AASE National Conference	2
Accidental Counsellor Human Connections	2
ACEL - Passion & Purpose Setting the Learning Agenda	2
AIS - Big Ideas In Maths	2
AIS - Differentiation in History PO 18072	1
AIS - Effective Teaching of Number	1
AIS - Exploring Pathways within the Secondary Syllabus	1
AIS - Hamlet Webinar	3
AIS - Maths Syllabus Program & Planning	22
AIS - New Area of Study - Discovery	2
AIS - Non-Violent Crisis Intervention	16
AIS - Reflect. Refresh. Reconnect Conference	2
AIS - Teachers and Teacher/Assistants Working Together Effectively	3
AIS - Using the ESL Scales with EAL Learners	1
AIS - VET Networking Day	1
AIS - What Works/ Building Better Learning Spaces	1
AIS Business Studies & Economics Good to Better to Best	1
AIS Child Protection Investigation	1
AIS Drama Conference-Sharing the Knowledge & Challenges	1
AIS VET - Hospitality Cert II	1
AIS VET - Hospitality Cert IV	1
AIS-Designing School based Professional Learning Plan	3
AIS-Teaching Maths to Struggling Student SELF PACED on line	2
Alcohol & Drugs What Teachers & Others who work with young people	1
Anglicanism	5
APOLA - Surfing supervisor Accreditation	6
Appability - iPads for Learning	2
Approaching Gifted Education: What works best in schools	1
Art Express Visual Arts Teachers Day	2
Aspiring Women Leaders Conference	4
Assessment Validation & Moderation Workshop Information & Digital Technology	1
Assessment Validation & Moderation w/shop Entertainment	2
BOSTES K-10 Draft Syllabus Consult - Geography	1
Cannabis & Consequences II	2

Circle of Security Parenting/Dr Henderson	1
Commercial Workshop	4
EduTech IT Conference AC Events	2
First Aid Course	4
Formative Assessment - Dylan William	2
Full Scale Digital Audio	1
Girls & Education Conference - Critical Agendas	1
Guided Inquiry Design for the Australian Curriculum-Syllabus Academy	3
Handwriting Workshop	4
HSC Marking & School Visits	1
IIATE	2
Jump into the New Maths K-6 Syllabus	2
Language and Literacy Links	24
Leaders In Literacy Education F-12 - Pearson Australia	1
Live Life Well at School	2
Making Thinking Visible by Mark Church	2
Making Thinking Visible Harvard - Building Understanding	10
Managing Challenging Behaviour in Primary & Secondary	1
MANSW - Focus on the Focus Maths	3
MANSW - Maths Conference 2014 Delta T	2
Maths - Black Douglas	10
Mentoring for Effective Teaching Program	6
Minds & Hearts: Masterclass: ASD	2
Motivating & Managing Students w/Particular needs Critical Agendas	2
National Curriculum	8
Numeracy & Literacy in Early Childhood Settings	2
Old Testament	5
On Line - STANSW Critical Literacy in Science	3
Oxford Edu Conference - Leading the way with Australian Curriculum 30.5.	1
Photoshop @ Qld College of Arts GC	2
Physics Teacher Conference STANSW	1
Planning & Programming for new Science & Technology Curriculum	1
QCA GC PD day	2
Sensory Workshop Lifeskills4kids	5
Literacy Instruments for Young Learners - TechEnhanced	2
Stephanie Alexander Kitchen Garden Training	5
TEA Planning Meeting - Textiles & MCA Museum Contemporary Art	1
The Mental Health & Wellbeing of Young People 2014	5

TTA - Maximise yr Results-Stage6 Economics for 1st timers	1
TTA Dimensions of Learning	1
Understanding Autism Spectrum Disorder ASD	2
University of Sydney/ Science faculty Biology	1
VET - Entertainment	2
Workers' Compensation	2
NAPLAN results, Introducing Strategic Planning & Professional Learning Plans	80
Growth Mindset - Introduction	80
Powerful Relationships - Living the Values	80
Learning Intentions - Success Criteria	80
Growth Mindset - Module 1	80
IPLP -Moodle,Making an iBook, Universal Design for Learning, Rubrics 101	80
Assessment for Learning, Gifted & Talented, Turnitin, using Blogs	80
Growth Mindset - Module 2	80
Section and Faculties - Strategic Plans & IPLP	80
Growth Mindset - Module 3	80
Growth Mindset - Module 4	80
NAPLAN	80
Elements of a Great Lesson	80

Teaching Staff Composition

In 2014 Lindisfarne had 132 teaching and non-teaching staff members. Of these, 67% were female and 43% were male. 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.

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	91
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.	-

Student Attendance and Retention Rates

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 – main reception or 07 5590 5927 – Year 5 to Year 12, 07 5523 1143 – Preschool to Year 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 NSW BOSTES 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 cooperate 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 (Year 5 to Year 12); 8:45am (Kindergarten to Year 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 convener of the event. If the convener 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 eg 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 for 2014

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

94% of students attended school on average each school day in 2014. This is slightly higher than 2013.

Enrolment Policies

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.

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 2014/Proposed Changes in 2015	Access to Policies
<p>Child Protection Child Protection Policy Safe and Supportive Environment Policy**</p> <p>This policy encompasses:</p> <p>Definitions and Conduct. Legislative requirements. Preventative strategies. Reporting and Investigating Reportable Conduct. Investigation processes. Documentation.</p>	<p>New Policy written in 2014</p> <p>Further review of policies will occur in 20145</p>	<p>Full text available on: 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. Bus Driver Policy and Procedure.</p>	<p>Further review of policies will occur in 2015.</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>Further review of policies will occur in 2015.</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>Communication and Student Policies:</p> <p>These policies include:</p> <p>Code of Conduct – Students** Code of Conduct – Staff** Code of Conduct – Volunteers Code of Conduct – Buses** Electronic Communications Code of Ethics ** Attendance and Absences for Students. Homework Policy. Reporting Procedures. Assessment Policy. Award System. Student Leadership System. Admission of Medication Policy.** Excursion Policy. Learning Support Policy. Complaint Handling Policy.** Grievances Disputes.** Privacy Policy.**</p>	<p>These policies and procedures are being constantly reviewed in line with BOSTES requirements and legislative requirements.</p> <p>Further review of policies will occur in 2015.</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>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 Health Procedures. Pastoral Care Policy. Code of Social Conduct Critical Incident Management Policy. Anti Bullying Policy.** Suspension and Expulsion of Students Policy.** Counseling Policy. Welfare Guidelines.**</p>	<p>Major review of all policies will occur in 2015.</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>Major review of all policies will occur in 2015.</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 – Year 7 to Year 12
- Behaviour Management and Discipline Policy – Kindergarten to Year 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 Esolution

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

School Determined Improvement Targets

For 2014, the key strategic themes the School Council targeted when they completed their evaluation in 2013 are:

- Student Attainment and Learning
- Teaching Practice and Teacher Development
- Business Management
- Stakeholder Relationships

Student Attainment and Learning

In 2014 the priority of Student Attainment and Learning was further enhanced by the continuation of the “Helping Students Excel” mission and the focus of the Senior Executive to lead it. The performance of our Years 3, 5, 7 and 9 students in the 2014 NAPLAN assessments placed the School above national benchmark. During 2014 the initial stages of the construction of a Trade Skilled Centre commenced, with an expected completion date of July 2015. A fully equipped commercial teaching kitchen will enhance the teaching of Food Technology and the vocational Hospitality course. The School expanded its vocational education offerings for the HSC with the offering of Fitness Certificate III. The continuation of the Accelerated Mathematics Program in Year 9 and the introduction of Accelerated Physics program in Year 10 have widened the advancement opportunities in these two subject areas.

Teaching Practice and Teacher Development

The use of brain-based professional development has continued and the completion and the adoption of the Lindisfarne Learning Framework have been embedded into the teaching and learning practices. In 2014 the Lindisfarne Staff Performance and Development Framework (LSPDF) was developed to further enhance the Lindisfarne Learning Framework. Initial drafts of Individual Professional Learning Plans (IPLPs) commenced during the later part of 2014.

Business Management

Cost control, financial reporting, debt structure and cash management conforms to the relevant benchmarks and auditing standards. The school is following a strategic business plan for 2014 to 2016 that was developed to support the School’s intended educational improvements; this plan continues to improve the School’s financial sustainability with prudent management of debt, cash, cost control and stable enrolments.

Stakeholder Relationships

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. Advanced planning has been undertaken for the Parents and Friends Fun Fest to be held in 2015. A new prospectus and Grammar Gazette were designed and a revamped website was developed in 2014. Greater use of online communication was encouraged with the publication of the School’s newsletters online.

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 was reviewed again in 2014 which rearticulates 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.

The vertical House System initiated in 2012 continues to be refined and the pastoral benefits of students relating in a Year 7 – 12 environment are evident.

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 2014, 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 (House Tutor Group). This program is directed towards building and maintaining positive and respectful relationships, using many facets of the Mind Matters program. Regular feedback from student surveys regarding student well being and mental health 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.

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.

Financial Information

