

# THE LINDISFARNE WAY

*our now &  
our future*

LINDISFARNE



ANGLICAN  
GRAMMAR SCHOOL



OUR CONNECTION WITH THE EARTH, THROUGH  
OUR OWN TWO HECTARES OF RAINFOREST, IS  
REAL AND ENDURING. DISENGAGING FOR  
REFLECTION HELPS TO ORDER OUR THOUGHTS.

I'm really excited about the

# VISION FOR OUR SCHOOL



## WE ARE DEVELOPING A WORLD STANDARD SCHOOL IN NORTHERN NSW FOR FAMILIES OF THE SOUTHERN GOLD COAST, TWEED COAST AND NORTHERN NSW

At Lindisfarne Anglican Grammar School we are proud of what we've recently achieved for our families in the southern Gold Coast, Tweed Coast and northern New South Wales regions.

Not only has there been increasing academic and co-curricular success, with our new Mahers Lane and "Cudgen Boatshed" acquisitions we have put in place the building blocks we believe necessary for the school of tomorrow.

Building on these, over the next three to five years we will bring to life our plan to transform the School into one with world standard educators and staff, facilities, curriculum and students' wellbeing support programs.

These will help to ensure that your children, our students, will achieve their potential.

Just as importantly, they will take their place in the community as well-adjusted young adults who want to contribute to making the world-at-large the best they possibly can.

The School's motto is "Luceat Lux Vestra – Let Your Light Shine". That indeed is what we want for all our students, both during their time with us and when they leave.

In the following pages, you'll see how and what we already have in place, and what we are doing to bring new ideas to life.

Of course, as circumstances change, so will how we implement our plans. Similarly, curriculum and co-curricular programs will

expand to include subjects and activities currently unavailable.

While no-one has a crystal ball, we wanted to show you how we are approaching thinking now about our future so that you will have a sense of both the School your child will enter and what it might look like when he or she leaves.

As you read through "*The Lindisfarne Way*" I know you'll understand why we're excited and I hope you share in that excitement with us.



**Stuart Marquardt**  
Principal

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# VISION & VALUES

AT LINDISFARNE, WE SHARE AN UNDERSTANDING OF WHERE THE SCHOOL IS HEADING, A PURPOSEFUL ENTHUSIASM FOR LEARNING AND VALUES WHICH APPLY TO OUR WHOLE COMMUNITY

## OUR VISION

Ours is a high quality, independent, Anglican, co-educational grammar school that serves the southern Gold Coast, Tweed Coast and northern New South Wales.

We will provide the distinctive identity, relationships, learning and leadership that support our staff and families to work together to meet our high expectations for the achievement and holistic development of our students in our local, national and international communities.

## OUR VALUES

In accordance with our Anglican tradition, we value:

**Compassion:** Building genuine relationships through generosity of spirit and care for others.

**Wisdom:** Gaining the knowledge, understanding, skills and character that comes from learning.

**Respect:** Appreciating all within our environment and leaving an honourable legacy for those who follow.

## OUR CULTURE

We cultivate learning through relationships, expert teaching, educational research and innovation that focus on:

**Leadership:** Creating the competencies that equip us with hope, clarity and direction.

**Standards:** Establishing high expectations that empower student involvement, development, achievement, service and voice.

**Collaboration:** Working together within aligned structures, processes, practices and systems that enable our desired ethos and strategy.



ONE OF OUR VALUES = COMPASSION:  
BUILDING GENUINE RELATIONSHIPS THROUGH  
GENEROSITY OF SPIRIT AND CARE FOR OTHERS

# BECOMING A GREAT SCHOOL

(our goals and how we'll get there)

LINDISFARNE IS IN THE PROCESS OF BECOMING ONE OF THE WORLD'S GREAT SCHOOLS. WE BELIEVE IT'S IMPORTANT TO STATE OUR BELIEFS AND GOALS, TOGETHER WITH HOW WE WILL ACHIEVE THEM. IT TELLS A LOT ABOUT THE SCHOOL AND THE TYPE OF EDUCATION YOU CAN EXPECT WE WILL PROVIDE



## Achievement

### OUR GOAL

A clear, shared set of high-level expectations for achieving educational standards in keeping with the culture, beliefs and associated strategy.

### HOW WE WILL ACHIEVE THIS

#### Educational expectations for student character, development and performance

Setting high expectations for student involvement and achievement in rich, structured and challenging programs of academic, artistic, sporting and co-curricular nature, which promote development and achievement.

#### Educational data strategy

Using data and research to develop and maintain our understanding of student needs, teaching and learning.

#### Community engagement plan

Involving all of our community in supporting our culture of student choice and challenge.

## Relationships

### OUR GOAL

Build lifelong learning associations that give students the skills necessary for both their educational successes and their future successes within the local, national and international community.

### HOW WE WILL ACHIEVE THIS

#### Educational coaching and mentoring program

Using coaching and mentoring to implant concepts of hope, aspiration and the promotion of student voice to inspire and shape the key learning relationships of our community.

#### Educational network plan

Deepening our understanding of, and interaction with, our broader school network, including encouraging valuable feedback, to improve learning opportunities locally, nationally and internationally.

#### Organisational structural review

Aligning structures throughout the school with processes to support the growth of relationships that help students learn, develop and achieve their potential within our local, national and international community.



## Communications

### OUR GOAL

Improve the clarity, consistency and effectiveness of our School community's communication at both strategic and operational levels.

### HOW WE WILL ACHIEVE THIS

#### School performance standards

Building trust through expressing expectations that are clear, accountable and consistent.

#### Strategic and operational communications plan

Setting up communications structures designed to connect our community members to our culture, strategy and daily life. These will be proven, responsive, accessible, multi-modal and reliable.

#### School heritage plan

Understanding and communicating School traditions and values.

## Initiatives

### OUR GOAL

Direct our strategic potential through targeted, timely and well-executed initiatives.

### HOW WE WILL ACHIEVE THIS

#### Strategic intent and associated plans

Creating a strategic vision and plan for the School which aligns education, leadership and organisation and also enables the delivery of our desired culture and beliefs.

#### Educational framework

Completing a unique educational framework that includes focused, interrelated programs for curriculum and co-curriculum, community and global service and leadership, together with student well-being and character development.

#### Staff development plan

Facilitating professional learning and performance development of the teaching staff. This will provide outstanding support for the delivery of our educational framework and our expectations for student development and achievement.

#### Master Plan

Designing a program of long-term strategic campus developments and facility upgrades.



## Reputation

### OUR GOAL

Establish and express a consistent identity, brand and level of performance that reflect our desired reputation.

### HOW WE WILL ACHIEVE THIS

#### Evaluation cycle

Ensuring that our actions match our aspirations through a program of strategic and operational review.

#### Research and development plan

Building on our culture of innovation and the expertise of our staff in educational research.

#### Community engagement plan

Identifying how we might best interact with, and contribute to, the local, national and international communities beyond the school.

#### Marketing plan

Telling our story and presenting ourselves well through a consistent brand and visual identity. We will use strategic and operational marketing that establishes our areas of greatest academic, artistic, sporting and community strength.



# the future OF US

**OUR AIM IS FOR LINDISFARNE GRADUATES TO BE EQUIPPED, ENABLED AND EMPOWERED ACADEMICALLY AND EMOTIONALLY TO ASSUME RESPONSIBILITY FOR MAKING A POSITIVE CONTRIBUTION TO THE WORLD**

## **WISE, RESPECTFUL, COMPASSIONATE**

Our students live our values every day. When you come to our school, you will see it in how they relate to their fellow students and also to our educational and administrative staff.

In fact, these values help to define the adults our students become.

## **LINDISFARNE ACHIEVERS**

Lindisfarne values a rich, high quality education focused on the individual. It's not about being the best. It's about being the best according to the individual circumstances and goals for each student. We help them to define their potential, then we support them to achieve it.

## **LINDISFARNE GRADUATES STAND OUT**

Collaborative. Problem solvers. These are two key reasons why our students stand out.

The way we approach our curriculum is from that of educators.

Set out the problem, empower students to think imaginatively, work together without boundaries.

The results can be extraordinary.

It also provides a framework for thinking that our students will take with them when they leave Lindisfarne, that they can rely on to help them in their adult lives.



## THE FUTURE OF US

### **LINDISFARNE IS A DIFFERENT SCHOOL**

Located in the Tweed Heads district, ours is the most northern independent school in NSW. We have a close connection with the land, and yet are within easy reach of the Gold Coast and Brisbane.

So, when our students leave us, they will have access to some of the best educational and vocational opportunities in Australia.

### **SPIRITUALITY**

As a modern Anglican school, Lindisfarne allows all our students to explore spirituality in a supportive environment becoming critical thinkers, capable of making informed and reasoned judgements.

### **RESILIENCE**

The world can be a pretty tough place with students facing the enormous expectations of media, peers, parents and even themselves.

At Lindisfarne, student wellbeing programs have been carefully developed to support students as they navigate these issues.

The skills students learn here can be applied in later life to help them deal with issues in the wider world.



# EMPOWERING STUDENTS TO THINK IMAGINATIVELY, WORKING TOGETHER WITHOUT BOUNDARIES



THE "BUDDY BENCH" IS WHERE OUR JUNIOR STUDENTS GO WHEN THEY NEED A FRIEND

**OUR COMMUNITY**

It's said that it takes a village to raise a child. If so, ours is a large village.

The students, staff, parent body, alumni and parish provide the nucleus of this village.

But, beyond the school, our community includes strong positive relationships and connections with other educational institutions such as Griffith, Bond and Southern Cross Universities.

The extended reach provided by specialist departments such as The Centre for Creative Excellence, The Lindisfarne Sports Academy and the Aquatic and Marine Studies Centre will ensure our students have the necessary facilities to be utilised well into the future.

Further afield, links with overseas schools and organisations provide lifelong relationships which have the potential to benefit not only our students, but the world.

**LEADERSHIP – WE START EARLY**

We encourage our students to lead. That's one of the reasons we have a "DisruptEd" program which recognises students' initiatives, particularly those that result in a community benefit.

That benefit may be tangible in terms of money or intangibly adopting a philosophy of having a light impact on the world's resources.

Such thinking can have far reaching implications.



**DEDICATED STAFF**

Our staff professional development programs ensure that the teachers of today are equipped to inspire future learners. New technology and innovative teaching strategies will serve to enhance the relationships between teachers and students.

**LINDISFARNE – LETS THEIR LIGHTS SHINE!**

Our motto, "Luceat Lux Vestra", means "Let Your Light Shine." As you'll see with all we have planned for our students, their futures look very bright indeed!



**OUR STUDENTS STRIVE TO  
CREATE AND DELIVER SOLUTIONS  
TO CONQUER ANY CHALLENGE**



# OUR STUDENTS

**OUR STUDENTS ARE ALWAYS  
OUR FOCUS. THEY ARE FRONT  
AND CENTRE OF OUR THINKING**

Whether we are looking at facilities, staff, community, parent communications, or any other facet of the school, our students are always our focus.

We live our motto "Let Your Light Shine" – it is evident in all we undertake.

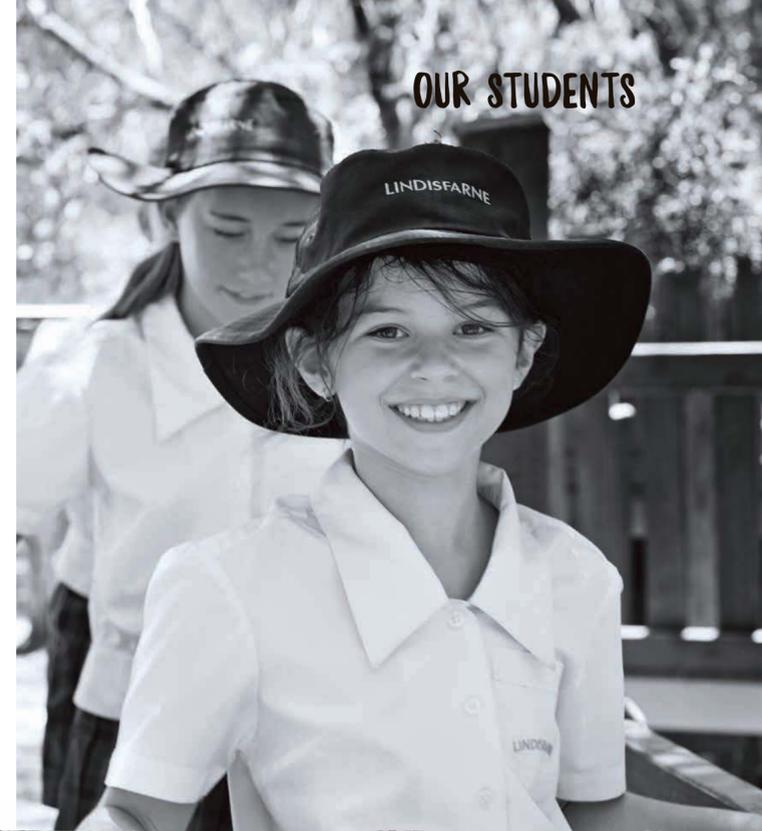
This means cherishing the personal strengths of each and every student, encouraging them to find their areas of specialty.

We also challenge every student to be a well-rounded 21st century citizen capable of making a positive contribution both to the School and wider community, including life after Lindisfarne.

**ON-GOING CHANGE**

Kind and compassionate, our students strive to create and deliver solutions to conquer any challenge.

Change will be on-going and even more fast-paced than it is today – nothing is surer. A child entering Preschool today will leave us in 14 years and arrive in a vastly different world. It's our job to ensure our students will be well equipped for such a world.



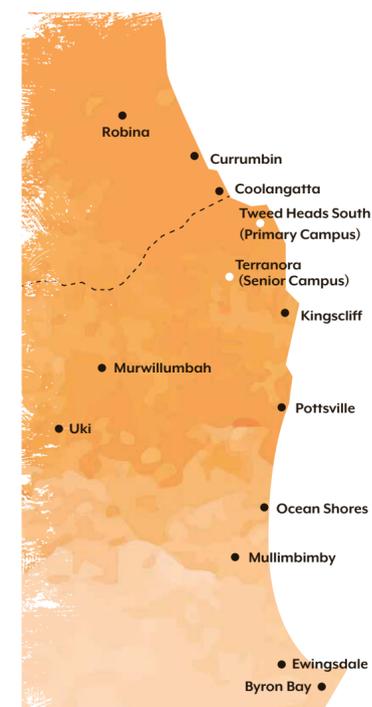
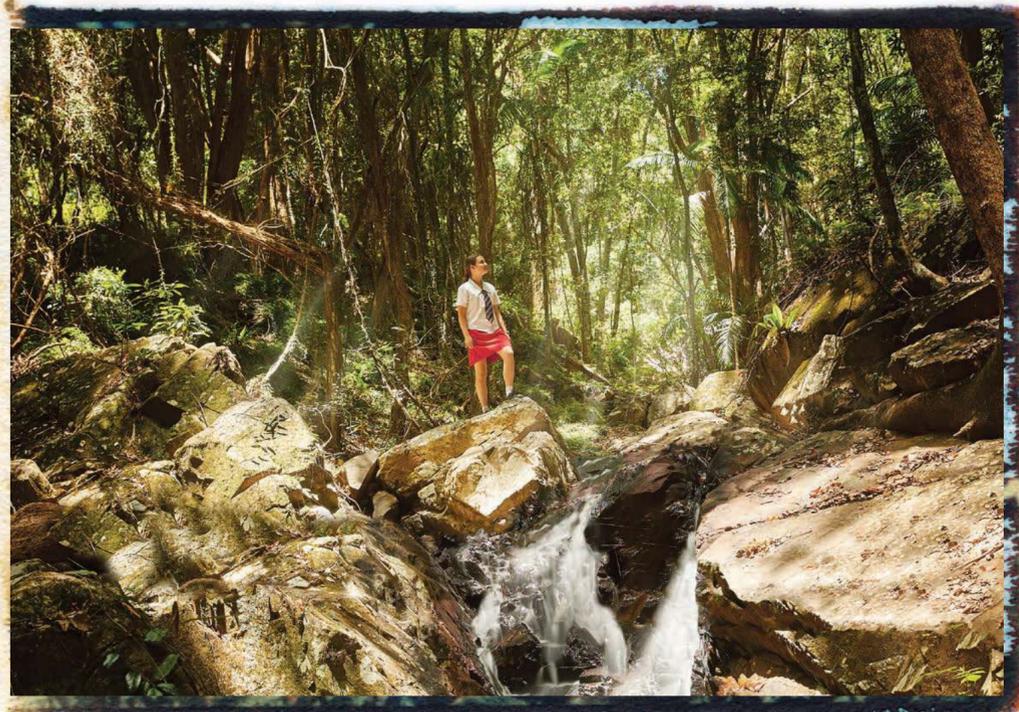
OUR STUDENTS

## connecting to the land

Our own piece of rainforest on the Mahers Lane Campus lets us experience the impact of changing climate and different weather systems.

We all need to simply take time to breathe – something that we encourage as part of our pastoral care program.

It's important to actively encourage our students to take time out, disconnect and reflect.



### OUR LOCATION IS UNIQUE

Nestled in the Tweed Heads district of Northern NSW, we offer opportunities few other schools in the world can match.

Our Mahers Lane Campus (incorporating Middle and Senior Schools and administration) is semi-rural. This gives us an appreciation for the land, what it can do for us and how we need to respect it for our future.

Being only 20 minutes from the surf allows our students the opportunity to

combine co-curricular sport with their more mainstream studies. Recently, we even had members of the professional surfing tour in our student body who, with support from our own Lindisfarne Sports Academy, were able to manage both academic and career demands.

Our Water Sports and Marine Studies Centre in the natural mangrove waters of Cudgen is 20 minutes travel. The setting is serene and our plans for this facility are remarkable.

Not that we want to be cut off from the benefits of the city.

We have an international airport virtually on our doorstep. This makes it easy for our students to travel both for school and family purposes.

And with three universities within easy reach with which to develop strong post-Lindisfarne opportunities. That's just the icing on the educational cake.

As they say – location is everything!

The best of all worlds



# STUDENT TRAVEL

## DEPARTURES

### Adventures

Kokoda  
Paris  
London  
Phnom Penh  
Ho Chi Minh City  
New York  
Sydney  
Melbourne  
Perth  
Lindisfarne (UK)  
(in planning)  
Auckland (in planning)  
Hobart (in planning)  
Katmandu (in planning)

## ARRIVALS

### Our Guests

Beijing  
Shanghai  
Hangzhou  
Shenzhen/Hong Kong  
Fuji City  
Tokyo  
Hokkaido  
UK Schools  
(Sports Tours)

Gold Coast International  
Airport, only 20 minutes away,  
is our gateway to the world



# OUR STUDENTS

## A culture of TRUE NURTURING

### WE ARE FAMILY

We were founded as a school for families of a community. Lindisfarne still carries those strong family, community and spirituality roots today.

That brings with it a very different culture – one of true nurturing.

Caring for every student in a holistic way – academically, physically and mentally – is at the heart of Lindisfarne’s progressive, welcoming approach.

Being non-selective and co-educational, we are also a school for the whole family. We have instances of two, three and up to



five students from the one family and others of extended family groups.

You can feel the difference these strong links make when you spend time with our students.

They are quietly confident in their own abilities and their place; that makes it easy to be happy for the success of others.

They care for each other. They look after each other.

### A NON-SELECTIVE TRADITION

At Lindisfarne, as part of our family approach, we welcome students of all capabilities.

While we look for every student to achieve their own academic excellence, not everyone is suited to a strict offering of only “traditional” subjects.

Rather than a focus on School “league” tables ours is on each student gaining their best possible result.

### WHY CO-EDUCATION?

We believe school should reflect the outside world – it’s important for our students to grow and deal with authentic experiences on a daily basis.



## WE ARE A SCHOOL FOR THE WHOLE FAMILY

*Imagine...*

A REGIONAL CREATIVE  
AND PERFORMING  
ARTS CENTRE

*(this is in our Master Plan and we can't wait)*

**ONE SCHOOL,  
THREE SUB-SCHOOLS**

While having all the advantages that a comprehensive P-12 school offers our students, we recognise the significantly different needs that students of different ages and stages have.

Adopting a “one school, three sub-schools” approach allows us to better manage the transition from Junior School (P-Year 4) through Middle School (Years 5–8) then Senior School (Years 9–12).

Each sub-school covers two stages of the NSW Curriculum and has an overarching theme to connect student learning experiences. A designated sub-school head and team bring together high level and age-appropriate academic, co-curricular, wellbeing and pastoral care structures to support learning and achievement.

**JUNIOR SCHOOL – CONNECTING  
WITH LAND (P-YEAR 4)**

The foundation to all future learning starts with Junior School.

Located at the Sunshine Avenue campus in South Tweed Heads, students experience stage 1 and 2 of the world class NSW curriculum and engage with their local environment, learning to explore and interact with the land around them.

They are also aware of their local community and their place within it; a safe and secure space allows them to connect with self, others and nature.

In preparing our Junior School students to engage with future learning there is a strong focus on the development of early literacy and numeracy skills.

**MIDDLE SCHOOL – CONNECTING  
WITH OUR WORLD (YEARS 5-8)**

The challenging journey through adolescence begins.

Students within the Middle School experience enormous physical, emotional and social changes. They are supported on this journey by staff who are highly skilled and passionate about supporting them through Stages 3 and 4 of the NSW Curriculum.

This phase of learning sees children expanding their independence, responsibility and horizons. There is an emphasis on connecting with our world, developing an understanding of their place and connection within Australia together with an appreciation of Australia’s place in the world, in particular the Asia Pacific region.

Importantly, students also begin working to develop the foundational skills needed for success in the future workplace.



**SENIOR SCHOOL – CONNECTING  
WITH OUR FUTURE (YEARS 9-12)**

As they continue through Stages 5 & 6, students begin the journey into young adulthood, supported academically, emotionally and spiritually to be prepared for life beyond Lindisfarne.

But this is so much more than students just planning for future careers and options. It also involves thinking deeply about the roles they will play – their service to community and others and their contribution for creation of sustainable futures.

At each year of the Senior School there is a particular focus on service and mission. This starts with The Rite Journey in Year 9, assisting students to develop tools for success in Year 12 and life beyond school.

As our students embark on the final year of school, they begin the time between the here and now, and the rest of their lives.

During that much sought-after Year 12 we embrace what we call the “Leap of Faith”, preparing them for the mental, emotional, spiritual, practical and academic journey of the giant step before they enter into life beyond school.

Our unique and distinctive three sub schools approach allows us to increase opportunities and the leadership capacity of each student with Years 4, 8 and 12 students leading their sub-schools during their final year in that sub-school.

ADOPTING A “THREE SUB-SCHOOLS” APPROACH ALLOWS US TO BETTER MANAGE TRANSITION

# ACADEMIC EXCELLENCE

## WE HAVE HIGH EXPECTATIONS FOR EACH OF OUR STUDENTS TO ACHIEVE THEIR OWN PERSONAL BEST

### PASSIONATE ABOUT ACADEMIC EXCELLENCE

Students thrive when work has rigour and relevance and they feel connected to the teacher.

To do this requires the best educational staff, the best methods and the best facilities.

Lindisfarne is aiming to deliver all three of these.

### PASSIONATE ABOUT CREATIVE EXCELLENCE

As Albert Einstein once said “The true sign of intelligence is not knowledge but imagination.”

We couldn't agree more! Engagement in Creative and Performing Arts helps our students to think outside the box.

Sensory, cognitive, social and emotional development are all enhanced through the Arts, as are fine and gross motor skills – a well-rounded student is prepared for a multi-modal world.

### PASSIONATE ABOUT PHYSICAL EXCELLENCE

Excellence requires targeted practice.

Our team of training experts and Sports Academy specialists helps our gifted sportspeople to take their sport to the next level.

And, although we've established the Lindisfarne Sports Academy for gifted athletes, it's important that all students develop the confidence to just “have a go”.

The sport program offers all students opportunity for health, fitness, team-based and individual competition, and representation.

The wins and losses that come with sport help to build a resilience, compassion, respect and perspective that are a part of understanding life's many other twists and turns.

### OPTIONS, OPTIONS, OPTIONS

Learning doesn't stop in the classroom.

Our rich array of co-curricular activities encourages students to explore existing and new areas of passion providing them with opportunities to dive deep into new experiences.

Currently, these include Chess, Debating,



developing  
leaders

Tournament of Minds, Music Tuition, Speech and Drama, Coding, Gardening, Songwriting and much more.

And we are always looking for new and exciting challenges...

### TECHNOLOGY THAT WORKS FOR US

Technology is not a goal in itself. The less we need to say about it, the more we have succeeded in integrating it into the way we learn.

Every Lindisfarne student has access to a school-provided digital device, whether that be tablet or laptop.

This has democratised technology. No-one is left behind in such a community-led approach.

### LEADERSHIP

Leaders are developed, not born.

Our Leadership program is extensive and there are many opportunities for all students from Junior, Middle and Senior Schools to become involved, at a level where they feel comfortable. Our students know you don't need a badge to be a leader. Those with a badge approach the role responsibly and with humility.

### OUR STUDENT VOICE IS HEARD – OFTEN

We encourage our students to be revolutionary in their thinking, valuing grass-roots initiatives. The Student Representative Council is just one avenue to drive change.

Student-led community welfare initiatives and leadership programs also provide a powerful, well-used voice for our students is often equal to that of teachers – we take their ideas and feedback seriously.

The result is students who feel valued and empowered.

### “ALL FOR ONE, ONE FOR ALL!”

An old saying, but one we believe still applies today. It's more than just lending a hand. It's being absolutely committed to providing an individual education to each individual student.

It's also more than just one-on-one teaching. We involve anyone we need to get the right result for the student. It's what we do.

### POST-LINDISFARNE CAREER OPPORTUNITIES

We want to provide our students with innovative options and local, national and international pathways that help them to transition towards their chosen career.

Close to home, we provide in-school Vocational Education Training (VET) to Certificate Level 3 for the Hospitality Industry and Information Digital Technology.

In addition, we are partnering with Griffith University, Bond University and Southern Cross University to give our students the best chance to access scholarship and early-entry opportunities. However, many students aspire to studying further afield

including looking to Brisbane, Sydney, Melbourne and internationally for tertiary study.

Whatever is chosen, our aim is a successful post-school outcome for every student.

### MAINTAINING STRONG LINKS

The Year 12 student survey says it. The Staff Survey says it. Our students never really leave Lindisfarne.

“The teachers – once you know them, you know them forever.” (Middle School student).

“My extended family. We keep in touch with them all their lives. It's not just about here and now.” (Staff member)

These are bonds that don't get forgotten.

The best schools have lifelong links. Our school does.

### R.E.S.P.E.C.T

Respect used to be something that was taken for granted. These days not so.

At Lindisfarne we teach our students to be aware of the impact they have on others.

As a result, you'll find they have an authentic respect for the staff and each other, with people they meet on a daily basis outside school and for the facilities and opportunities provided to them.

It's good to know that such values still find a place today.

# NURTURING & SUPPORTING

## IN ORDER TO FLOURISH A CHILD NEEDS TO GROW IN A HEALTHY AND VIGOROUS WAY

At Lindisfarne, from day one we adopt a “whole child” philosophy that caters to the many facets of your child’s world, including academic, social, spiritual and wellbeing.

We understand it is just as important for parents to know their child is happy and supported as it is to see them perform academically. This is evident across the 3 sub-schools.

### WE ARE COMMITTED TO KNOWING YOUR CHILD

Each sub-school includes specific staff to support teacher and student needs.

In the junior school, the class teacher knows the student best and fosters a connected relationship. Once a child enters middle school, a year co-ordinator as well as class teachers are the point of contact and connection for your child. This approach continues into senior school, with head of house and class teacher relationships.

Our Learning Enrichment Team (including our school psychologist, learning enrichment co-ordinators and head of sub school) connects and personalises your child’s wellbeing and learning.

Importantly, students learn about building and maintaining good mental health and wellbeing. This is not only via the curriculum but also through the sharing of the latest research, resources, opportunities and strategies to enable students to flourish.

Our “hug-a-chook” initiative comes from the heart – the complete trust an animal can offer does wonders for the soul.

### STAFF

Staff are skilled and equipped with strategies and processes to ensure potential student issues are identified as they arise. A clear referral and support system is utilised. This is built on the back of the student-teacher connections formed to provide the right support when required.

The wellbeing approach we take is one of nurturing and prevention through social emotional learning, mindfulness and positive psychology initiatives.

### WORKING WITH PARENTS

We regularly communicate with parents and welcome their involvement in their child’s education and wellbeing. In particular, information sessions and workshops, delivered by a combination

of staff and external experts, allow parents to share in conversations about relevant issues.

### PEER SUPPORT

Under our peer support program, Year 6 students visit the junior campus and team with younger students to mentor positive social skills and foster relationships. Opportunities like this bridge the sub-schools to ensure smooth transition and a connected whole school.

### CONNECTION

The emphasis on connection is by no accident. This particularly congenial and relationship driven environment fosters student growth and development. Connection acts as a protective factor against mental health and other adolescent issues and provides a foundation for student support, understanding and identity.



## Our wellbeing toolbox

While every child is unique, as a group, young people of today face many similar problems. To help them cope with these issues, Lindisfarne uses a number of tools including:

### The Rite Journey – Transitioning from adolescent to adult

The Rite Journey was created to enable us to have conversations with young people about what really matters.

A year-long Year 9 program, it is designed to support the development of self-aware, responsible, respectful, resilient and resourceful adults.

The fast changing world, impact of social media and family structures lacking appropriate role models all feed into an environment of uncertainty.

In addition, bubble-wrapping young people means they don’t build the resilience which comes as a natural result of risk and failure. Here they will be challenged in a context which gives them permission to fail and build that resilience.

Using a Rite of Passage framework,

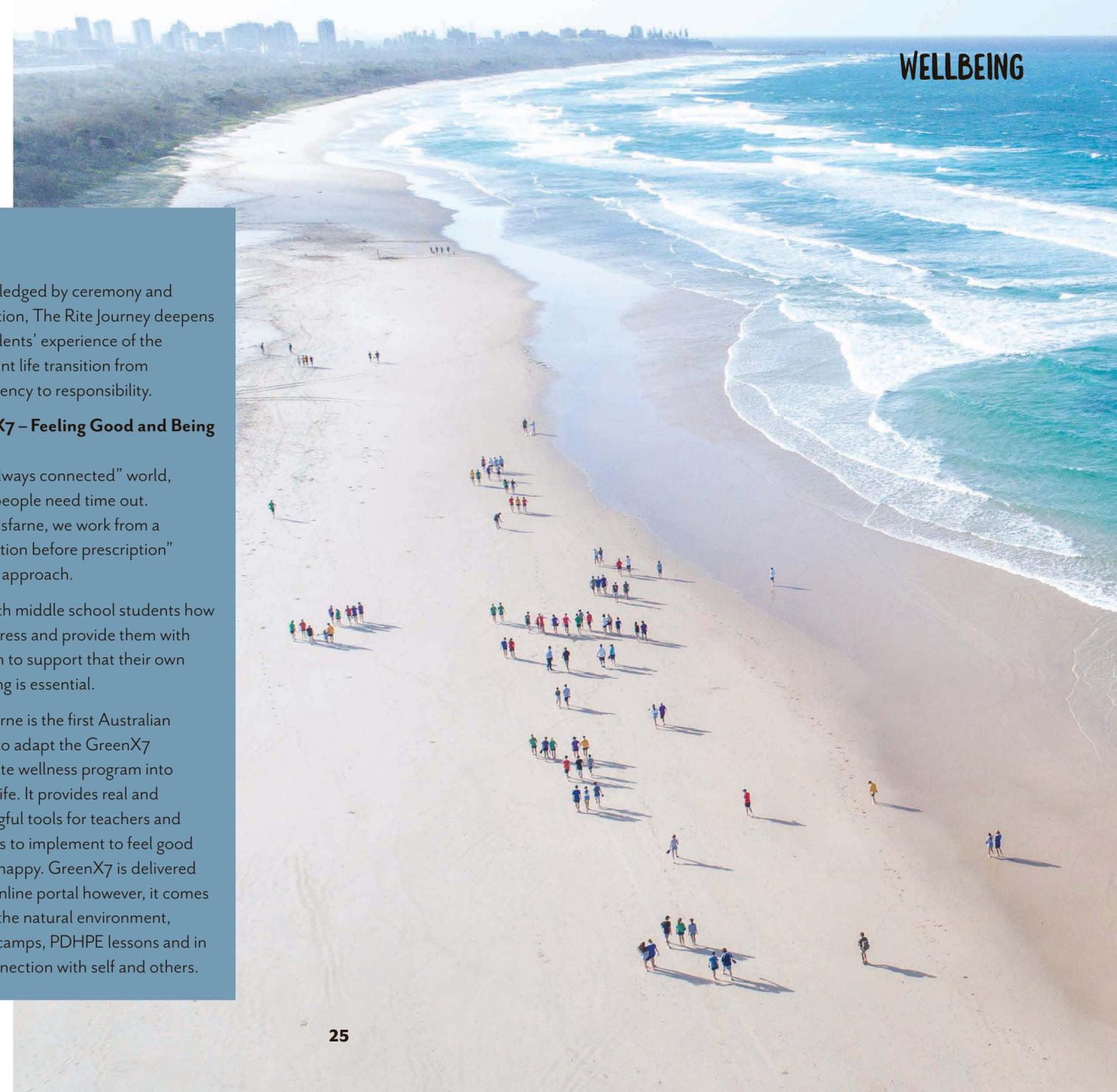
acknowledged by ceremony and celebration, The Rite Journey deepens the students’ experience of the important life transition from dependency to responsibility.

### GreenX7 – Feeling Good and Being Happy

In an “always connected” world, young people need time out. At Lindisfarne, we work from a “prevention before prescription” lifestyle approach.

We teach middle school students how to de-stress and provide them with research to support that their own wellbeing is essential.

Lindisfarne is the first Australian school to adapt the GreenX7 corporate wellness program into school life. It provides real and meaningful tools for teachers and students to implement to feel good and be happy. GreenX7 is delivered via an online portal however, it comes alive in the natural environment, school camps, PDHPE lessons and in our connection with self and others.



WWW.LINDISFARNE.NSW.EDU.AU

A “WHOLE OF CHILD” PHILOSOPHY TO ENSURING YOUR CHILDREN ARE HAPPY AND WELL-ADJUSTED

# FAITH FORMATION

**FAITH OCCUPIES THE SPACE IN LIFE BETWEEN OUR “NOW” AND OUR “NOT YET”. EVERYONE HAS FAITH... IN SOMETHING. THE PROCESS OF FAITH FORMATION OPENS A CONVERSATION AND EXPERIENCE WHICH HAS THE POTENTIAL FOR LIFE-LONG LEARNING**



## DISCOVERING SPIRITUALITY

As an Anglican school, faith is an important part of a Lindisfarne education.

We help form a students' approach to faith throughout their stay with us with a staged enquiry process.

In Junior School, we look at the great stories of faith such as Adam and Eve, Noah and the Ark, Jesus feeding the 5,000 and the Rainbow Serpent.

In Middle School we blend the great stories of faith with life experience; students develop the reasoning skills through critical thinking and responding to moral and ethical challenges.

In Senior School, students focus on a process of self-awareness and self-reflection as they attempt to answer the important questions: “who am I?” and “what do I have to give?” Through answering these questions, students develop a selfless approach to community living in service to others.



## HISTORY OF THE SCHOOL

Lindisfarne began as a small Anglican primary school in 1981 through an initiative of the rector and parishioners of St Cuthbert's Church, Tweed Heads.

The School proved so popular with the local community that it has been evolving and expanding ever since.

The facilities of the original campus at Sunshine Avenue were progressively extended until secondary schooling was introduced in 1995.

In 1996, the Secondary School relocated to its permanent site in Mahers Lane, Terranora; the Early Learning Centre was opened in Sunshine Avenue in 1998.

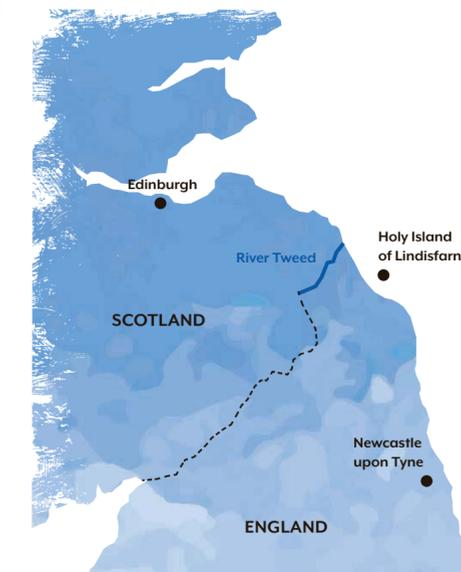
At the northern tip of the Diocese of Grafton, Lindisfarne is one of five of its schools. This enables us to share and leverage learnings with the other Diocesan schools.

Today Lindisfarne Anglican Grammar School is a thriving educational centre from Preschool to Year 12 – and development continues at both campuses.

## TRADITION MATTERS

The School was established to provide a quality education in a safe, nurturing environment within a Christian community.

Central to an Anglican-based education is the development of the whole individual, not just what you do on Sundays.



## DISCOVERING SPIRITUALITY

In a world that provides challenges on a daily basis, the most important outcome is the value set and moral compass students take on as their own.

Building self-confidence, healthy self image and respect for others are essential to affirming the dignity and worth of all people, aspiring to be inclusive, open and responsive to diverse needs and abilities. Core values shouldn't change – Compassion, Wisdom and Respect are as relevant today as when the School was established in 1981.

Lindisfarne encourages students to live these values every day. Through programs such as Middle School's RAVE (Religious And Values Education), we help students make good choices and guide them to become valuable, contributing members of the local, national and world communities.

## ORIGINS OF LINDISFARNE AND ST CUTHBERTS

Lindisfarne Anglican Grammar School is named after the Isle of Lindisfarne (“Holy Island”), one of the very early centres of Christianity in England.

The island lies close to the River Tweed which forms the border between England and Scotland.

During his life's work, St Cuthbert (after whom our church and parish are named) was known for taking the word of God to the people of Northumbria, aiding plague victims while missioning throughout the region.

Often a hermit, St Cuthbert's calm reflection and respect for the environment are values we encourage even today at Lindisfarne.

Eventually appointed as the Bishop of Lindisfarne, his successful efforts to protect birds (St Cuthbert's Duck was named after him) made St Cuthbert one of the earliest wildlife conservationists.

# EDUCATING not teaching

**EDUCATION IS A PROCESS IN WHICH OUR WHOLE COMMUNITY IS INVOLVED IN SEEKING TO CARE FOR AND CHALLENGE CHILDREN TO BECOME WHOLE PEOPLE WITHIN A CULTURE OF EXCELLENCE**

**A BETTER HSC**

It's widely thought that all Higher School Certificates offered by different states are the same. That's not the case!

Lindisfarne's NSW-based curriculum results in an internationally recognised Higher School Certificate. This means skills and knowledge are able to be used in overseas educational institutions for further study or teaching.

So, when you are deciding which school you are going to send your child to, Lindisfarne is going to be one of the top options for flexibility.

**THREE SUB SCHOOLS**

The NSW Curriculum has six stages with content

that is different and appropriate for each stage of our student's development. This is reflected in how we have structured the school into 3 sub-schools.

Within this Curriculum we have different options to deliver what we believe will be a rich, high-quality education for our students.

Structured and stepped programs focus on academics, creative arts, personal development, sports and co-curricular excellence on a local, national and global level. These are regularly reviewed to ensure their ongoing relevance to the needs of tomorrow based on how we see those needs today.



**A NEW TAKE ON LEARNING**

Lindisfarne is rethinking education for a changing future.

Some things are a given – we will never veer from our pursuit of excellence and thorough attention to the development of core literacy and numeracy skills.

However, in a world where facts are instantly available and advances in technology have led to disruption in many industries, how can we prepare our students for change and uncertainty?

We believe the answer is to prepare students for lifelong learning where they have the thought processes and flexibility to tackle unknown challenges. This involves the nurturing of a future-focused growth mindset where students take ownership of their learning. They understand the learning process and develop a repository of thinking tools, supporting the development of creativity, collaboration, communication, flexibility, innovation, and digital literacy.

To ensure the best possible learning results for our students, Lindisfarne teachers are committed to measuring the impact of their educating.

Authentic learning experiences, where students are challenged to solve real-world problems by connecting across multiple areas of the curriculum, make learning engaging and fun, providing a great sense of achievement!



It's important for our students to grow and deal with authentic experiences on a daily basis so they are prepared socially, emotionally and physically for life post-school and beyond.

The Round Square philosophy is that schools should not simply prepare students for tertiary studies or work, but should prepare them for life through living out the six Round Square ideals in the daily life of their school.

**Internationalism**  
We discover and embrace similarities and differences between cultures, promoting lasting understanding, tolerance and respect.

**Democracy**  
We develop a personal compass for equality, faithfulness, justice, self-discipline and responsibility.

**Environmentalism**  
We seek to understand mankind's place in the universe, the forces that shape our surroundings and the impact we have.

**Adventure**  
We push ourselves beyond perceived limits, cross boundaries to discover that of which we are capable.

**Leadership**  
We recognise that successful leaders are driven by a desire to be of service to others; to nurture, guide, develop and help them to improve and succeed.

**Service**  
We are ready and willing to volunteer and be involved where we are needed.

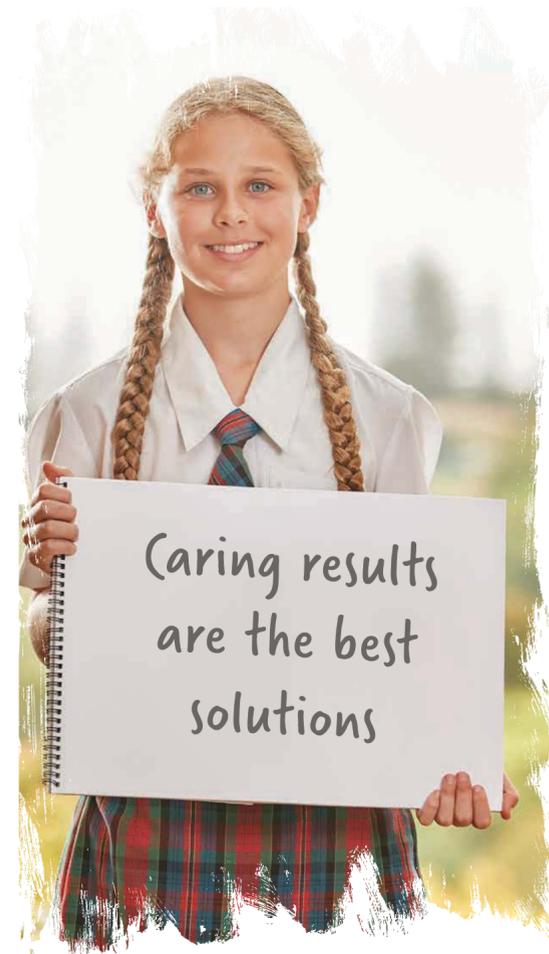
Round Square member schools are also able to engage in a world class student exchange programs at Year 8 and Year 10 levels, bringing the world to our students' door.

# THE BRAIN IS A MUSCLE



*it needs  
regular  
exercise*

# educating v teaching: different approaches



## FUTURE-PROOFING OUR STUDENTS

The phrase “future-proofing” has been used to describe strategies to ensure that what’s relevant today is still being taught.

We think it applies perfectly to how we approach educating our students.

The real world, except for academia, does not divide itself up into neat compartments or disciplines. For instance, a “technology” company does not only employ technologists. There’s human resources, finance, sales and marketing, administration, just to name a few.

Our end goal should not be some well-worn acronym like STEM (Science, Technology, Engineering, Maths) or STEAM (Science, Technology, Engineering, Art/Design, Maths) but rather the holistic integration of all aspects of formal and informal learning.

To start, this involves finding, identifying and defining real world, relevant problems that matter to creating a bright future for all.

Then we develop creative, ethical solutions embracing the skills, passions and abilities of the broad group of learners (both students and staff), experts and the wider community.

## AN EMOTIONAL CONNECTION IS ESSENTIAL

The essence here is “problems that matter”. Having our students buy-in to the relevance of their futures and that of the world is at the heart of constructing the emotional connection necessary to bring about deep thinking.

Simply put, if we don’t care, we won’t come up with the best solutions. To be effective though, we not only provide students with the problem but the process.

## EDUCATING V TEACHING

The line that separates “teaching” from “learning” is between connection and remembering – the role of the teacher/educator is to bring learning concepts into the grasp of students, taking advantage of a strong connection, providing the opportunity to access new knowledge and develop new skills.

It’s about becoming the facilitator of the learning through guiding and questioning, with the end goal being good independent learners.

## A DIFFERENT LEARNER

Where and who we deliver education with is also changing. We work with specialist

training partners to deliver off-site courses, providing pathways to further study.

Though we still teach in groups, we teach a different learner than anyone has ever seen before. No longer are we catering to one specific type of learner destined for a limited array of occupations or societal roles once they leave their school experiences behind.

The digital learner is unique, challenging, and rewarding to have as a student – we nurture them as problem-solvers, independent thinkers, and entrepreneurs.

## THE IMPORTANCE OF PLAY AND CO-CURRICULAR

At the same time, “Play” is an important aspect of this learning, as it allows our students to interact with each other. This develops social skills, including respect, that are so important in a collaborative problem-solving approach.

A broad range of co-curricular activities often beyond the school are one of the ways more of our students have the opportunity to develop their leadership skills.



## ConnectEd

Our students are global digital citizens and we are helping them to use technology seamlessly in learning and life.

Technology is so woven into all walks of life that a device is an important learning tool to ensure students maximise their opportunities. Technology can transform learning experiences by making them interactive, personalised and inspiring.

Lindisfarne’s “1:1 Device Strategy for Students” builds from tightly managed sets of class iPads in the early years to personalised high end laptops for school and home use as students move into the Senior School.

Educational technology enhances learning by enabling collaboration within and beyond school. It also provides access to a world of information and augmented experiences.

The school IT program is supported by reliable high speed WiFi, smart boards, projectors, Augmented and Virtual Reality headsets, robotics, 3D printers, laser cutters, microcontrollers, digital cameras and more. Commercial software and high specification hardware provide students with cutting edge experiences in design, coding, production, communication, presentation and collaboration.

# THE HOLISTIC INTEGRATION OF ALL ASPECTS OF FORMAL AND INFORMAL LEARNING

# casting widely for CREATIVE EXCELLENCE

PROVIDING OPPORTUNITIES FOR YOUNG PEOPLE TO EXPLORE THEIR CREATIVITY ENHANCES FUTURE CAREER PROSPECTS AND BETTER PREPARES THEM FOR TOMORROW'S WORKFORCE

The Lindisfarne Centre for Creative Excellence is an initiative that was just a dream only a few years ago. Today, the foundations have been developed for what we see as the region's best possible range of creative learning options.

We believe all students have the capacity to be creative if they are given the opportunity. Music, Visual Arts, Dance, Drama, Photography and Digital Media are just some of our offerings. According to the World Economic Forum's The Future of Jobs Report, "creativity" will be one of the top three skills required to thrive in a world beyond 2020.



## LIFE IN OTHERS' SHOES

Dramatic Arts education provides an effective way of developing creative and empathetic thinkers. Students learn to communicate in a variety of ways and to relate to other's perspectives and opinions – effectively living life in someone else's shoes.

The Dramatic Arts develop critical thinking, discipline, confidence and tolerance. We aim to expose our students to the most up-to-date methodologies through performance opportunities, workshops, visiting artists and excursions to live performances.

## THE BEAUTY OF MUSIC

Music has the potential to influence souls – it is a science, it is mathematical, it is a foreign language, it reflects our history, it is physical, it teaches the listener to recognise beauty, it is a discipline. Most of all, those who learn an instrument can use their practice as a wholesome creative outlet for their emotions. The impact that music can have on our wellbeing is remarkable.

## THE LINDISFARNE RECORDING STUDIO

Equipped with high-end, industry standard sound recording equipment, the Lindisfarne Recording Studio

enables students to gain industry-relevant experience. The studio aims to teach students the value of service to others through professional recording projects such as large scale community-based collaborations, as well as studio recording projects that feature student compositions and performance.

Artists from outside the school are invited to provide workshops and mentorships in return for free recording time, advice and support, providing students with a real understanding of life as a music industry professional.

## EXPRESSION AS AN ART FORM

With enormous potential for enabling students to develop many skills, Dance involves problem solving, expression as an art form and communication. There are also the physical benefits of balance, coordination, motor skills, spatial and kinesthetic awareness and generally in promoting fitness and healthy lifestyles.

## COMMUNICATING VISUALLY

Learning to be visually literate is and always will be a fundamental skill.

We study Visual Arts to stimulate a way of being in



the world – creating, expressing, problem-solving, taking risks, interpreting, making mistakes, developing skills, analysing and thinking critically. We are proud of the Visual Arts pieces created by our talented students in our well-equipped art studios.

Our programs and activities enable students to gain an ever-increasing understanding, confidence and accomplishment in other areas including Visual

Design, Food Technology, Textiles Design, Wood Technology, Photography and Design and Technology.

We aim to give our students a variety of experiences and opportunities to broaden their horizons, foster networks, gaining practical skills and greater confidence in themselves to better prepare them for their chosen career and life paths.

## WE CREATE ACTORS, MUSICIANS AND ARTISTS, INSTILLING A DEEP KNOWLEDGE AND APPRECIATION OF THE ARTS

## CENTRE FOR CREATIVE EXCELLENCE



Germinate  
Records



Students have the opportunity to gain first hand music industry experience through Lindisfarne's own record label, Germinate Records.

Based within the school recording studio, Germinate Records provides opportunities to our students (and to those who are less fortunate) through the recording of new music that is written, performed and recorded by students – with the support of staff and high-profile music industry professionals. This music is then released on the Germinate Records label and is distributed on leading global music platforms including Spotify and Apple Music.

In keeping with the core mission of the label – service through music – profits made from recordings are donated to charity and future philanthropic recording projects.

Germinate Records also provides opportunities for students interested in a career in the music business. In addition to music production, students can gain experience in artist development, artist management, label management, publicity and marketing. The artist roster includes current and past students and is always expanding.

Germinate Records gives students the opportunity to learn the value of giving to others while developing as musicians, recording artists, audio engineers, producers and music industry professionals.

# ENDLESS POSSIBILITIES

## - The Boathouse on Cudgen Creek, Kingscliff

THE DREAM TO ESTABLISH A WORLD CLASS MARINE FACILITY HAS BECOME A REALITY WITH THE ACQUISITION OF THE SALT BOATHOUSE AT KINGSCLIFF

When we were first offered the opportunity to purchase The Boathouse, our thoughts naturally turned to all the sorts of activities traditionally associated with a Boathouse – rowing, kayaking, sailing, Stand Up Paddle boarding (SUP), canoeing, even SCUBA diving.

However, located as it is on beautiful Cudgen Creek, we quickly realised The Boathouse also provided a wonderful platform for many other activities, including:

- learning about environmental science and marine studies
- reconnecting with self, others and nature
- practising wellbeing through our GreenX7 program and mindfulness
- holding writers' workshops, visual arts' focus days, literature reviews and small group music recitals
- better understanding local Indigenous culture and heritage (Cudgen Creek played an important role in the life of the Bundjalung people prior to European settlement and throughout history).

We are sure the list isn't complete yet. As we develop programs and utilise the site even more uses will become apparent.



...THE BOATHOUSE PROVIDES A PLATFORM FOR SO MANY ACTIVITIES



# OUR GREAT SPORTS

THE SPORTS ACADEMY GIVES OUR SPORTING HIGH ACHIEVERS THE BEST OF BOTH WORLDS - DEVELOPING THEIR INDIVIDUAL DISCIPLINE SKILLS WHILE BALANCING ATTENTION TO ACADEMIC POTENTIAL

We recognise the commitment and sacrifices needed to achieve at an elite level within any given sport.

The Lindisfarne Sports Academy is yet another initiative in the development of Lindisfarne into a world class school.

### A SUCCESSFUL MODEL

Based on the highly successful Griffith University Sports College, The Academy provides a supportive environment for high achievers to excel at their sport (team or individual) while achieving their absolute potential in academic areas.

With highly qualified coaches, proven training methodologies (including nutrition, strength and conditioning), professional Sports Ambassadors and a motivating learning environment that brings together like-minded sporting individuals, we provide the ultimate foundation for our student athletes' future success.

### OUR GOALS

Providing the pinnacle for younger students to strive for, our goals are to:

- assist students to balance their sporting and academic commitments in a supportive environment.
- promote a "High Performance Culture" which challenges students to achieve their very best.
- support students with flexible curricula that acknowledges the demands placed on them by their chosen sport.
- expose students to industry best practice across a range of sports-related fields including nutrition, strength and conditioning, sports science and leadership.
- seek to provide a clear pathway for students to continue their academic journey, through our partnership with the Griffith University Sports College.



the very best people want to work with

# THE VERY BEST PEOPLE

**OUR PLANS FOR A WORLD-CLASS ACADEMIC, ADMINISTRATION AND LEADERSHIP TEAM ARE ALREADY BEING PUT INTO ACTION**

The energy we're creating at Lindisfarne is rapidly drawing highly talented staff from across Australia to join our existing talented team.

Within five years we expect we will have built an international reputation drawing the best in their fields to the school from across the globe.

We won't have to advertise; word of mouth will bring them to us.

So, what's creating this excitement and energy?

**EXCELLENCE**

Lindisfarne is a school that is breaking down the barriers to learning excellence.

We will be in the game, we'll know what is coming and we'll be prepared.

**PASSION**

Our enthusiasm is a given – it's founded on authenticity and passion. Staff at Lindisfarne drive our pursuit of excellence, part of the ethos we buy into.

Through a combination of face-to-face educating and co-curricular activities, our staff are encouraged to stay attentive and really listen to the needs of our students to help create enduring connections.

Programs and plans are in place to ensure our staff are even better qualified and more highly trained in the skills required to provide the style of education we want to provide. Central to this is relevant research and data to help craft individual growth.

Building an even stronger culture of staff performance, leadership and governance will increase the strength of existing relationships between staff and students. This will promote learning, while encouraging collaboration to ensure our desired educational results become a reality.

**DEVELOPING THE INDIVIDUAL**

We invest in our staff, supporting postgraduate opportunities and other external educational programs.

We want to make our staff look good to themselves, each other and the outside world.

**AN EXTENDED FAMILY**

What you'll find at Lindisfarne is there's no dividing line between educational and administrative staff.

There's also a true caring for each other, a support network that ensures new staff members feel as valued as those who have been part of the school community for years.

That so many visiting and trainee teachers want to work here is a great indication of our school being a welcoming workplace. Also, many staff members are proud to have their children as our students – and we even have staff members who were our students!

This breeds a genuine respect by students for staff (and vice versa) – it makes every member of staff feel valued and lucky.

We're that kind of school.



**WE CONTINUE TO BUILD AN INTERNATIONAL REPUTATION DRAWING THE BEST IN THEIR FIELDS TO THE SCHOOL FROM ACROSS THE GLOBE**

*ours is a*

# CULTURE OF YES

*innovation is celebrated - our staff and students are encouraged to be aspirational*

partnering

# WITH PARENTS

**BEING A PARENT CAN BE ONE OF THE MOST WONDERFULLY FULFILLING AND JOYOUS ROLES ANY ADULT CAN HAVE. IT CAN ALSO BE ONE OF THE MOST CHALLENGING - AND THAT'S ALL BEFORE BREAKFAST!**

Being a 21st century parent is no easier than in past generations, even with all the help technology has given us.

In fact, with the complexity of life, this could well be the most difficult time ever to be a parent – in the past, an extended supportive family network was often more common than today.

Partnering with the School, where your child spends so much of their time and focus, is therefore an obvious solution, particularly when we offer so many tools to help you.

We know many of you will be making sacrifices to send your children to an independent school. But we believe that parents cocooning their

children to protect them from the world is the wrong approach. Reality is the best context in which to learn.

And, if that means skinning knees or being disappointed at not always being first in the class, we think that's healthy.

**THE IMPORTANT “DIFFICULT DISCUSSIONS”**

We care about your child so much we think it's also important to have those “difficult discussions” with you that come when they test their boundaries or try something different. It's all part of growing up.

No life is perfect. If we accept that and address



## THE KEY HERE IS WORKING TOGETHER - STAFF WITH PARENTS, STAFF WITH STUDENTS AND STUDENTS WITH PARENTS

issues together and authentically we'll help make the transition from young child to young adult a smoother path.

Working together – staff with parents, staff with students and students with parents – ensure all have buy-in to an agreed approach. The key is committing to what is agreed, whether that be choosing subjects for Years 11 and 12 or an aspect involving wellbeing.

Consistent, transparent feedback from all three groups is important in order to evaluate whether the approach is providing the results we've been seeking. If necessary, modifications are made.

**PARENTING SEMINARS**

To further help parents and guardians, Lindisfarne supports parents through its ParentEd program, offering the best speakers and experts to assist parents explore how we, as a community, can

support the social, emotional and academic development of their children.

Areas already covered are:

- study skills to help students in Years 7 to 11 achieve academic success.
- giving parents the right tools to teach their children how to build confidence and capabilities at school.
- parenting in the digital age, equipping them with information and simple strategies for home so that screen time doesn't become “scream time”

The seminars have been very well received indeed and it is our plan to continue the program with topics that matter, presented by the best in their fields.

This is just one of the many ways Lindisfarne helps its parents cope with the always-changing landscape of their child's life.

# ENVIRONMENTAL STEWARDS

**“THE ENVIRONMENT” IS A VERY BROAD TOPIC INDEED - IT INVOLVES SO MUCH MORE THAN JUST TURNING THE LIGHTS OFF WHEN YOU LEAVE THE ROOM**



Our location means we have a great appreciation for the physical environment and its benefits.

The Sunshine Junior Campus is just a hop, skip and jump from Terranora Creek, Ulkerebagh Passage and Terranora Inlet waterways, fed directly from the Pacific Ocean.

At Mahers Lane Terranora the Campus includes the rainforest reserve, recently extended to include the lagoon forming the creek flowing down to the Terranora Broadwater.

However, having an appreciation for the environment and doing something about it are two different things.

### USING WHAT WE HAVE

We want Lindisfarne and our students to be seen as Environmental Stewards for this region, leaving the world a better place than we found it.

Firstly that means working with the environment. There is much we can learn from the local Indigenous people – identifying such issues as flooding in areas that they were able to identify as dry creek beds, prone to intermittent flooding.

Identification of bush tucker and potential expansion for use in the Stephanie Alexander Kitchen Garden Program in Years 3 and 4, as well

as selling to staff and parents, better utilises the resources we have and teaches self-sufficiency. Our Master Plan also provides a focus on community garden and incorporating edible plants into our landscaping.

### WHAT WE CAN DO

Energy conservation is the next phase, and while we’ve had environmental audits in the past these will now become more frequent and regular.

Waste reduction initiatives are centred around best practice recycling and composting (the students even sell the liquid worm fertiliser as part of the “Kidpreneur” program, linking environmental activism with entrepreneurship).

Harnessing the natural elements of solar and rainwater has been a part of the Lindisfarne way for the past 15 years but we’ll be extending that even further as students utilise technology to monitor our electricity consumption.

Under the new Master Plan we are looking to eventually generate 100% of our own energy requirements. The use of more energy-efficient materials and equipment, reducing building redundancy as well as improved processes to produce energy, were all prioritised in the planning process.

There is much to do and we take our responsibilities seriously – so strongly, in fact, that we are even considering establishing an Education Centre for Environmental Sustainability.

It’s steps like these that will help to ensure our environmental philosophy stays close to our hearts.



# LINDISFARNE IS NOT JUST A SCHOOL, IT'S A COMMUNITY

**WE'RE A DIFFERENT SCHOOL AND WE INTEND TO STAY DIFFERENT. CREATED BY THE COMMUNITY, FOR THE COMMUNITY. WE NEVER WANT TO CHANGE THAT**



The School was founded in 1981, by members of the Parish of St Cuthbert's Anglican Church of Tweed Heads, to provide an environment for the education of the families in the Community.

Community has always been and always will be at the centre of everything we stand for; we see education as a process in which everyone becomes involved in caring for and challenging their children to become whole people within a culture of achieving their own personal best.

One of our greatest strengths is our Community's ability to wrap its collective arms around other members and share the load of today's complex life. For students and staff in particular, it makes coming to school during tough times a lot easier and helps immensely.

It's all about supporting each other.

#### **OUR BROAD COMMUNITY**

Our "Community" is becoming broad indeed, though.

Stretching beyond the obviously central members of staff, students, teachers and alumni, we also

include the Church through the parish and the diocese, the vibrant Parents and Friends Association, institutions for study and careers after students have left Lindisfarne and professional organisations to ensure staff are exposed to the very best ideas for their professional development.

External curricular and co-curricular advisers provide other avenues to ensure relevance.

Academy of Sport Ambassadors create a strong and well-utilised link with their specific sports and disciplines.

The Centre for Creative Excellence ensures those studying the creative and performing arts are also able to extend their reach well beyond the school boundaries and their time at the School.

And, while the Aquatic and Marine Studies Centre is still in the planning stage, you can be assured relevant outside contributors will be part of that landscape.

These are but some of the members of our Community who help make the Lindisfarne education truly rich.

OUR COMMUNITY



**COMMUNITY HAS ALWAYS BEEN AND ALWAYS WILL BE AT THE CENTRE OF EVERYTHING WE STAND FOR...**

we've got

# BIG PLANS

ONLY THE VERY BEST FACILITIES WILL HELP US REACH OUR GOAL OF BEING A SCHOOL OF WORLD CLASS STANDARD. OUR FACILITIES MASTER PLAN WILL MAKE SURE WE ACHIEVE THIS

### **Making Lindisfarne a school of truly World Class standard requires more than just the best curriculum and the best staff**

Having the best physical facilities is every bit as important as the best curriculum and the best staff.

In fact, these facilities are essential to being able to teach an expanded and increasingly relevant syllabus.

Not only that, they will assist in attracting and keeping the quality of staff we want and need.

Finally, students are joining our school from right across the region; from Robina in the north, south to Byron Bay and west to Uki resulting in record demand for places which we want to ensure we have when required.

That's why our Facilities Master Plan is far more than just a glorified wish-list. It's a carefully thought out plan which matches our most important needs with our ability to fund development.

### **We've Already Started**

Two fundamental planks of the Master Plan have already been laid.

The purchase of The Salt Boatshed on Cudgen Creek for our new Water Sports, Wellbeing & Marine Studies Centre gave us immediate impetus and access to possibilities other schools could only dream of. In fact, it was only by daring to dream and approaching this project imaginatively that we were able to acquire that wonderful multi-purpose facility.

The new ten hectares "Tul-gi-gin" block in Mahers Lane (named after the local Indigenous

clan) has given us the room to expand the Middle and Senior School campuses and add additional Junior School functions on the main school site. We also intend to look to better utilise the Junior School at the Sunshine Avenue Campus.

### **Funding**

In early 2019 we acquired significant funding from the Federal Government to allow us to commence bringing these plans into reality.

### **THE JUNIOR CAMPUS EXPANSION**

To transport the Sunshine Campus into the next century, the Master Plan involves refurbishing the administration, library, and existing classrooms as well as providing a new Out Of School Hours Student Care, Pre-School and Kindergarten Learning Precinct with much needed facilities.



## SUNSHINE AVENUE CAMPUS EARLY LEARNING CENTRE UPGRADE



Stepped Sandpit



Messy Play

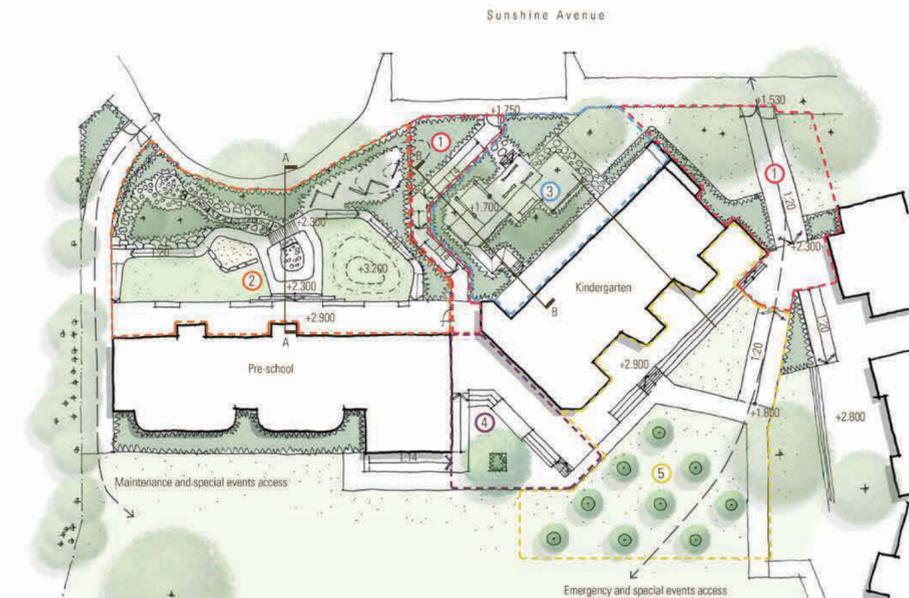
## MASTER PLAN

This new Learning Precinct will comprise:

- Three (3) new Pre-School classrooms with toilets, and storage;
- Three (3) new Kindergarten classrooms with support/withdrawal rooms, storage, and toilets.
- Staff room, meeting room, kitchen and toilets;

A habitable meandering boardwalk will connect sub-communities and spaces, allowing students to socialise and learn in the outdoors.

It will also be a place for the wider community with space for school family and friends on the boardwalk hub. The welcoming verandah will be a place to congregate at the end of the day as will the functional foyer space, encouraging them to dwell and connect.



- 1 Entry + Arrival**
  - inviting gardens, lawn and shade trees
  - views across pre-school and kindy play areas and landscape
  - equitable access
  - emergency vehicle and special events access
- 2 Pre-school**
  - secure
  - landform and sensory textures
  - immersed within the rolling landscape
  - age appropriate activities and stimuli (3 and 4 year old)
  - messy play and wet play
  - trails, tracks, climbing and mounds
  - areas for gathering and activities - verandah, synthetic lawn, mounds, stairs
  - retain existing trees
  - sensory pocket planting
- 3 Kindergarten**
  - boardwalk and balance
  - looking down into the landscape
  - age appropriate activities and stimuli (4 and 5 year old)
  - circuit with rest and gathering spaces
  - timber decks, balance beams, ropes, raised steppers
  - bush tucker pocket planting
- 4 Congregation**
  - space for community gathering and sharing
  - timber terraces
  - feature courtyard tree
  - views and extension into greater school campus and Arkinstall Park
- 5 Food + Feast**
  - raised vegetable gardens with productive planting and trees
  - growing, tending and harvesting education
  - good northern aspect
  - overlook from the main arrival space
  - from garden to kitchen to plate

concept plan



MAHERS LANE CAMPUS

THE MIDDLE SCHOOL CENTRE

Another of the key initial projects to be undertaken will be the construction of the new Middle School Centre at Mahers Lane, giving it the tools it requires to deliver on our 3 sub-schools vision.

Featuring at least 12 learning spaces and adjacent collaborative spaces, staff hub and outdoor learning spaces, the Middle School Centre will provide a 'heart' for the sub-school, a physical place purpose-built for gathering as a community.

It will also, in effect, create a 'backyard' for Middle School students with places to play, entertain and host.

Sympathetic Design

The challenging Mahers Lane topography creates an opportunity for an interesting and dynamic landscape. Rather than working to change our unique environment, we want to make the most of it, giving visual and mental connections to the broader landscapes, history and context including Mt Warning, our rainforest, and Terranora's natural environment with its rich red soils.



There'll be a blurred distinction between building and landscape, physically and visually connecting with the adjacent buildings and surrounds including rocky escarpments, figs and strangler vines, gorges and ravines, caves, caverns and undercroft spaces.

Longer Term Plans

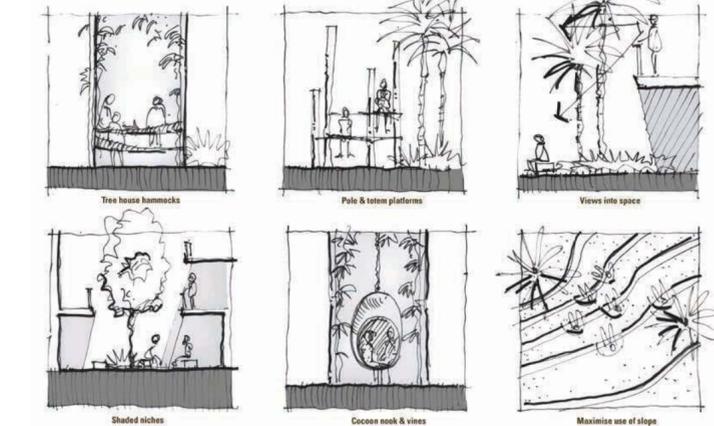
Looking to the medium-term future we are also planning a Senior Studies Centre with dedicated teaching and learning spaces aligned to learning beyond the school. This will include a senior common room, exam centre and associated amenities.

Finally

In the final phase of the current Master Plan, we intend building a new primary campus at Mahers Lane whilst retaining our much-loved Sunshine Avenue Campus.

We're excited about our BIG PLANS and sure you will be, too!

key interventions



# setting directions

BEHIND THE SCENES AT LINDISFARNE IS THE SCHOOL COUNCIL, A GROUP OF HARD-WORKING MEN AND WOMEN, DEDICATED TO USING THEIR PROFESSIONAL AND PERSONAL EXPERIENCES TO HELP DETERMINE THE SCHOOL'S PHILOSOPHY AND OVERALL DIRECTION

When you get right down to the basics, running a school has some very similar requirements to running any business.

Naturally, sound governance must be at the centre of our School's business practice.

One eye is kept focused on the "now", looking at the Leadership of the school, staff salaries and conditions, information communication technology, financial management, facilities and maintenance. The other eye is kept on the "future", to ensure that planning for the needs of future expansion is constantly under review.

In addition to these more business-like aspects are those particular to a school founded under the guiding principles and ethos of the Anglican faith. So, there are representatives of the Church to assist in bringing a modern interpretation of faith to the philosophy of the School.

Together, the School Council provides the overall direction that guides the planning for providing a World Class education that makes a very real difference.



## from school student to school councillor



**Dominique O'Neill proves that you never really leave Lindisfarne.**

Solicitor Dominique O'Neill (2004) grew up on the Tweed Coast and maintains her close connection with the area, currently living on the Southern Gold Coast.

Along with her three younger brothers, Dominique is a great example of why Lindisfarne is known as a community school for the whole family.

While graduating with a Bachelor of Social Science before completing her Law degree, her fondest memories at school (apart from her many friends) were more physical in nature including swimming carnivals, athletics and dancing – she was even Dance Captain in her final year!

Dominique's father has been a solicitor in the Tweed region for over 30 years, so she grew up in his office working for him in school holidays. She performed all sorts of roles, starting from cleaning his office, to reception duties then secretarial and accounting duties to now being one of the firm's solicitors.

"I joined the School Council in 2019 as I wanted to give back to the school," she said. "I have been fortunate enough to join at a very exciting time when the school is in a significant growth phase.

"My vision is to see the facilities grow to provide excellence to all students in their various interests, such as the arts, academia and sports."

# building STRONGER LINKS

## OUR NEW ALUMNI PROGRAM IS REALLY EXCITING!

We're a community school – current students and staff are always running into past students and stopping for a chat.

But the on-going links with the School are more structured, too, and we're looking to strengthen those links even more.

Our annual Foundation Day is one of the most important on the calendar. Not only does it recognise the part that St Cuthbert's Parish played in founding the School back in 1981, it gives a great excuse for all associated with the School to come together to celebrate its achievements and see for themselves the new facilities and plans we have in place.

On our sporting fields and courts, we are looking to build a presence that will boost school spirit and help keep our Alumni connected – enter The Lindisfarne "Lions". First used in association with the Lindisfarne Netball Club, all our sporting teams will be Lions. Teams that are proud, teams that are fierce, teams that uphold our core value of respect both on and off the field.

We are looking to build a network to leverage our links to ensure students and past students alike will have access to resources that will help them maximise study and employment opportunities, after they leave.

Lindisfarne's "UnitEd" will allow past students and parents the chance to remain connected with past parents to grow this network further. A place to remain in touch, gather news and share contacts, information and stories.

Watch this space as 2020 becomes the start of this exciting new Alumni program!



*"The Sporting Lions" links back to St Cuthbert's original shield*



After graduating from Lindisfarne, Software Engineer **Nic Allan** (2006) studied Maths and Information Technology at the University of Queensland, living on-campus at International House College and taking a software internship at NICTA (now part of CSIRO).

On completing his formal studies he relocated to tech "hot spot" Seattle and joined Microsoft, where he worked for 6 years.

Nic credits his years at Lindisfarne with his later successes. "Developing intellectual curiosity and keen

learning habits was hugely beneficial both in further study as well as in the industry."

He now works at Facebook, where he's been for just over a year.

Nic's one message? "Wherever you are in your life journey, never stop learning!"

## FINAL THOUGHTS

*“The commitment and engagement with their students’ needs and education”*

“THE SUPPORT IT GIVES ME NOT JUST ON AN ACADEMIC LEVEL BUT FINDING A BALANCE BETWEEN SPORTS AND SCHOOL WORK”

“I HAVE NEVER HAD SUCH AMAZING SUPPORTIVE AND FUTURE FOCUSED TEACHERS IN MY LIFE”

*“The safe and accepting environment that the school gives off to new students”*

# WHAT DO YOU LIKE ABOUT LINDISFARNE ANGLICAN GRAMMAR SCHOOL?\*

*“Overall I have been here since I was in preschool and I enjoyed every minute of it”*

“SAFE AND POSITIVE COMMUNITY THAT LINDISFARNE PROVIDES ALONG WITH GREAT STAFF AND STUDENT RELATIONSHIPS”

“I’VE APPRECIATED THAT THE SCHOOL HAS LISTENED TO MY OPINION”

*“Great social opportunities and excellent recognition of the seriousness of the senior years”*

\*Open format questions to Year 12 Students in survey conducted September 2018

## OUR SCHOOL CREST

Lindisfarne’s school crest has been carefully designed to reflect our history and links our Anglican tradition with our focus on excellence in learning. The crest contains two key elements:

## LINDISFARNE



*Two white bands* converging into one, representing England’s River Tweed and our own Tweed River. They signify unity of purpose and strength – a concept important in our school as we work together.

*An open book* which symbolises the Lindisfarne Gospels, sacred manuscripts carefully created by the Lindisfarne monks in the late 7th or early 8th Century. Now housed in the British Library, the book is a symbol of learning and represents the wide range of opportunities available at Lindisfarne.

Our school motto “*Luceat Lux Vestra*” means simply “Let Your Light Shine”. We think this is the perfect sentiment for a school which looks to bring out the best in every student.

## CONTACT US

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A LINDISFARNE  
STUDENT

*striving for  
excellence*

CREATIVE

*supported  
by my peers*

EMPOWERED

*compassionate*



Let your light  
SHINE

*confident*

LEADER

*positive*

CARING

*respectful*

INDIVIDUAL