



# LINDISFARNE

Anglican Grammar School

---

## Annual Report 2020



# Table of Contents

---

<b>Message from Key School Bodies</b>	<b>2</b>
School Council	2
Parents and Friends Association	3
Student Representative Council	4
<b>About Lindisfarne Anglican Grammar School</b>	<b>5</b>
History and Development	5
School Crest	5
<b>The Lindisfarne Way</b>	<b>7</b>
Our Purpose	7
Our Values	7
Our Culture	7
<b>Student 2020 NAPLAN</b>	<b>8</b>
<b>Participation in NAPLAN</b>	<b>8</b>
<b>Senior Secondary Outcomes</b>	<b>8</b>
Comparison of Higher School Certificate Results School V State 2017-2020	8
VET Subjects	11
Extension Subjects	11
Stage 6 (Preliminary) RoSA 2020	12
Stage 5 (Year 10) RoSA Results 2020	13
<b>Staff Professional Learning</b>	<b>16</b>
2020 School Supported and Provided Professional Development	16
Workforce Composition	17
<b>Student Attendance and Management of Non-Attendance</b>	<b>17</b>
Rate of Attendance for 2020	18
Retention of Year 10 to Year 12	18
<b>Enrolment Policy</b>	<b>19</b>
Student Population	20
<b>School Policies</b>	<b>21</b>
Policies for Student Welfare	21
Policies for Student Discipline	23
Policies for Complaints and Grievances Resolution	25
<b>School Determined Improvement Targets</b>	<b>26</b>
<b>Marketing and Communication</b>	<b>28</b>
<b>Initiatives Promoting Respect and Responsibility</b>	<b>29</b>
<b>Parent, Student and Teacher Satisfaction</b>	<b>30</b>
<b>Financial Information</b>	<b>31</b>
Income 2020	31
Expenses 2020	32

# **Message from Key School Bodies**

## **School Council**

Lindisfarne Anglican Grammar School Council convened seven meetings throughout the 2020 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 a special meeting to consider the School's response to COVID-19.

School Council continued to monitor the key operations, compliance and risk matters while at the same time planning for the future development of the School. In 2020, the School Council continued to work with the Principal and the Senior Executive Team to develop the School Master Plan that encompasses both existing campuses and adjoining properties at 34 and 72 Mahers Lane. The Middle School Building, commenced construction in 2020, is the first building arising from the Master Plan and a beneficiary of the Federal Government Capital Funding Grant received in 2018. Plans are currently underway for the construction of the Preschool/Kindergarten Building at the Junior School Campus at Sunshine Avenue and the Senior Centre at the Middle and Senior School Campus at Mahers Lane. The additional Junior School at Mahers Lane is currently in the planning and development phase.

In 2020, the School continued to implement its strong academic focus emphasising student achievement and quality teaching along with co-curricular activities. Student performance continues to improve. The introduction of the subschool structure of Junior, Middle and Senior School has been well received by parents, students and staff. Enrolments continued to grow in 2020 with demand increasing for 2021.

The School responded well to the COVID-19 global health pandemic providing COVID-19 support and an outstanding online learning experience for our students during lockdown through our ConnectEd one to one device program.

The School aims to be the most highly regarded independent school in the region.

**Ms Dominique O'Neill  
Chair of School Council**

## **Parents and Friends Association**

It was a different year for the Parents and Friends Association (P&F) in 2020. Whilst the year started as usual with the Welcome Event at the Junior School, there were so many events that were unable to proceed as we all adapted to Covid-19.

It was a timely reminder that whilst the P&F is best known for raising funds to assist the School to complete important projects, what was most missed during 2020 was the sense of community that the P&F events help to bring to our school. Community has never been more important for us.

I want to thank all of the members of the P&F Executive for their work in 2020, and also thank those who helped the P&F in any way, we are all volunteers who look to give back in any small way we can.

Thank you must go to Principal Stuart Marquardt and the whole Lindisfarne team for their work in continuing to provide a quality education for our students during a difficult year.

The events may not have happened, but we were able to support a number of key projects during the year across both campuses.

Additional students taking the Marine Studies course allowed the P&F to offer support through the provision of more kayaks and life jackets and we helped keep students active via a new surface on the basketball court at the Junior School.

The Subpod composting systems at both campuses and the purchase of the Farmbot robotic system are already making an impact across the School.

The purchase of new choir risers to supplement the existing choir risers purchased several years ago helps to keep pace with student growth in the Performing Arts.

As the building goes up, I look forward to seeing the outdoor learning area, play spaces and landscaping of the new Middle School Building as the P&F made its largest contribution in many years towards this important project.

Thank you to all our sponsors and supporters, both individuals and businesses with particular thanks to The Athlete's Foot for their on-going support. As always please support the businesses that support our school and our community and we look forward to continuing these partnerships in 2021 as get ready for a FunFest year.

Be safe.

Ramesh Sivabalan  
**President - Lindisfarne Parents and Friends Association**

## Student Representative Council



Student Representative Council (SRC) members are elected from Years 5 to 12 to represent Stages 3, 4, 5 and 6 across the four House groups. School Leaders chair each fortnightly meeting commencing late in Term 1. Feedback on student concerns is provided to the student population through House meetings, assemblies, newsletter items and an SRC Notice Board. Coordination between School Leaders and Senior Executive follows the review of Minutes and action plans are formed.

This year, the SRC agenda and meetings suffered a disrupted start due to COVID-19, with formal fortnightly meetings not commencing until mid-year. However, once the regular meetings were back students quickly got to work. Once again, student requests in numerous areas have been implemented. Solutions to canteen queuing issues were successfully implemented, with a more efficient system now in operation for both canteen staff and students. Many initiatives as a result of the extensive building works have been put into place; additional seating areas, pathways and handball areas to name a few. Building on last year's efforts, sustainability initiatives were also significant items for this year. Additional recycling bins throughout the school, composting bins and an ever-vigilant focus on plastics has been the main theme. The students and staff have embraced these initiatives wholeheartedly, and the good work will continue into next year with a focus on water conservation and use. Unfortunately, the ability to raise funds for charity was significantly impeded this year due to COVID-19 restrictions, so we are looking forward to better options next year.

# About Lindisfarne Anglican Grammar School

Lindisfarne Anglican Grammar School is a high quality, independent, Anglican, co-educational grammar school that serves the southern Gold Coast, Tweed Coast and northern New South Wales. We seek to 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.

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. We cultivate learning through relationships, expert teaching, educational research and innovation that focuses on leadership, standards and collaboration.

Families 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 wellbeing supported by the School's values of compassion, wisdom and respect.

At the end of the 2020 school year, our structured academic program has a strong focus on 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 39th 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. In 2017 an additional 25 acres of adjoining land to the Mahers Lane Campus was purchased and the Salt Boathouse at Kingscliff on Cudgen Creek was acquired as a Marine Studies and Water Sports facility.

## School Crest

### Crest

Lindisfarne Anglican Grammar School's crest has been carefully designed to reflect our history, our Anglican tradition and our quality education. The crest contains four key elements: the open book, torch, lion and white bands.



### Open Book

The open book 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. It sits at the heart of the crest signifying the centrality of the Word of God in a Lindisfarne Anglican Grammar School education. The book is also a symbol of learning and represents the wide range of opportunities available at our school.

### Torch

Located in the bottom left corner of the crest, the burning torch signifies St Aidan who was the founder of the Christian community of the Holy Island of Lindisfarne in 635 AD. The torch represents the light of the Gospel which St Aidan brought both in the form of preaching and teaching. Under his leadership, a centre of learning was established within the Island community. It also represents the hope that, through participation in a broad range of learning experiences and with excellence of teaching, the students who pass through Lindisfarne Anglican Grammar School will become light bearers to the communities in which they are called to serve.

## **Lion**

In the bottom right, the rampant lion is included from the crest of St Cuthbert, the famous monk and later Bishop of Lindisfarne. St Cuthbert was known for his devotion to God and his care and concern for his fellow man. The lion was a symbol of his great courage and strength as a servant of God. The rampant lion is depicted facing left to be always ready, as to the right is seen as retreating. It is the aim of Lindisfarne Anglican Grammar School to enable students to become men and women of faith and to stand firm for what is right and true.

## **White Bands**

The two white bands starting in the top corners and converging into one, represent England's River Tweed and the local Tweed River. They signify unity of purpose and strength — a concept important in Lindisfarne Anglican Grammar School as we work together.

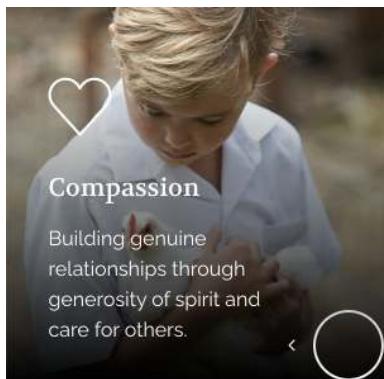
# The Lindisfarne Way

## Our Purpose

Lindisfarne Anglican Grammar School is a high quality, independent, Anglican, co-educational grammar school that serves the southern Gold Coast, Tweed Coast and northern New South Wales. We seek to 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

Within our Anglican tradition, we value:



## Our Culture

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



# Student 2020 NAPLAN

## Participation in NAPLAN

In 2020 NAPLAN did not occur due to COVID.

## Senior Secondary Outcomes

### Comparison of Higher School Certificate Results School V State 2017-2020

In 2020, 109 students presented for the NSW Higher School Certificate examinations. Out of these students, 94 of them attained their Higher School Certificate and finished their schooling.

2020 was the first year students had to achieve the HSC Minimum Standards in Reading, Writing and Numeracy to gain a Higher School Certificate; all the graduating class of 2020 achieved the standards and therefore received their Higher School Certificate. In 2020 examinations were completed for new courses in Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2.

Subject	Year	Number of Students	Performance Band Achievement by number and percentage	
			Bands 3 - 6	Bands 1 - 2
Ancient History	2020	7	7(100%) State( 84%)	0 (0%) State (16%)
	2019	6	6(100%) State (84%)	0 (0%) State (16%)
Biology	2020	29	28 (97%) State (87%)	1 (3%) State (13)%
	2019	16	15 (94%) State (85%)	1 (6%) State (15)%
Business Studies	2020	29	25(86%) State (83%)	4 (14%) State (17%)
	2019	25	25(100%) State (84%)	0 (0%) State (16%)
	2018	37	37 (100%) State (87%)	0 (0%) State (13%)
	2017	23	23 (100%) State (87%)	0 (0%) State (13%)
Chemistry	2020	15	15 (100%) State (91%)	0 (0%) State (9%)
	2019	19	18 (95%) State (88%)	1 (5%) State (12%)
Dance	2020	5	5 (100%) State (98%)	0 (0%) State (2%)
	2019	1	1(100%) State (97%)	0 (0%) State (3%)
	2018	3	3(100%) State (96%)	0 (0%) State (4%)
	2017	2	2(100%) State (97%)	0 (0%) State (3%)
Drama	2020	6	6 (100%) State (98%)	0 (0%) State ( 2%)
	2019	4	4 (100%) State (98%)	0 (0%) State ( 2%)
	2018	8	8 (100%) State (98%)	0 (0%) State ( 2%)
	2017	8	8 (100%) State (98%)	0 (0%) State ( 2%)
Economics	2020	24	21 (87%) State (90%)	3 (13%) State (10%)
	2019	20	18 (90%) State (93%)	2 (10%) State (7%)
	2018	24	23 (96%) State (92%)	1 (4%) State (8%)
	2017	11	11 (100%) State (92%)	0 (0%) State (8%)
Engineering Studies	2020	12	12 (100%) State (92%)	0 (0%) State (8%)
	2019	4	4 (100%) State (92%)	0 (0%) State (8%)
	2018	6	6 (100%) State (91%)	0 (0%) State (9%)
English - Standard	2020	48	48 (100%) State (89%)	0 (0%) State (11%)
	2019	29	29 (100%) State (88%)	0 (0%) State (12%)

English - Advanced	2020	43	43 (100%) State (99%)	0 (0%) State (1%)
	2019	46	59 (100%) State (99%)	0 (0%) State (1%)
French Beginners	2020	5	5 (100%) State (86%)	1 (100%) State (14%)
	2019	6	5 (84%) State (84%)	1 (16%) State (16%)
	2018	3	3 (100%) State (86%)	0 (0%) State (14%)
	2017	6	6 (100%) State (86%)	0 (0%) State (14%)
French Continuers	2020	1	1 (100%) State (97%)	0 (100%) State (3%)
Geography	2020	9	9 (100%) State (91%)	0 (0%) State (9%)
	2019	5	5 (100%) State (88%)	0 (0%) State (12%)
	2018	15	12 (87%) State (88%)	2 (13%) State (12%)
	2017	15	14 (93%) State (90%)	1 (7%) State (10%)
Industrial Technology - Timber	2020	3	3 (100%) State (81%)	0 (0%) State (19%)
Investigating Science	2020	8	8 (100%) State (84%)	0 (0%) State (16%)
	2019	4	4 (100%) State (79%)	0 (0%) State (21%)
Japanese Beginners	2020	6	6 (100%) State (80%)	0 (0%) State (20%)
	2019	1	1 (100%) State (81%)	0 (0%) State (19%)
Japanese Continuers	2020	1	1 (100%) State (95%)	0 (0%) State (5%)
	2019	1	1 (100%) State (96%)	0 (0%) State (4%)
	2018	2	2 (100%) State (96%)	0 (0%) State (4%)
	2017	2	2 (100%) State (95%)	0 (0%) State (5%)
Legal Studies	2020	25	25 (100%) State (89%)	0 (0%) State (11%)
	2019	13	13 (100%) State (84%)	0 (0%) State (16%)
	2018	22	22 (100%) State (86%)	0 (0%) State (14%)
	2017	11	11 (100%) State (92%)	0 (0%) State (8%)
Mathematics Advanced	2020	25	25 (100%) State (96%)	0 (0%) State (4%)
Mathematics Standard 2	2020	51	47 (92%) State (76%)	4 (8%) State (24%)
	2019	39	39 (100%) State (84%)	0 (0%) State (16%)
Modern History	2020	11	11 (100%) State (84%)	0 (0%) State (16%)
	2019	5	4 (80%) State (85%)	1 (20%) State (15%)
Music 1	2020	5	5 (100%) State (98%)	0 (0%) State (2%)
	2019	9	9 (100%) State (98%)	0 (0%) State (2%)
	2018	7	7 (100%) State (98%)	0 (0%) State (2%)
	2017	3	3 (100%) State (99%)	0 (0%) State (1%)
Personal Development, Health and Physical Education	2020	19	19 (100%) State (86%)	0 (0%) State (14%)
	2019	18	18 (100%) State (89%)	0 (0%) State (11%)
	2018	20	20 (100%) State (86%)	0 (0%) State (14%)
	2017	14	13 (87%) State (81%)	1 (7%) State (19%)
Physics	2020	17	14 (82%) State (81%)	3 (18%) State (19%)
	2019	14	13 (93%) State (86%)	1 (7%) State (14%)
Software Design and Development	2020	5	5 (100%) State (88%)	0 (0%) State (12%)
	2019	7	6 (89%) State (88%)	1 (11%) State (12%)
	2018	8	8 (100%) State (89%)	0 (0%) State (11%)
	2017	4	4 (100%) State (89%)	0 (0%) State (11%)

Studies of Religion 1 Unit	2020	9	9 (100%) State (94%)
	2019	13	13 (100%) State (96%)
	2018	7	7 (100%) State (94%)
	2017	2	2 (100%) State (96%)
Visual Arts	2020	10	10 (100%) State (98%)
	2019	20	20 (100%) State (98%)
	2018	24	24 (100%) State (99%)
	2017	14	14 (100%) State (99%)

## VET Subjects

Subject	Year	Number of Students	Performance Band Achievement by number and percentage	
			Bands 3 - 6	Bands 1 - 2
VET - Hospitality Examination	2020	7	7 (100%) State (94%)	0 (0%) State (6%)
	2019	7	7 (100%) State (90%)	0 (0%) State (10%)
	2018	7	7 (100%) State (77%)	0 (0%) State (23%)
	2017	10	10 (100%) State (89%)	0 (0%) State (11%)
VET - Information Technology Examination	2020	10	10 (100%) State (96%)	0 (0%) State (4%)
	2019	8	8 (100%) State (96%)	0 (0%) State (4%)
	2018	10	10 (100%) State (80%)	0 (0%) State (20%)
	2017	4	4 (100%) State (92%)	0 (0%) State (8%)

## Extension Subjects

Subject	Year	Number of Students	Performance Band Achievement by number and percentage	
			E4 and E3	E2 and E1
English Extension 1	2020	11	10 (91%) State (93%)	1 (9%) State (7%)
	2019	10	7 (70%) State (94%)	3 (30%) State (6%)
English Extension 2	2020	2	2 (100%) State (82%)	0 (0%) State (18%)
	2019	2	2 (100%) State (80%)	0 (0%) State (20%)
History Extension	2020	4	3 (75%) State (76%)	1 (25%) State (24%)
	2019	3	1 (33%) State (76%)	2 (67%) State (24%)
Mathematics Extension 1	2020	11	7 (64%) State (74%)	4 (36%) State (26%)
Mathematics Extension 2	2020	7	2 (29%) State (84%)	5 (71%) State (16%)
Science Extension	2020	1	0 (0%) State (74%)	1 (100%) State (26%)
	2019	3	3 (100%) State (69%)	0 (0%) State (31%)

## Stage 6 (Preliminary) RoSA 2020

A total of 103 students successfully completed their Year 11 Preliminary Higher School Certificate. In addition, there were a number of Year 10 students who completed Year 11 Courses. 12 students completed the Year 11 course in Mathematics Advanced, 8 students completed the Year 11 course in Biology, 6 students completed the Year 11 Course in Studies of Religion 1.

% of students who achieved in each Grade	A	B	C	D	E
Ancient History	22.22	66.66	11.11		
Ancient History (State)	16.08	26.38	33.78	16.14	6.63
Biology	12.30	26.15	61.53	12.30	
Biology (State)	12.64	27.01	39.05	16.19	4.86
Business Studies	13.89	33.33	47.22	5.5	
Business Studies (State)	13.61	28.35	36.91	15.42	5.24
Chemistry	9.09	27.27	45.45	18.18	9
Chemistry (State)	16.36	27.22	36.07	16.04	4.11
Dance	60.00	20.00	20.00		
Dance (State)	36.96	36.96	18.52	4.33	2.80
Drama	42.86	57.14			
Drama (State)	28.09	37.26	24.89	6.94	2.33
Economics	27.78	11.11	52.78	8.33	
Economics (State)	23.97	33.56	29.92	9.85	2.58
Engineering Studies		50.00	37.50	12.50	
Engineering Studies (State)	16.02	29.37	32.89	14.59	6.64
English Advanced	23.19	40.58	36.23		
English Advanced (State)	21.18	43.78	29.80	4.50	.64
English Standard	14.71	14.71	61.76	8.82	
English Standard (State)	4.45	25.94	46.46	17.22	5.41
English Extension 1	30.77	46.15	23.08	30.77	
English Extension 1(State)	39.61	41.74	15.16	2.71	.69
French Beginners	50.00	50.00			
French Beginners (State)	24.35	30.39	28.10	10.95	5.39
Geography	25.00	25.00	33.33	16.67	
Geography (State)	19.21	31.41	31.89	12.56	4.44
Industrial Technology	25.00	37.50	37.50		
Industrial Technology (State)	10.84	24.89	34.83	19.20	8.16
Japanese Beginners			100.00		
Japanese Beginners (State)	18.44	24.35	24.55	20.44	11.42
Japanese Continuers	33.33	33.33	33.33		
Japanese Continuers (State)	27.59	33.78	27.03	8.56	2.93
Legal Studies	14.29	74.29	11.43		
Legal Studies (State)	16.75	27.91	33.92	15.22	5.64
Mathematics Advanced	21.28	38.30	34.04	6.38	
Mathematics Advanced (State)	24.72	25.86	31.23	14.55	3.57
Mathematics Extension 1	35.29	29.41	17.65	17.65	
Mathematics Extension 1 (State)	28.64	27.68	27.96	12.86	2.81

<b>Mathematics Standard</b>	15.09	33.96	41.51	9.43	
<b>Mathematics Standard (State)</b>	7.72	20.91	36.78	23.84	10.05
<b>Modern History</b>	29.41	35.29	35.29		
<b>Modern History (State)</b>	17.13	28.87	33.61	14.37	5.40
<b>Music 1</b>	71.43	28.57			
<b>Music 1 (State)</b>	20.24	35.54	28.74	10.88	3.68
<b>Personal Development, Health and Physical Education</b>	26.92	34.62	30.77	7.69	
<b>Personal Development, Health and Physical Education (State)</b>	13.83	27.73	36.07	16.44	5.50
<b>Physics</b>	30.00	30.00	40.00		
<b>Physics (State)</b>	16.01	27.78	35.30	16.42	4.35
<b>Software Design and Development</b>	42.86	28.57	28.57		
<b>Software Design and Development (State)</b>	19.54	26.35	31.03	16.09	6.67
<b>Studies of Religion I</b>	18.18	45.45	27.27	9.09	
<b>Studies of Religion I (State)</b>	14.80	30.68	39.74	12.82	1.92
<b>Textiles and Design</b>	21.43	35.71	35.71	7.14	
<b>Textiles and Design (State)</b>	24.02	31.96	27.39	11.57	4.38
<b>Visual Arts</b>	20.59	29.41	44.12	5.88	
<b>Visual Arts (State)</b>	21.98	33.58	28.62	10.88	4.21

## Stage 5 (Year 10) RoSA Results 2020

A total of 94 students successfully completed Stage 5 in 2020. There were also a number of Year 9 students who completed Stage 5 in Science and Mathematics. For the core subjects the percentage of Lindisfarne students who achieved a grade A was above the percentage of the rest of the state. For the elective subjects the majority of students achieved in the top three grades. In addition 100% of students achieved the HSC Minimum Standards in Reading, Writing and Numeracy.

### CORE SUBJECTS

% of students who achieved in each Grade	A	B	C	D	E
English	19.15	54.26	26.60	19.15	
English (State)	12.81	28.52	36.25	15.83	5.86

Science	17.24	26.44	51.72	4.60	
Science (State)	13.24	24.59	35.99	18.87	6.64

History	19.15	48.94	30.85	1.06	
History (State)	15.05	27.28	34.69	16.22	6.12

Geography	36.17	31.91	30.85	1.06	
Geography (State)	15.36	27.82	34.53	15.74	6.00

Personal Development, Health and P.E.	9.68	49.46	39.78	1.08	
Personal Development, Health and P.E. (State)	17.49	34.61	34.32	9.90	3.25

**Mathematics**

% of students who achieved in each Grade	A10	A9	B8	B7	C6	C5	D4	D3	E2
<b>Mathematics</b>	14.29	10..20	3.06	13.27	22.45	24.49	9.18	2.043	1.02
<b>Mathematics (State)</b>	7.10	8.25	10.26	11.98	16.030	16.23	12.79	10.01	6.71

**ELECTIVE SUBJECTS**

% of students who achieved in each Grade	A	B	C	D	E
<b>Commerce 100 hours</b>	13.33	86.67			
<b>Commerce 100 hours (State)</b>	18.79	30.89	33.84	12.00	4.08
<b>Commerce 200 hours</b>	26.66	73.33			
<b>Commerce 200 hours (State)</b>	26.11	34.42	28.38	8.36	2.52
<b>Design and Technology 100 hours</b>	25.00	50.00	25.00		
<b>Design and Technology 100 hours (State)</b>	25.92	27.88	31.82	11.17	3.10
<b>Design and Technology 200 hours</b>	33.33	33.33	33.33		
<b>Design and Technology 200 hours(State)</b>	29.64	33.18	26.84	7.88	2.36
<b>Drama 100 hours</b>	25.00	75.00			
<b>Drama 100 hours (State)</b>	19.96	33.58	30.36	11.59	4.26
<b>Drama 200 hours</b>	50.00	50.00			
<b>Drama 200 hours (State)</b>	19.96	33.58	30.36	11.59	4.26
<b>Food Technology 100 hours</b>	60.00	20.00	20.00		
<b>Food Technology 100 hours (State)</b>	14.62	28.57	34.95	14.81	6.51
<b>Food Technology 200 hours</b>	42.86	42.86	14.29		
<b>Food Technology 200 hours (State)</b>	18.83	29.11	31.93	14.17	5.23
<b>Information &amp; Software Technology 100 hours</b>	25.00	25.00	50.00		
<b>Information &amp; Software Technology 100 hours (State)</b>	18.87	30.34	31.92	13.17	5.18
<b>Information &amp; Software Technology 200 hours</b>	25.00	62.50	12.50		
<b>Information &amp; Software Technology 200 hours (State)</b>	25.13	30.30	28.09	11.77	4.43
<b>Japanese 100 hours</b>		50.00	50.00		
<b>Japanese 100 hours (State)</b>	26.70	21.68	31.72	13.44	6.45
<b>Japanese 200 hours</b>	100.0				
<b>Japanese 200 hours (State)</b>	37.56	27.37	21.68	9.04	4.20
<b>Music 100 hours</b>	83.33		16.67		
<b>Music 100 hours (State)</b>	14.51	25.89	35.58	16.60	6.86
<b>Music 200 hours</b>	62.50	25.00	12.50		
<b>Music 200 hours (State)</b>	27.38	31.71	25.81	10.35	4.29
<b>Photographic and Digital Media 100 hours</b>	30.00	40.00	30.00		
<b>Photographic and Digital Media 100 hours (State)</b>	18.15	29.72	30.51	13.56	7.61
<b>Physical Activity and Sports Studies (100)</b>		60.00	40.00		
<b>Physical Activity and Sports Studies (200)</b>	21.73	43.47	26.08	8.69	
<b>Visual Arts 100 hours</b>		63.64	36.36		
<b>Visual Arts 100 hours (State)</b>	17.09	32.86	32.45	11.47	5.32
<b>Visual Arts 200 hours</b>	16.67	55.56	27.78		
<b>Visual Arts 200 hours (State)</b>	28.10	32.96	26.28	8.70	3.37

## **2020 VET-Secondary Student Outcomes**

In 2020 there were 94 students who received their NSW Higher School Certificate qualification. Of those 94 students, 32 of the students received VET qualifications from either school-based VET courses or TAFE delivered VET courses.

Lindisfarne Anglican Grammar school delivered 91% of the total VET qualifications.

Of those students, they were enrolled in the following SVET courses:

Hospitality:

Information Digital Technology:

Screen and Media

TAFE delivered 9 % (3 students) of the total VET qualifications.

Of those 3 students, they were enrolled in the following TVET courses:

Tourism Travel and Events	33.3%
Construction	33.3%
Automotive	33.3%

## **Post School Destinations**

Lindisfarne had 94 students graduate from Year 12 in 2020. The Class of 2020 post school destinations were:

University Studies	85%
TAFE or Private Providers	6%
Employment	6%
Unknown	3%

# Staff Professional Learning

Professional development for our staff in 2020 was interrupted because of the restrictions due to Covid-19. As a consequence of needing to quickly transition to an online learning environment, our teaching staff and our teaching assistants quickly adapted to effectively and efficiently using technology to deliver the curriculum and supporting our students. The essential nature of this transition significantly improved staff confidence, knowledge and skill with embedding technology in teaching and learning in the school.

## 2020 School Supported and Provided Professional Development

Date	Activity Details	Duration	Staff
16 Jan	First Aid	7 hours	As Required
16 Jan	CPR update	3 hours	All staff
17 Jan	New staff induction	2 hours	New Staff
17 Jan	Experienced Teacher workshop - AISNSW Teachers working towards Experienced Teacher accreditation.	5 hours	6
20 Jan	The Future of Education Sophie Renton - Head of Research at <a href="#">McCrindle</a>	1 hour	All Staff
20 Jan	Understanding and engaging with Generation Z Sophie Renton - Head of Research at <a href="#">McCrindle</a>	1 hour	All Staff
21 Jan	Academic Profiles - Executive Briefing - Bronwen Hegarty	3 hours	11 Executive Staff
21 Jan	Director's Briefing - Academic Profiles - Bronwen Hegarty	2 hours	7 Directors
21 Jan	NCCD update	1 hour	All middle and senior school teachers
22 Jan	Big Write & VCOP	6 hours	40 staff (1-6 Teachers, Teacher Aides and English Faculty)
22 Jan	Vivi training	45 mins	Mahers Lane Staff
22 Jan	Nutrition and eating disorders	30 mins	Mahers Lane Staff
3 Feb	Educator Impact coaching process	1 hour	Directors
7/8 Feb	Strategic Directions Focus Groups	1 hour	Various
27-29 Feb	Round Square Leaders Conference	3 hours	1
29 Feb	Beginner Umpire Training		
2 Mar	AIS Consultant visit - Deep Learning		
3 Mar	Dynamiq Training		Maher Lane Staff
	Rite Journey		
29 April	Renaissance -5/6 teachers		
Online	TAA online Courses - various		50
<b>School coordinated professional development suspended because of restrictions due to COVID-19</b>			
13 Oct	Child Protection Training - Lindisfarne - A Child Safe Organisation		All Staff
18 Nov	Teacher Accreditation Orientation		Provisional & Conditionally accredited teachers
14 Dec	First Aid	7 hours	As required
14 Dec	CPR	3 hours	As required

## Workforce Composition

In 2020 Lindisfarne had 195 teaching and non-teaching staff members. Of these, 69% were female and 31% were male. There were no teaching staff who self-identified as being of Indigenous/Torres Strait descent. The School employed one staff member with a self-identified disability. Of the 138 members of the teaching staff, 111 are classified as Proficient under the AITSL Standards with the remaining 27 classified as Provisional/Conditional.

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	138 (116 FTE)
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 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 must be notified either by phone (07 5590 5099) by 8:45am each day, by email to the school administration offices by fax 07 5590 4962 or through Parent Lounge. When the student returns to school, he/she should bring a note explaining the absence, as required by the NESA 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 Head of Sub School or the Principal by completing the Application for Exemption from School form. A student requiring unavoidable leave or an appointment during class time will report to their Head of Sub 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 7:50am 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 8:15am at the Sunshine Avenue Campus will be taken to Before School Care and charges will apply for the session.

## **Rate of Attendance for 2020**

<b>Year</b>	<b>Rate of Attendance (%)</b>
12	95
11	94
10	93
9	92
8	93
7	94
6	98
5	93
4	93
3	95
2	93
1	93
K	94
P	95
Total School	94

94% of students attended school on average each school day in 2020. This is slightly more than 2019's 92%.

## **Retention of Year 10 to Year 12**

In 2018 there were 97 students in Year 10. 13 of these students did not complete the final two years at Lindisfarne. Therefore, the retention rate is 87%.

# Enrolment Policy

## AIM

Lindisfarne Anglican Grammar School is a co-educational school catering to students from Preschool/Kindergarten through to Year 12.

Our enrolment framework encompasses the following:

- Lindisfarne is not an academically selective school. Preference for enrolment will be given, but is not limited to, the following order:
  - siblings of students currently enrolled at the School;
  - children of past students enrolled at the School;
  - siblings of students previously enrolled at the School;
  - 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.
- There are two options available in relation to children entering into the Lindisfarne Preschool Program.  
Option one is that children entering Preschool must be 4 years of age by 30 April in the year they are entering the program; these students generally undertake one year of Preschool prior to advancing through to Kindergarten in the following year.  
Option two is that children entering Preschool turn 4 years of age (outside of the preferred date of birth range) and instead turn four at any time during the year. These children are enrolled into the Pre-Preschool program (Joey class) and will generally undertake two years of Preschool prior to advancing through to Kindergarten.
- It is an expectation that children enrolled in Preschool will advance through to Kindergarten. Parents of children who do not proceed to Kindergarten are required to comply with the School's withdrawal policy.
- Children entering 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 (including from previous schools) 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 or guardian prior to offering an enrolment place.
- Failure to disclose relevant information or the provision of false or misleading information during the enrolment process may result in an enrolment being declined.
- The School reserves the right to extend an offer or decline or delay an offer of 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.
- Applications for enrolment for a period of less than two school terms, as a full time student, will be referred to the Principal or delegate for consideration.
- When accepting a place at Lindisfarne Anglican Grammar School parents are giving their agreement to the School's programs, policies, 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.

## **Student Withdrawal**

Parents or guardians are required to provide one full term's notice of a student's withdrawal from the School in writing to the Principal. Failure to provide a full term's notice will incur the charge of one full term's fees (per student) in lieu of notice. Notice must be given prior to the commencement of the student's last term of attendance.

Prior to a student's last day of attendance at Lindisfarne and to comply with government guidelines, parents or guardians are required to provide 'new school' details to the Lindisfarne Enrolments Department. Where the destination of a student below seventeen (17) years of age is unknown, the School will refer this matter to the Department of Education whereby a Communities Officer with home school liaison responsibilities will be notified and provided with details including the student's full name, date of birth, last known address, last date of attendance, the names of parent or guardian and their contact details, an indication (if known) of a possible destination and any other information that may assist such officer to locate the student. Further to this the Department of Education Officer will also be provided with any known work, health and safety risks associated with contacting the parent or guardian of the student.

## **Student Population**

As at 3 November 2020 Lindisfarne Anglican Grammar School had a total of 1479 students from P – 12. The students are positioned in the following numbers:

P =	81
K – 6 =	607
7 – 12 =	791

There are 740 females and 739 males in the School. Our students come from a wide range of backgrounds, including a small percentage of children with special needs.

### **K-12 enrolment on [My School](#) website 2015-2020**

<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019*</b>	<b>2020</b>
965	953	980	1100	1198	1381

\*My School enrolment figure is from the start of 2020.

# School Policies

## 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 2020	Access to Policies
<p><b>Child Protection</b></p> <p>Child Protection Policy** Safe and Supportive Environment Policy**</p> <p>These policies encompass:</p> <ul style="list-style-type: none"><li>• Definitions and Conduct.</li><li>• Legislative requirements.</li><li>• Preventative strategies.</li><li>• Reporting and Investigating Reportable Conduct.</li><li>• Investigation processes.</li><li>• Documentation.</li></ul>	<p>The Child Protection Policy was rewritten in 2020 to include the new legislation requirements</p> <p>These policies are under constant review and updated as required.</p>	<p>Full text available on School Intranet (for staff) and School Website ** (for the community) and available upon request for parents.</p>
<p><b>Security Policies</b></p> <p>These policies include:</p> <ul style="list-style-type: none"><li>• Procedures for security of the grounds and buildings.</li><li>• Use of the security/alarm system.</li><li>• Use of grounds and facilities.</li><li>• Emergency Procedures.</li><li>• Lockdown Procedures.</li><li>• Critical Incident Management.</li><li>• Bushfire Evacuation Plan.</li><li>• Bus Driver Policy and Procedure.</li></ul>	<p>These policies are under constant review and updated as required.</p>	<p>Full text available on School Intranet (for staff) and available upon request for parents.</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 Contractors.</p>

<b>Supervision Policies:</b>  These policies include: <ul style="list-style-type: none"><li>● Duty of Care.</li><li>● Sun Safe Policy.**</li><li>● School Excursion Requirements.</li><li>● Duty of Care.</li><li>● Traffic Procedures.</li><li>● Safe and Supportive Environment Policy.**</li></ul>	These policies and under constant review and updated as required.	Full text available on School Intranet (for staff), School Website ** (for the community) and available upon request for parents.  Appropriate outlines are available in the Student Guide.
---	---	---

<b>Student Policies:</b>  These policies include: <ul style="list-style-type: none"><li>● Attendance Policy</li><li>● Code of Conduct – Students**</li><li>● Code of Conduct – Staff</li><li>● Code of Conduct – Volunteers**</li><li>● Code of Conduct – Buses**</li><li>● Electronic Communications Code of Ethics **</li><li>● Attendance and Absences for Students.</li><li>● Homework Policy.</li><li>● Reporting Procedures.</li><li>● Assessment Policy.</li><li>● Award System.</li><li>● Student Leadership System.</li><li>● Admission of Medication Policy.**</li><li>● Excursion Policy.</li><li>● Learning Enrichment Policy.**</li><li>● Complaint Handling Policy.**</li><li>● Grievances Disputes.**</li><li>● Privacy Policy.</li></ul>	These policies and procedures are being constantly reviewed in line with NESA requirements and legislative requirements.	Full text available on School Intranet (for staff), School Website ** (for the community) and available upon request for parents.  Appropriate outlines are available in the Student Guide.
--	--	---

<b>Pastoral Care Policies:</b>  These policies include: <ul style="list-style-type: none"><li>● Behaviour Management Policy (Middle and Senior Schools)**</li><li>● Behaviour Management Policy (Junior School)**</li><li>● Anti-Bullying Policy**</li><li>● Safe and Supportive Environment Policy**</li><li>● Health Procedures.</li><li>● Pastoral Care Policy.</li><li>● Code of Social Conduct</li><li>● Critical Incident Management Policy.</li><li>● Suspension and Expulsion of Students Policy.**</li><li>● Counseling Policy.</li><li>● Student Welfare Policy.**</li></ul>	These policies and under constant review and updated as required.	Full text available on School Intranet (for staff), School Website ** (for the community) and available upon request for parents.  Appropriate outlines are available in the Student Guide.
--	---	---

<b>Communication Policies:</b>  These policies include: <ul style="list-style-type: none"><li>● Communications Guidelines and Complaint Handling Policy (Parents and Guardians)**</li><li>● Communication Guidelines and Complaint Handling Policy (Staff)</li></ul> Specific details and contact information are also available in the 2020 Parent and Student Guide	These policies and under constant review and updated as required.	Full text available on School Intranet (for staff), School Website ** (for the community) and available upon request for parents.  Appropriate outlines are available in the Student Guide.
---	---	---

## 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:

- Behaviour Management Policy (Middle and Senior Schools)
- Behaviour Management Policy (Junior School)
- Suspension and Expulsion of Students Policy
- Grievances and Disputes Procedural Fairness for 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 Parent and Student Guide
- School Intranet (for staff)
- School Website (for the community)

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.

## Anti-Bullying Policy

### Rationale

Lindisfarne Anglican Grammar School works to provide safe, inclusive, and respectful learning communities that promote student wellbeing. Lindisfarne rejects all forms of bullying behaviour including online (or cyber) bullying. All members of the community have the right to a learning and work environment free from intimidation, humiliation and hurt and shares a responsibility to foster, promote and restore positive relationships.

Commonwealth legislation relevant to bullying, harassment, discrimination and violence include:

- Disability Discrimination Act 1992
- Human Rights and Equal Opportunity Commission (HREOC) Act 1986
- Racial Discrimination Act 1975
- Racial Hatred Act 1995
- Sex Discrimination Act 1984.

### Definitions

The national definition of bullying for Australian schools by Australian Education Authorities states:

**Bullying** is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert).

Bullying has three main features:

- It involves a misuse of power in a relationship
- It is ongoing and repeated, and
- It involves behaviours that can cause harm.

Bullying of any form or for any reason can have long-term effects on those involved, including bystanders. Single incidents and conflicts or fights between equals, whether in person or online, are not defined as bullying. Behaviours that do not constitute bullying include:

- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

However, these conflicts may still need to be addressed and resolved.

Bullying behaviours can cause distress for individuals and groups. Those behaviours include but are not limited to:

- Physical
- Verbal
- Non-Verbal
- Exclusion
- Extortion
- Property
- Cyber
- Intimidation.

**Harassment** is behaviour that targets an individual or group due to their:

- identity, race, culture or ethnic origin
- religion
- physical characteristics
- gender
- sexual orientation
- marital, parenting or economic status
- age
- ability or disability.

It offends, humiliates, intimidates or creates a hostile environment. It may be:

- an ongoing pattern of behaviour or a single act
- directed randomly or towards the same person(s)
- intentional or unintentional.

**Discrimination** occurs when people are treated less favourably than others because of their:

- identity, race, culture or ethnic origin
- religion
- physical characteristics
- gender
- sexual orientation
- marital, parenting or economic status
- age
- ability or disability.

**Violence** is the intentional use of physical force or power, threatened or actual, against another person(s) that results in psychological harm, injury or in some cases death. It may involve provoked or unprovoked acts and can be a single incident, a random act or can occur over time.

## Preventive Strategies

Our practice is informed by evidence that suggests a positive school climate is one that embeds bullying prevention within a whole school approach. Age appropriate education and fostering of positive relationships are incorporated across the school to enhance our anti-bullying approach and response to bullying behaviours. Bullying is everyone's business and we work together with students, parents and staff to ensure a safe school environment for everyone.

Explicit teaching of prosocial and positive behaviours are embedded within the curriculum and pastoral care programs to foster social development, resilience and social emotional learning.

- Vertical House Tutor groups (Years 9 to 12) to establish respectful and caring relationships between older and younger students.
- House Tutor Group / Class activities to increase pro-social behaviour.
- Year Level Workshops using guest speakers such as Brainstorm Productions.

All members of our school community are encouraged to take a stand together to:

- Take positive action to stop bullying if observed.
- Report bullying behaviour to appropriate teaching staff members as soon as possible.
- Make it clear that bullying is not accepted at Lindisfarne.
- Encourage others to report and access support if experiencing bullying behaviours.
- Make positive social contributions to our school community.

Lindisfarne students, parents and staff “take a stand together” under the “Bullying No Way!” national campaign to eradicate bullying and keep our school safe.

## **Response to Reported Incidents**

In addition to our embedded anti-bullying whole school education approach, Lindisfarne views bullying, harassing and/or discriminatory behaviour as a breach of school rules and behaviour expectations. Therefore, any reports of bullying will be investigated, recorded and appropriate action will be taken. Incidents will be responded to in a constructive, supportive and timely manner. This may include the offer of counselling and intervention to recipients, bystanders and other participants. This will involve notification and involvement of parents, where appropriate.

Due to confidentiality and privacy laws, details of the action taken regarding bullying behaviour may not be expanded upon to respect all parties involved and ensure restoration of relationships. Parents and carers are often the first people told by a child in relation to bullying, harassment and/or discrimination. Sensitive and respectful responses by parents can make a difference. Sharing this information with the appropriate staff within the School evokes a shared responsibility to keep our students safe. Ensuring that students, parents and staff all know how to report bullying can reduce the chance of bullying going unreported or students being reluctant to tell someone.

### **Procedure for Reporting Bullying or Harassment**

- Students and/or parents inform Lindisfarne staff members.
  - In the Junior school this would typically be the classroom teacher, Assistant Head of Junior School or Head of Junior School
  - In the Middle School this would typically be; the Homeroom Teacher, Year Level Coordinator or Head of Middle School;
  - In the Senior School this would typically be the House Tutor, Head of House or Head of Senior School
- Investigation of incident(s)
- Consequence, support and/or intervention provided as required
- Communication with parents where appropriate
- Relationships restored where appropriate

Decisions will be made about the severity of the incident, consequence, communication and support to restore relationships on a case-by-case basis. Interviews or investigations will focus on the safety of the individual or group first. This will later include obtaining a clear statement of the incident, consequences if the bullying continues or if there is any reprisal as a result of reporting. Immediate preventative actions will be implemented to avoid further incidents.

Potential outcomes may include;

- Formal warning / stop message
- Behaviour management plan with planned review
- Detention
- Restorative relationship support
- Counselling and intervention
- Internal or external suspension
- Expulsion

## **Policies for Complaints and Grievances Resolution**

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

The full text of the School’s policy and processes for grievances resolution is provided on the School’s website and available on the school intranet for staff.

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

Focus areas for school improvement in 2020 were:

Area	Targets	Achievement
<b>Student Attainment and Learning</b>	Improved use of data to inform learning	<p>Academic Profiles of HSC results and departmental meetings with Bronwen Hegarty for data analysis.</p> <p>Continued implementation and development of a consistent data collection schedule K-12 to support continued focus on student outcome improvement and differentiation</p> <p>Scheduled Data Tracking meetings to ensure data conversations accelerate learning</p> <p>Data driven Literacy and Numeracy intervention programs implemented across Junior School (Crack the Code; MiniLit, MacLit, JEMM, Support-a-Reader)</p>
	Opportunity for students to develop entrepreneurial skills	<p>Continued development of DisruptED where parents, universities and entrepreneurs ran workshops for students.</p> <p>Junior School DisruptED Week (5 Day Program) containing coding, drone flying and design thinking programs</p>
	Increased student engagement in STEM	<p>Further development of Year 10 STEM elective</p> <p>Integrated ignitED program with Junior Library to promote the integration of STEM across K-4</p> <p>Engagement in VEX Robotics global programming competition- Middle School and Senior School</p>
	Continued Development of Middle School Electives Program	<p>Implementation and growth of Middle School Electives Program providing student and teacher agency and voice.</p> <p>Programs linked to Deep Learning competencies.</p> <p>Addition of student-led electives.</p>
	Reading Intervention	Middle School staff implemented a reading intervention program (stage 3)
	Middle School writing improvement	Implementation of VCOP and Big Write program to provide explicit learning opportunities for Stage 3 students to develop writing skills and improve student writing outcomes.
	Develop programs and structures to support High Potential Learners	<p>Acceleration provided to students in Year 10 in Mathematics, Biology, Studies of Religion</p> <p>Implementation and expansion of Ad Astra Middle School Advanced Academics program. Revision and refinement of selection and reapplication process.</p> <p>Student participation in Da Vinci Decathlon; ICAS; ToMs; Days of Excellence.</p> <p>Junior School Students participated in, ToM, ICAS, GATEWAYS, Write a book in a day, Maths Enrichment (Year 3 &amp; 4),</p>
	Junior School reporting and feedback	Introduction of SeeSaw as an online prgressive reporting tool.
	Junior School Literacy	<p>Introduction of Big Write (Andrell Education) to enable a consistent approach to the teaching of writing in the Junior School.</p> <p>Introduction of Spelling Mastery to enable a consistent approach to the teaching of spelling across the Sunshine Avenue campus.</p>
<b>Staff</b>	Embed future focussed	Introduction of a professional learning publication for the Junior

<b>Development</b>	(effective teaching practices and programs) learning principles in classroom practice	School staff - The Junior School Journal Early Screening Tool App - Literacy Explicit and Sustained Whole School Writing Program professional development - Andrell Education Big Write. PIPS Kindergarten entry screening and exit assessment Continual staff improvement process and Annual Improvement Planning- Educator Impact platform implemented and widely used for reflection, goal setting, review and observation programs. Initiate the implementation Design for Deep Learning pedagogical platform K - 12
	Improve use of technology by teachers to support teaching and learning	Rollout of Google App for Education including PD for teachers in the use of Google Classroom. Roll out of Education Perfect / Edrolo / Atomi / HSC4me Internet Filters installed - Cyberhound  Bev Babbage, Apple Accredited Trainer working one on one with staff to ensure authentic integration of technology
	Support for staff undertaking postgraduate qualifications.	Subsidy toward course fees upon successful completion of a unit of work.
<b>Student Welfare</b>	Development of Faith Formation	School Chaplain developed a 5-12 scope and sequence for the Faith Formation of our Lindisfarne students. Implementation began with the Year 9 RITE Journey program in 2019 and continued in 2020.
	Supporting young students with challenging behaviours	
	Increase student voice	Opportunities provided for students to be involved in strategic planning for the School including workshops with Phil Cummins to determine Honourable Traditions and a Graduate Profile.
	Extension of School Counsellor/School Psychologist support for students	School Counsellor (provisionally registered Psychologist) 4 days per week at Junior School Campus  Full time School Psychologist for Middle/Senior School
	Review Head of House Role	Review of Heads of House role - update role description Extension of contracts for current Heads of House
	Continue to strengthen the Learning Enrichment program	Development of a Learning Enrichment School Policy Employment of additional Teacher Assistants to facilitate the implementation of intervention programs including MiniLit; MacLit and Crack the Code Training for staff in the implementation of support programs Support for Learning Support Leaders to study Certificate of Gifted Education (COGE) through UNSW Teacher Aides trained to analyse data and goal set to strengthen student progress. Introduction of reporting cycle for all Junior School Learning Support programs.
	Digital Citizenship and Cybersafety	Continued development of Cybersafety and digital citizenship awareness and understanding. Engagement of industry experts and programs to augment internal programs.
<b>Facilities and Resources</b>	Ongoing work on the School Master Plan	Regular meetings with School Architects <a href="#">Thomson Adsett</a> . Staff and school community workshops conducted.

	Infrastructure Grant Submission	Team of Executive staff and School Architects participated in AIS Learning Environments for the Future Workshops. AIS Infrastructure Grant application submitted and substantial grant received.
	Install air conditioning in all classrooms.	All remaining classrooms and the Chapel had air conditioning installed. Fans installed in Ngahriyah.
	Improved maintenance of current facilities	Library, TAS and Recording Studio refurbishment. Review of both campuses conducted and quotes attained for programmed maintenance. Substantial work conducted over Christmas break.
<b>Strategic Planning</b>	Continued Development and Implementation of The Lindisfarne Way	Continued consultation with stakeholders of the school community, facilitated by Dr Phil Cummins from CIRCLE. The Lindisfarne Way document finalised and shared with School community Heads of SubSchool and Directors planning processes for ensuring The Lindisfarne Way is living document guiding daily practice
	Connections with International School/ CRICOS	Maintained CRICOS registration  Maintain connection and relationships with established international school during pandemic situation.  Maintain enrolment of existing international students
	Enrich school's historic and cultural experience	Foundation Day held to celebrate School history Increased engagement with local Aboriginal heritage through a greater focus on NAIDOC and Reconciliation Day
	Enhance School reputation in the community	Well attended Principal's tours for prospective parents. Active involvement of Principal and Senior Staff in networks beyond the School (HICES, NCIS, AHISA, AIS) Increased enrolments throughout 2020.
	Development ConnectED	Overhaul and upgrade of school wifi network Continuation of ConnectEd program in 2020 School provided device for all Year 1 - 12 students

## Marketing and Communication

The School continued community consultation as part of the ongoing development of the School Master Plan and also in the next stage of development of the Strategic Intent. This was across parents, students, staff, Council, Parents and Friends, and other supporters from within our community.

Strong enrolment growth continued with record enrolments being reached during 2019, the fourth straight year of enrolment growth. Parent referral was high, driven by strong parent satisfaction and support for the direction of the School. Enrolment growth was further fuelled by the regional growth in the area and the expansion of the southern school bus route to Ewingsdale (Byron Bay region).

The structure change in the School to a model of Junior, Middle and Senior School in previous years also continues to support student growth, with parents seeking enrolment earlier into the Middle School at the commencement of Year 5. Enrolment procedures are shifting to deal with the management of waitlists for the first time in the history of the School.

The School publishes a weekly whole-school newsletter enabling parents to access important information about current events, highlighting student achievement and also provides 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 and has also worked significantly to engage the community through social media.

Campaign advertising through media, publication and on-line surrounding our Principal's Tours and Scholarships were drivers during 2020, with expanded reach further south than previous years bolstered by demand for enrolment places from the Byron Bay region. Highlights for the year were promoted through the *Grammar Gazette* and fourth edition of *The Lighthouse* (2019 edition), the annual Lindisfarne yearbook, which was prepared for distribution early in 2020.

The culmination of our school year was Speech Night, held for the first time across Junior, middle and Senior Schools. The difficulties associated with the pandemic impacted on most community activities, however the work of our staff to maintain a strong education in difficult circumstances promoted Lindisfarne as a school that puts students first and continued to enhance our positive reputation.

## **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 2016 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 9 to 12 environment are evident. A horizontal pastoral system for Middle School, implemented in 2018, provides age and stage appropriate pastoral care and support programs for Middle School students in a proactive and responsive manner.

# **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. This was evidenced in the significant consultation that occurred as part of the development of the Strategic Intent, giving all in our community a voice in the direction of our school.

The School has an active Parents and Friends Association which was renewed by the stability of the appointment of a highly-regarded Principal to lead the School in the coming years. The increased level of parental activity across the whole school is a good indication of parental satisfaction. The significant decline in enrolments departing Lindisfarne to go to another school in the region is further support of the current level of positive parent satisfaction.

The School publishes a weekly whole-school newsletter 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 and has also worked significantly to engage the community through social media.

The School has an active Pastoral Care program involving students in Years 5 to 12 to integrate during their scheduled pastoral care classes for Senior School and home room classes for Middle School. This program is directed towards building and maintaining positive and respectful relationships in support of the School's values of compassion, wisdom and respect. Regular feedback from student surveys regarding student wellbeing and mental health indicates our student levels of wellbeing are comparatively high. The School's open communication policy ensures 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 other members of staff as part of the Strategic Intent focus groups suggest that teachers enjoy working in the School, they value involvement and positive relationships with students and they appreciated the opportunity to give their input into the future direction of all aspects of the School's future.

## **2020 School Survey Results**

### **STUDENTS**

86.8% of Year 12 completed the survey with an overall Satisfaction Score of 72% = 3.59/5

### **PARENTS**

36.4% of Parents completed the survey with an overall Satisfaction Score of 83% = 4.01/5

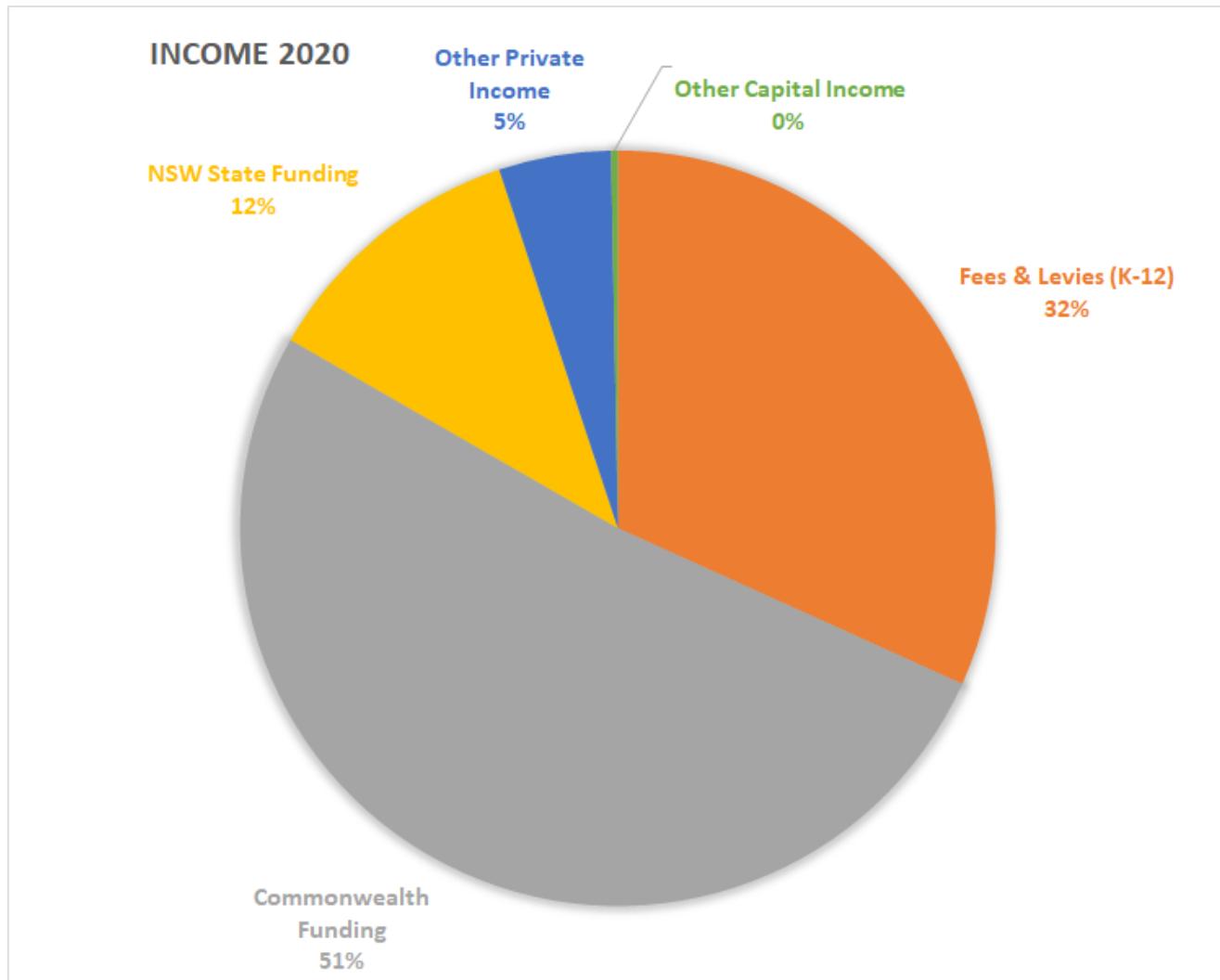
### **STAFF**

70.7% of Staff completed the survey with an overall Satisfaction Score of 80% = 4.01/5

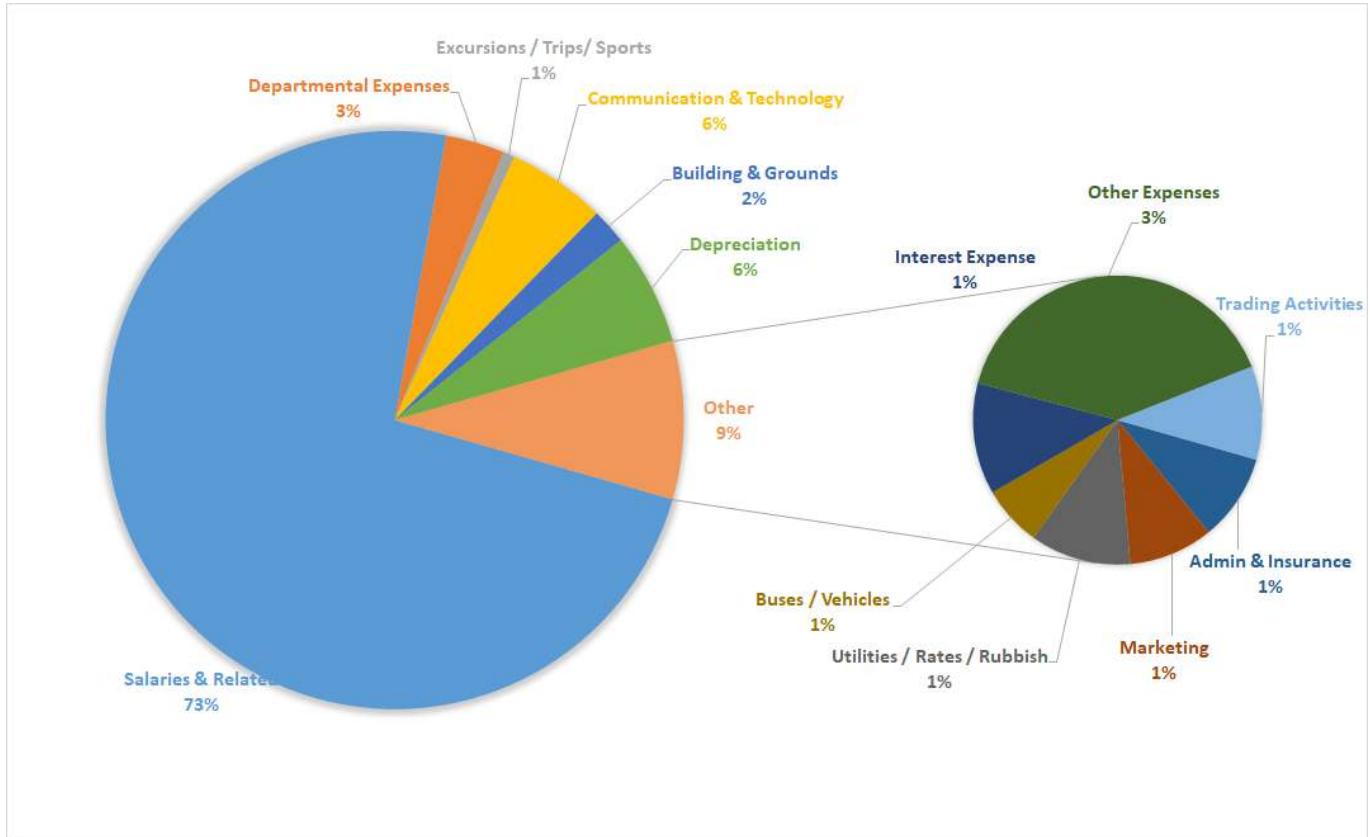


# Financial Information

## Income 2020



## Expenses 2020





# LINDISFARNE

## Anglican Grammar School

**Luceat Lux Vestra — Let Your Light Shine**

### **Junior School**

Preschool to Year 4  
Sunshine Avenue Campus  
Tweed Heads South  
NSW 2486

### **Middle and Senior School**

Years 5 to 12  
Mahers Lane Campus  
Terranora  
NSW 2486

T: 07 5590 5099  
E: [reception@lindisfarne.nsw.edu.au](mailto:reception@lindisfarne.nsw.edu.au)  
PO Box 996, Banora Point NSW 2486  
[www.lindisfarne.nsw.edu.au](http://www.lindisfarne.nsw.edu.au)  
CRICOS No. 03803G