



LINDISFARNE

Anglican Grammar School

Annual Report 2022



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Message from Key School Bodies

School Council

2022

Lindisfarne Anglican Grammar School Council convened six meetings throughout the 2022 school year. The six meetings were all ordinary meetings of the Council at approximately two-month intervals to review the operations and governance of the School.

The School Council continued to monitor the key operations, compliance, and risk matters while at the same time planning for the strategic future development of the School.

In 2022 the School Council continued to work with the Principal and the Senior Executive Team to implement the School Master Plan that encompasses both existing campuses and adjoining properties at 34 and 72 Mahers Lane and the Boathouse Aquatic Facility at Kingscliff.

Construction of the Middle School Building was completed in time to welcome students at the commencement of the 2022 school year. The construction of the Preschool/Kindergarten Building on the Sunshine Avenue campus commenced in 2022 and was completed by January 2023 to enable occupation by students from Term 1 2023. On the Mahers Lane campus, the Senior Centre and extension to the Trades Skills Centre Development Application was lodged with the Tweed Shire Council and was approved in June 2023. The additional Junior School campus at Mahers Lane is currently under planning and development phase to enable a Development Application to be lodged with Tweed Shire Council.

In 2022 the School continued to develop its strong academic focus, emphasising student achievements and quality teaching along with a wide range of co-curricular activities. Student academic performance continues to improve each year. Enrolments continued to grow in 2022, with demand increasing further for the 2023 school year.

The School's aim continues 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 return to a full calendar of events for the Parents and Friends Association (P&F) in 2022. We kicked off the year with the combined Principals and P&F Welcome event which we had been unable to hold for several years. This is always a great way to start the year and it was pleasing to see our new families welcomed into our community. The ELC Welcome Morning Tea and the much anticipated Trivia Night rounded out Term 1.

Term 2 was busy with Mother's Day Stalls, Athletics Carnivals and our ever-popular Mother's Day High Tea. I want to thank our Hospitality students for their support at the High Tea. The Golf Day was held in June in perfect conditions and we finished off the term cooking the BBQ at the Athletics Carnivals.

FunFest was our biggest event of the year during Term 3 and I want to thank Vice President Steve Cornell for his planning and organisation of FunFest. Having had to postpone the event in 2021, it was a special day that our community had waited three years for. We still managed to squeeze in Father's Day Stalls and our Big Boys' Breakfasts after FunFest, with the Junior School breakfast drawing our largest crowd ever.

We finished 2022 with our Race Day and support at the Junior Swimming Carnival to round out a busy but rewarding year full of fundraising, but more importantly friend-raising for our community.

Our major project supported in 2022 was a \$75,000 contribution to the new Early Learning Centre outdoor spaces and it was wonderful to see our support for the Middle School Building in 2021 realised when that facility was opened as part of Foundation Day earlier in the year.

Can I say thank you to all our committee members for their hard work this year, I look forward to seeing you out and about in our community in 2023.

Mr 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. 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.

The primary aim of the SRC is to be a student voice in the school and therefore members must be given time to air issues and views from the student body as well as making suggestions and initiating ideas and projects. A new approach was proposed for SRC membership in 2023 as proposed by our new School Leaders. With the approval of our School Executive, an innovative restructuring will occur. The fortnightly meetings will become open forums for students of all ages to attend and raise matters of either personal or student interest. This move anticipates broadening the repertoire of topics discussed and reviewed, which in turn disseminates information and brings about changes to benefit many.

The SRC continues to be active in supporting community drives such as the local help centre, Fred's Place, Harmony Day and relief for local flood victims. Members were also enthusiastic helpers at our annual Lindisfarne Funfest.

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 2022 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 40th year, the School is part of the broader life of the Church and is 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 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 the unity of purpose and strength — a concept important in Lindisfarne Anglican Grammar School as we work together.

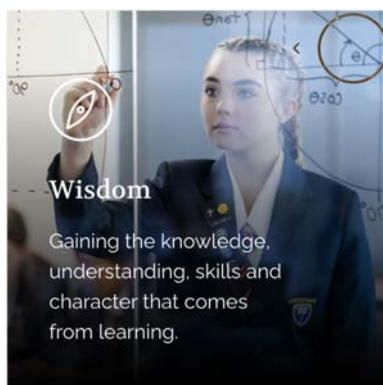
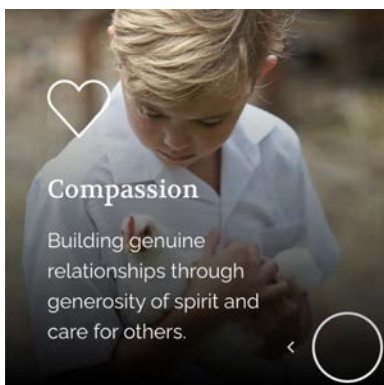
The Lindisfarne Way

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.

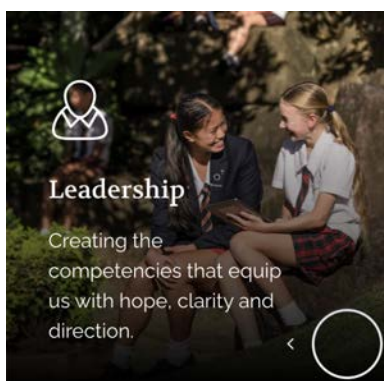
Our Values

Within our Anglican tradition, we value:



Our Culture

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



Student 2022 NAPLAN

Participation in NAPLAN

In 2022 NAPLAN was completed online and there was a 98% rate of NAPLAN participation.

Achievement in Performance Bands

NAPLAN 2021	Year 3		Year 5		Year 7		Year 9	
Bands	1-2	5-10	3-4	7-10	4-5	8-10	5-6	8-10
Reading	School		School		School		School	
	1	77	4	62	3	45	14	59
	State		State		State		State	
	11	47	10	44	14	31	19	53
Writing	School		School		School		School	
	1	67	5	41	7	33	24	51
	State		State		State		State	
	7	49	14	30	17	29	25	46
Numeracy	School		School		School		School	
	0	60	3	41	4	45	10	62
	State		State		State		State	
	14	38	14	31	16	37	16	53

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

Year 3 - Year 3 had a higher percentage of students who achieved Band 5 and above in all areas of Literacy and Numeracy compared to their State cohort. Compared to the State cohort, Year 3 also had a lower percentage of students perform in Bands 1 or 2. Again this was in all areas of Literacy and Numeracy.

Year 5 - Year 5 had a higher percentage of students who achieved Band 7 and above in all areas of Literacy and Numeracy compared to their State cohort. Compared to the State cohort, Year 5 also had a lower percentage of students perform in Bands 3 or 4 in all areas of Literacy and Numeracy.

Year 7 - Year 7 had a higher percentage of students who achieved Band 8 and above in Numeracy and Reading compared to their State cohort. Compared to the State cohort, Year 7 also had a lower percentage of students perform in Bands 4 or 5 in all areas of Literacy and Numeracy.

Year 9 - Year 9 had a higher percentage of students who achieved Band 8 to 10 in all areas of Literacy and Numeracy compared to their State cohort. Compared to the State cohort, Year 9 also had a lower percentage of students perform in Bands 5 or 6. Again this was in all areas of Literacy and Numeracy.

The full NAPLAN results and figures can be seen by visiting <https://myschool.edu.au/school/43999>

Senior Secondary Outcomes

Comparison of Higher School Certificate Results School V State 2018-2022

In 2022, 88 students completed their NSW Higher School Certificate examinations and finished their schooling at Lindisfarne. There were also 18 Year 11 students who sat for their Higher School Certificate examinations. All students in the 2022 cohort achieved the HSC Minimum Standards in Reading, Writing and Numeracy to gain a Higher School Certificate

Subject	Year	Number of Students	Performance Band Achievement by number and percentage	
			Bands 3 - 6	Bands 1 - 2
Ancient History	2022	4	4 (100%) State (81%)	0 (0%) State (17%)
	2021	6	6 (100%) State (79%)	0 (0%) State (21%)
	2020	7	7 (100%) State (84%)	0 (0%) State (16%)
	2019	6	6 (100%) State (84%)	0 (0%) State (16%)
Biology	2022	32	27 (85%) State (80%)	5 (15%) State (20%)
	2021	52	52 (100%) State (91%)	0 (0%) State (9%)
	2020	29	28 (97%) State (87%)	1 (3%) State (13%)
	2019	16	15 (94%) State (85%)	1 (6%) State (15%)
Business Studies	2022	32	31 (97%) State (89%)	1 (3%) State (10%)
	2021	30	30 (100%) State (87%)	0 (0%) State (13%)
	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%)
Chemistry	2022	12	11 (92%) State (85%)	1 (8%) State (15%)
	2021	6	6 (100%) State (89%)	0 (0%) State (11%)
	2020	15	15 (100%) State (91%)	0 (0%) State (9%)
	2019	19	18 (95%) State (88%)	1 (5%) State (12%)
Dance	2022	2	2 (100%) State (99%)	0 (0%) State (1%)
	2021	4	4 (100%) State (98%)	0 (0%) State (2%)
	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%)
Drama	2022	1	1 (100%) State (98%)	0 (0%) State (2%)
	2021	5	5 (100%) State (98%)	0 (0%) State (2%)
	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%)
Economics	2022	2	2 (100%) State (93%)	0 (0%) State (7%)
	2021	17	17 (100%) State (94%)	0 (0%) State (6%)
	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%)
	2022	10	10 (100%) State (86%)	0 (0%) State (14%)
	2021	7	7 (100%) State (93%)	0 (0%) State (7%)

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	2022	45	45 (100%) State (88%)	0 (0%) State (12%)
	2021	72	69 (94%) State (91%)	3 (4%) State (9%)
	2020	48	48 (100%) State (89%)	0 (0%) State (11%)
	2019	29	29 (100%) State (88%)	0 (0%) State (12%)
English - Advanced	2022	43	43 (100%) State (99%)	0 (0%) State (1%)
	2021	27	27 (100%) State (99%)	0 (0%) State (1%)
	2020	43	43 (100%) State (99%)	0 (0%) State (1%)
	2019	46	59 (100%) State (99%)	0 (0%) State (1%)
French Beginners	2022	3	2 (67%) State (89%)	1 (33%) State (11%)
	2021	2	2 (100%) State (87%)	0 (0%) State (13%)
	2020	5	5 (100%) State (86%)	0 (0%) State (14%)
	2019	6	5 (84%) State (84%)	1 (16%) State (16%)
	2018	3	3 (100%) State (86%)	0 (0%) State (14%)
Geography	2022	4	4(100%) State (90%)	0 (0%) State (10%)
	2021	8	8 (100%) State (92%)	0 (0%) State (8%)
	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%)
Industrial Technology	2022	15	15 (100%) State (87%)	0 (0%) State (13%)
	2021	7	7 (100%) State (79%)	0 (0%) State (21%)
	2020	3	3 (100%) State (81%)	0 (0%) State (19%)
Japanese Beginners	2022	1	1 (100%) State (91%)	0 (0%) State (9%)
	2021	1	1 (100%) State (77%)	0 (0%) State (23%)
	2020	6	6 (100%) State (80%)	0 (0%) State (20%)
	2019	1	1 (100%) State (81%)	0 (0%) State (19%)
Legal Studies	2022	36	33 (92%) State (85%)	3 (8%) State (15%)
	2021	31	29 (97%) State (76%)	2 (3%) State (14%)
	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%)
Mathematics Advanced	2022	25	25 (100%) State (94%)	0 (0%) State (6%)
	2021	41	41 (100%) State (94%)	0 (0%) State (6%)
	2020	25	25 (100%) State (96%)	0 (0%) State (4%)
Mathematics Standard 2	2022	52	48 (92%) State (82%)	4 (8%) State (18%)
	2021	55	53 (93%) State (79%)	2 (7%) State (21%)
	2020	51	47(92%) State (76%)	4 (8%) State (24%)
	2019	39	39 (100%) State (84%)	0 (0%) State (16%)
Modern History	2022	15	15 (100%) State (89%)	0(0%) State (11%)
	2021	11	9 (82%) State (84%)	2 (18%) State (16%)
	2020	11	11 (100%) State (84%)	0 (0%) State (16%)
	2019	5	4 (80%) State (85%)	1 (20%) State (15%)
	2022	11	11 (100%) State (98%)	0 (0%) State (2%)

Music 1	2021	6	6 (100%) State (98%)	0 (0%) State (2%)
	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%)
Personal Development, Health and Physical Education	2022	22	21 (95%) State (80%)	1 (5%) State (20%)
	2021	24	21 (87%) State (86%)	3 (13%) State (14%)
	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%)
Physics	2022	15	15 (100%) State (87%)	0 (0%) State (13%)
	2021	18	18 (100%) State (91%)	0 (0%) State (9%)
	2020	17	14 (82%) State (81%)	3 (18%) State (19%)
	2019	14	13 (93%) State (86%)	1 (7%) State (14%)
Software Design and Development	2022	5	5 (100%) State (87%)	0 (0%) State (13%)
	2021	4	4 (100%) State (89%)	0 (0%) State (11%)
	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%)
Studies of Religion 1 Unit	2022	8	8 (100%) State (96%)	0 (0%) State (4%)
	2021	7	7 (100%) State (92%)	0 (0%) State (8%)
	2020	9	9 (100%) State (94%)	0 (0%) State (6%)
	2019	13	13 (100%) State (96%)	0 (0%) State (4%)
	2018	7	7 (100%) State (94%)	0 (0%) State (6%)
Textiles and Design	2022	11	11 (100%) State (93%)	0 (0%) State (7%)
	2021	9	9 (100%) State (93%)	0 (0%) State (7%)
Visual Arts	2022	12	12 (100%) State (98%)	0 (0%) State (2%)
	2021	27	27 (100%) State (98%)	0 (0%) State (2%)
	2020	10	10 (100%) State (98%)	0 (0%) State (2%)
	2019	20	20 (100%) State (98%)	0 (0%) State (2%)
	2018	24	24 (100%) State (99%)	0 (0%) State (1%)

VET Subjects

Subject	Year	Number of Students	Performance Band Achievement by number and percentage	
			Bands 3 - 6	Bands 1 - 2
VET - Hospitality Examination	2022	12	12 (100%) State (95%)	0 (0%) State (5%)
	2021	7	7 (100%) State (90%)	0 (0%) State (10%)
	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%)

Extension Subjects

Subject	Year	Number of Students	Performance Band Achievement by number and percentage	
			E4 and E3	E2 and E1
English Extension 1	2022	6	6 (100%) State (93%)	0 (0%) State (7%)
	2021	6	6 (100%) State (94%)	0 (0%) State (6%)
	2020	11	10 (91%) State (93%)	1 (9%) State (7%)
	2019	10	7 (70%) State (94%)	3 (30%) State (6%)
English Extension 2	2022	2	2 (100%) State (85%)	0 (0%) State (15%)
	2021	4	4 (100%) State (85%)	0 (0%) State (15%)
	2020	2	2 (100%) State (82%)	0 (0%) State (18%)
	2019	2	2 (100%) State (80%)	0 (0%) State (20%)
Mathematics Extension 1	2022	6	4 (67%) State (74%)	2 (33%) State (26%)
	2021	11	5 (46%) State (74%)	6 (54%) State (26%)
	2020	11	7 (64%) State (74%)	4 (36%) State (26%)
Mathematics Extension 2	2022	3	2 (67%) State (85%)	1 (33%) State (15%)
	2021	6	4 (67%) State (87%)	2 (33%) State (13%)
	2020	7	2 (29%) State (84%)	5 (71%) State (16%)
Science Extension	2022	6	4 (67%) State (79%)	2 (33%) State (21%)
	2021	2	2 (100%) State (72%)	0 (0%) State (28%)
	2020	1	0 (0%) State (74%)	1 (100%) State (26%)
	2019	3	3 (100%) State (69%)	0 (0%) State (31%)



Stage 6 (Preliminary) RoSA 2022

A total of 152 students successfully completed their Year 11. In addition, there were a number of Year 9 and 10 students who completed Year 11 Courses in Drama, French Continuers, Mathematics Advanced and Biology.

Subject	% of students who achieved in each Grade				
	A	B	C	D	E
Ancient History	31.25	43.75	25.00		
Ancient History (State)	15.94	27.73	33.09	16.38	6.07
Biology	20.00	35.71	41.43	1.43	1.43
Biology (State)	12.79	27.51	38.96	16.24	4.20
Business Studies	16.88	35.06	44.16	3.90	
Business Studies (State)	12.94	28.41	36.74	16.47	4.94
Chemistry	30.56	19.44	41.67	8.33	
Chemistry (State)	16.71	27.15	36.61	15.82	3.49
Dance	60.00	40.00			
Dance (State)	38.84	36.14	17.52	4.60	2.40
Drama	47.06	35.29	17.65		
Drama (State)	30.42	36.80	23.33	6.56	2.48
Earth and Environmental Science	6.00	28.00	48.00	8.00	
Earth and Environmental Science (State)	11.51	26.55	37.39	18.27	5.60
Economics	11.11	44.44	27.78	16.67	
Economics (State)	20.01	32.19	32.92	11.86	2.84
Engineering Studies	18.18	22.73	54.55	4.55	
Engineering Studies (State)	16.13	30.77	34.80	13.11	4.99
English Advanced	26.47	67.65	4.41	1.47	
English Advanced (State)	20.66	44.76	29.55	4.44	.50
English Standard	6.94	36.11	48.61	6.94	1.39
English Standard (State)	4.13	25.55	47.86	17.51	4.30
English Studies	20.00	50.00	30.00		
English Studies (State)	5.14	18.95	37.26	23.60	12.03
English Extension 1	25.00	50.00	25.00		
English Extension 1(State)	42.41	40.89	14.07	2.05	.51
French Beginners	50.00		50.00		
French Beginners (State)	22.39	27.29	31.34	12.37	6.40
French Continuers	50.00	50.00			
French Continuers (State)	38.64	37.77	19.97	3.33	.29
Geography	20.00	20.00	35.00	25.00	20.00
Geography (State)	19.00	33.07	31.62	11.76	4.13
Industrial Technology	11.76	41.18	47.06	11.76	
Industrial Technology (State)	11.18	25.05	35.24	19.11	7.97
Japanese Beginners		25.00	50.00	25.00	
Japanese Beginners (State)	16.98	24.97	27.38	18.62	10.62
Japanese Continuers		100			
Japanese Continuers (State)	28.69	31.99	24.97	10.22	3.72

Legal Studies	23.08	35.90	38.46	2.56	
Legal Studies (State)	16.82	28.74	33.98	14.91	4.84
Mathematics Advanced	11.11	47.62	30.16	11.11	
Mathematics Advanced (State)	24.48	26.76	30.84	14.94	2.96
Mathematics Extension 1	13.33	53.33	26.67	6.67	
Mathematics Extension 1 (State)	27.42	29.36	30.12	10.89	2.19
Mathematics Standard	11.76	21.18	58.82	7.06	1.18
Mathematics Standard (State)	7.98	21.11	37.19	23.74	9.12
Modern History	28.00	36.00	32.00	4.00	
Modern History (State)	16.92	30.44	33.61	13.84	4.68
Music 1	40.00	6.67	40.00	6.67	6.67
Music 1 (State)	21.42	34.04	28.45	11.13	3.76
Personal Development, Health and Physical Education	10.53	23.68	47.37	18.42	
Personal Development, Health and Physical Education (State)	11.24	26.70	38.02	18.11	5.48
Physics	7.69	42.31	42.31	7.69	
Physics (State)	17.22	28.58	36.38	14.41	3.30
Software Design and Development	13.33	26.67	40.00	20.00	
Software Design and Development (State)	21.17	29.23	29.81	14.59	4.71
Studies of Religion I	57.14	42.86			
Studies of Religion I (State)	13.58	31.47	38.96	14.41	1.56
Textiles and Design	40.00	20.00	33.33	6.67	
Textiles and Design (State)	21.21	31.94	30.56	11.49	3.90
Visual Arts	25.00	58.33	12.50	4.17	
Visual Arts (State)	21.47	34.83	28.31	10.45	3.73

Board Endorsed Courses

Subject	% of students who achieved in each Grade				
	A	B	C	D	E
Marine Studies	5.26	42.10	52.63		
Sport Life and Recreational Studies	5.55	44.44	50.00		

Stage 5 (Year 10) RoSA Results 2022

A total of 161 students successfully completed Stage 5 in 2022. 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.

CORE SUBJECTS

	% of students who achieved in each Grade				
	A	B	C	D	E
English	11.25	56.88	30.63	1.25	
English (State)	12.28	28.81	36.16	15.86	5.87
Geography	18.13	40.63	38.13	3.13	
Geography (State)	15.03	27.91	34.74	15.58	5.93
History	21.88	47.50	30.63		
History (State)	14.75	27.70	34.46	15.91	6.31
Mathematics	8.86	33.54	39.87	15.82	1.90
Mathematics (State)	14.54	21.99	32.20	23.62	6.77
Personal Development, Health and P.E.	8.18	46.54	42.77	2.52	
Personal Development, Health and P.E. (State)	17.57	38.09	31.39	9.23	3.05
Science	16.88	32.50	48.13	1.88	.63
Science (State)	12.60	23.92	36.73	19.39	6.42

ELECTIVE SUBJECTS

% of students who achieved in each Grade	A	B	C	D	E
Commerce 100 hours	58.33	31.25	10.42		
Commerce 100 hours (State)	20.17	32.68	31.58	10.95	4.25
Commerce 200 hours	42.42	48.48	9.09		
Commerce 200 hours (State)	24.53	34.91	29.52	8.49	2.27
Dance 100 hours	85.71	14.29			
Dance 100 hours (State)	28.23	26.56	24.88	10.53	9.33
Dance 200 hours	100.00				
Dance 200 hours (State)	36.31	33.61	19.96	6.17	3.33
Design and Technology 100 hours		27.27	54.55	18.18	
Design and Technology 100 hours (State)	23.08	31.31	29.91	10.62	5.03
Design and Technology 200 hours	8.33	33.33	58.33		
Design and Technology 200 hours (State)	28.93	31.05	28.15	9.04	2.61
Drama 100 hours		100.00			
Drama 100 hours (State)	22.74	33.32	30.14	9.59	3.62
Food Technology 100 hours	22.58	32.26	19.35	22.58	3.23
Food Technology 100 hours (State)	17.02	27.63	32.23	14.91	7.81
Food Technology 200 hours	27.27	27.27	36.36	9.09	
Food Technology 200 hours (State)	19.31	29.03	31.40	13.79	5.56
French 100 hours		50.00	50.00		
French 100 hours (State)	25.12	36.36	25.36	9.57	3.35

French 200 hours	60.00	20.00	20.00		
French 200 hours (State)	37.34	30.87	23.35	6.70	1.70
Information & Software Technology 100 hours	41.18	35.29	23.53		
Information & Software Technology 100 hours (State)	23.81	27.96	30.03	11.62	6.22
Information & Software Technology 200 hours	25.00	25.00	50.00		
Information & Software Technology 200 hours (State)	27.38	31.18	27.63	9.64	3.65
Japanese 100 hours	33.33	33.33	33.33	0	
Japanese 100 hours (State)	25.26	20.78	27.20	17.64	9.12
Japanese 200 hours	100.00				
Japanese 200 hours (State)	35.16	25.58	22.61	12.48	4.14
Marine Studies and Aquaculture Technology 100 hours	44.82	37.93	17.24		
Marine Studies and Aquaculture Technology 200 hours	18.18	63.63	18.18		
Music 100 hours	62.50	12.50	25.00		
Music 100 hours (State)	14.38	26.63	33.98	17.47	7.19
Music 200 hours	75.00	25.00			
Music 200 hours (State)	26.98	31.85	25.10	11.06	4.25
Photographic and Digital Media 100 hours	17.65	64.71	17.65		
Photographic and Digital Media 100 hours (State)	19.66	29.71	28.66	14.26	6.80
Photographic and Digital Media 200 hours	40.00	20.00	40.00		
Photographic and Digital Media 200 hours (State)	21.83	30.73	29.88	11.46	5.13
Physical Activity and Sports Studies 100 hours	15.78	26.31	52.63	5.26	
Physical Activity and Sports Studies 200 hours	25.71	31.42	42.85		
Visual Arts 100 hours	25.93	51.85	22.22		
Visual Arts 100 hours (State)	19.37	31.53	30.36	12.65	5.26
Visual Arts 200 hours	40.00	50.00	10.00		
Visual Arts 200 hours (State)	28.35	33.34	25.24	8.31	4.14

2022 VET-Secondary Student Outcomes

In 2022 there were 88 students who received their NSW Higher School Certificate qualification. Of those 88 students, 18 students received 18 VET qualifications from either school-based VET courses and/or TAFE-delivered VET courses.

Lindisfarne Anglican Grammar school delivered 67% of the total VET qualifications. TAFE delivered 33% of the total VET qualifications.

They were enrolled in the following school-based VET courses:

- Hospitality: 12 students
- and in the following TVET courses:
- Electrotechnology: 1 student
- Construction: 2 students
- Early Childhood Education: 1 student
- Animal Studies: 1 student
- Human Services: 1 student

Post School Destinations

Lindisfarne had 88 students graduate from Year 12 in 2022. The Class of 2022 post-school destinations were:

University Studies	90%
TAFE or Private Providers	2%
Employment	6%
Unknown	2%



Staff Professional Learning

Lindisfarne maintained a steadfast focus on staff-driven professional development in 2022, offering opportunities to attend a range of externally facilitated sessions as well as those delivered by internal experts on staff. This year, we solidified our commitment to individual performance and development planning, laying the groundwork for a culture of continuous improvement and growth. As an accredited provider of professional development with NESAs, we utilised our unique 'on the job' classroom observation methodology, a part of our innovative 'Featured Sessions' program. Our staff passionately engaged in differentiation, curriculum, and leadership development activities, embedding the principles of Deep Learning as a core ethos.

Our efforts in these areas were recognised nationally as Lindisfarne was a finalist in the 'Best Professional Learning Program' category of the Australian Education Awards. At time of print, Lindisfarne has again been shortlisted for this award in 2023. This honour highlighted our focus on data-informed practice and affirmed our commitment to building a learning environment that promotes professional development and enhances teaching outcomes.

2022 School Supported and Provided Professional Development (All Staff)

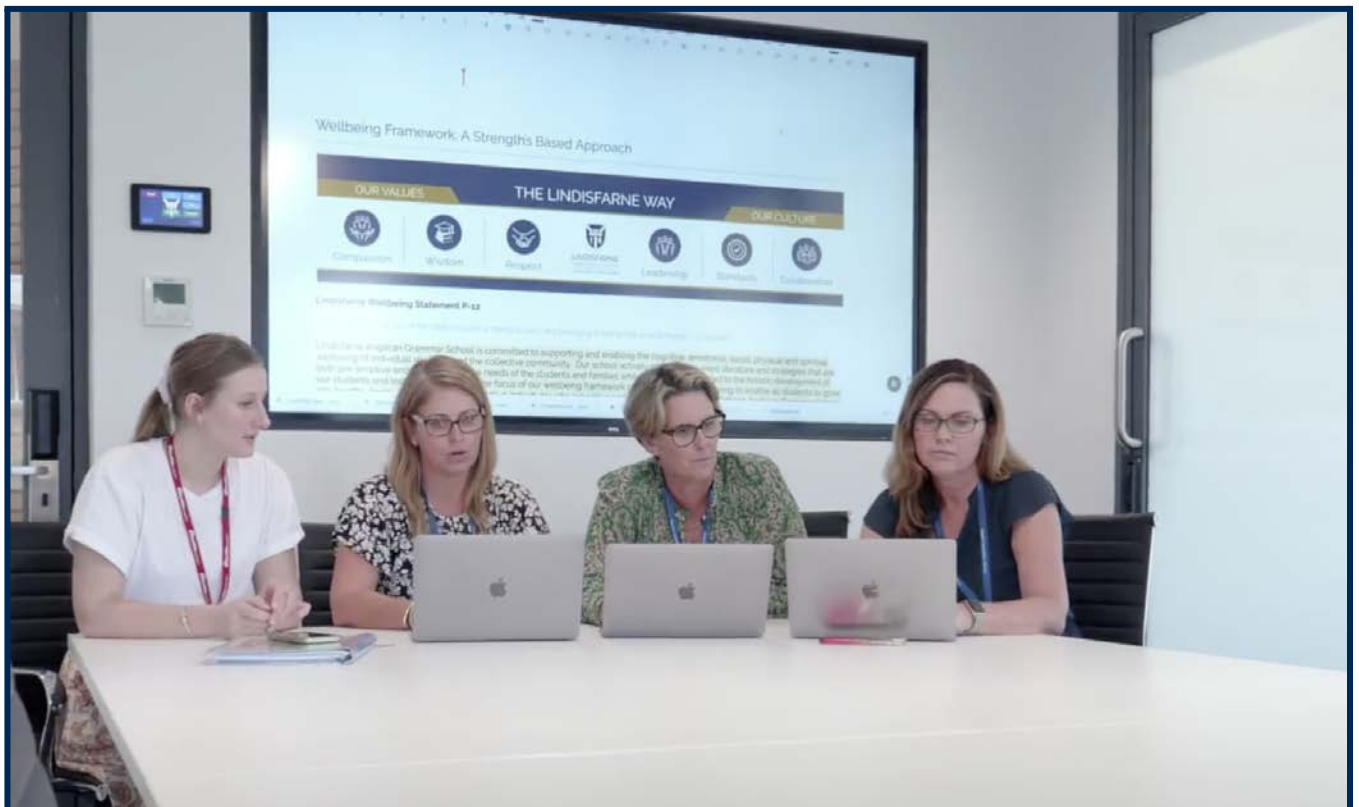
Date	Duration	Professional Development	Teaching Standards (at Proficient Teacher Level)	Number of staff attended	Staff Involved
21/1/22	2 hours	New staff induction	7.1.2; 7.2.2	32	New staff
21/1/22	2 hours	New staff induction	7.1.2; 7.2.2	32	New staff
24/1/22	7.5 hours each session	First Aid	4.4.2; 6.2.2	38	As required
24/1/22	3 hours each session	CPR update	4.4.2; 6.2.2	86	As required
24/1/22	2 hours	Child Protection Training-Lindisfarne A Child Safe Organisation	6.1, 6.2, 4.4	154	All Staff
24/1/22	1 hour	Teacher Accreditation Orientation Sessions	6.1, 6.2, 7.2	8	Provisional and Conditionally accredited teachers
27/1/22	2 hours	Wellbeing at Lindisfarne	1.1.2, 1.2.2, 1.3.2, 4.1.2, 4.4.2	28	All teaching staff
22/2/22	2 hours	AIS Numeracy	1.2.2, 1.5.2, 2.1.2, 2.2.2, 2.3.2, 3.3.2, 5.1.2, 5.4.2	30	Junior School and Stage 3 teachers
All Year		Performance and Development planning process		130	All Teaching Staff
1/3/22	2 hours	Director's Briefing - Academic Profiles - Robin Nagy	5.1.2; 5.4.2; 6.2.2; 6.3.2	7	Directors

15/3/22	2 hours	AIS Numeracy	1.2.2, 1.5.2, 2.1.2, 2.2.2, 2.3.2, 3.3.2, 5.1.2, 5.4.2	28	Junior School and Stage 3 teachers
1/3/22	3 hours	Academic Profiles - Executive Briefing - Robin Nagy	5.1.2; 5.4.2; 6.2.2; 6.3.2	11	Senior Executive
Online throughout February 22	2 hours	Director's Briefing - Academic Profiles - Robin Nagy	5.1.2; 5.4.2; 6.2.2; 6.3.2	7	Directors
24/5/22	2 hours	AIS Numeracy	1.2.2, 1.5.2, 2.1.2, 2.2.2, 2.3.2, 3.3.2, 5.1.2, 5.4.2	30	Junior School and Stage 3 teachers
14/6/22	2 hours	AIS Numeracy	1.2.2, 1.5.2, 2.1.2, 2.2.2, 2.3.2, 3.3.2, 5.1.2, 5.4.2	29	Junior School and Stage 3 teachers
1/8/22	1.5 hours	Smartboard training	1.3.2, 1.5.2, 2.1.2, 2.5.2, 2.6.2	20	Junior school staff
15/8/22	2 hours	Differentiation and the NSW Curriculum	1.2.2, 1.5.2, 1.6.2, 2.1.2, 2.5.2, 3.3.2	26	Teaching Staff (Jnr, Mid, Snr)
29/8/22	2 hours	Student Wellbeing in the Classroom	3.5.2, 3.7.2, 4.1.2, 4.2.2, 4.3.2, 4.4.2, 4.5.2	28	Teaching Staff (Jnr, Mid, Snr)
	3 hours	Deep Learning Audit		14	Approx. 1x Staff member each faculty.
Year long	1 hour each	Featured Sessions	6.2.2, 6.3.2, 7.3.2	Open	Lesson observations, attended by many staff across Terms 2-4 2021
Year long		Educator Impact	6.1.2, 6.2.2, 6.3.2, 7.4.2	50	Teaching staff
17/10/22	1.5 hours	Literacy and the NSW Curriculum	1.2.2, 1.5.2, 2.1.2, 2.2.2, 2.3.2, 3.3.2, 7.2.2		All Staff
7/11/22	1.5 hours	Aboriginal education and supporting Aboriginal students/children	1.3.2, 1.4.2, 3.5.2, 3.7.2, 4.1.2, 4.4.2		All Staff
14/11/22	2 hours	AIS Numeracy	1.2.2, 1.5.2, 2.1.2, 2.2.2, 2.3.2, 3.3.2, 5.1.2, 5.4.2	30	Junior School and Stage 3 teachers

Workforce Composition

In 2022 Lindisfarne had 240 teaching and non-teaching staff members. Of these, 72 % were female and 28% were male. There were 3 teaching staff who self-identified as being of Indigenous/Torres Strait descent. The School employed 1 staff member with a self-identified disability. Of the 145 members of the teaching staff, 132 are classified as Proficient under the AITSL Standards with the remaining 13 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	145 (124 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, they 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 maximise learning time at 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 their 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, COVID-19 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 2022

Year	Rate of Attendance (%)
12	90
11	89
10	88
9	89
8	89
7	90
6	90
5	91
4	91
3	92
2	90
1	90
K	91
P	90

Retention of Year 10 to Year 12

In 2020 there were 95 students in Year 10, 7 of these students did not complete the final two years at Lindisfarne. Therefore, the retention rate is 93%.



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 where applications are submitted before 14 February in the year prior to entry;
 - children of past students enrolled at the School;
 - siblings of students previously enrolled at the School;
 - date order in which enrolment applications are received.
- Lindisfarne is an Anglican School with a 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. 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 Census date on 5 August 2022, Lindisfarne Anglican Grammar School had a total of 1783 students from P – 12. The students are positioned in the following numbers:

P	=	85
K – 6	=	642
7 – 12	=	1056

There are 882 females and 899 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 2016-2022

2016	2017	2018	2019*	2020	2021**	2022**
953	980	1100	1198	1381	1538	1691

*My School enrolment figure is from the start of 2022.

**My School enrolment figure does not include Preschool

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 2022	Access to Policies
<p>Child Protection</p> <p>Child Protection Policy** Safe and Supportive Environment Policy**</p> <p>These policies encompass:</p> <ul style="list-style-type: none"> • Definitions and Conduct. • Legislative requirements. • Preventative strategies. • Reporting and Investigating Reportable Conduct. • Investigation processes. • Documentation. 	<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>Security Policies</p> <p>These policies include:</p> <ul style="list-style-type: none"> • Out of Hours Access Policy and Procedures • Use of the security/alarm system. • Use of grounds and facilities. • Emergency Management Plan. • Lockdown Procedures. • Critical Incident Management Plan. • Evacuation Procedures. • Bus Driver Policy. 	<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>
<p>Supervision Policies:</p> <p>These policies include:</p> <ul style="list-style-type: none"> • Duty of Care. • Sun Safe Policy.** • School Excursion Requirements. • Duty of Care. • Traffic Procedures. • Safe and Supportive Environment Policy.** 	<p>These policies are under constant review and updated as required.</p>	<p>Full text available on School Intranet (for staff), School Website ** (for the community) and available upon request for parents.</p>

		Appropriate outlines are available in the Student Guide.
<p><i>Student Policies:</i></p> <p>These policies include:</p> <ul style="list-style-type: none"> ● Attendance Policy-Student** ● Code of Conduct – Students** ● Code of Conduct – Staff ● Code of Conduct - Parents ● Code of Conduct – Volunteers** ● Code of Conduct – Buses** ● Attendance and Absences for Students. ● Homework Policy. ● Reporting Procedures. ● Assessment Policy. ● Award System. ● Student Leadership System. ● Excursion Policy. ● Learning Enrichment Policy.** ● Communication Guideline and Complaint Handling Policy.** ● Grievances and Disputes Procedural Fairness for Students.** ● Privacy Policy. 	<p>These policies and procedures are being constantly reviewed in line with NESAs requirements and legislative requirements.</p>	<p>Full text available on School Intranet (for staff), School Website ** (for the community) and available upon request for parents.</p> <p>Appropriate outlines are available in the Student Guide.</p>
<p><i>Pastoral Care Policies:</i></p> <p>These policies include:</p> <ul style="list-style-type: none"> ● Behaviour Management Policy (Middle and Senior Schools)** ● Behaviour Management Policy (Junior School)** ● Anti-Bullying Policy** ● Safe and Supportive Environment Policy** ● Health Procedures. ● Pastoral Care Policy. ● Code of Social Conduct ● Critical Incident Management Policy. ● Suspension and Expulsion of Students Policy.** ● Counseling Policy. ● Student Welfare Policy.** 	<p>These policies are under constant review and updated as required.</p>	<p>Full text available on School Intranet (for staff), School Website ** (for the community) and available upon request for parents.</p> <p>Appropriate outlines are available in the Student Guide.</p>
<p><i>Communication Policies:</i></p> <p>These policies include:</p> <ul style="list-style-type: none"> ● Communications Guidelines and Complaint Handling Policy (Parents and Guardians)** ● Communication Guidelines and Complaint Handling Policy (Staff) <p>Specific details and contact information are also available in the 2022 Parent and Student Guide</p>	<p>These policies are under constant review and updated as required.</p>	<p>Full text available on School Intranet (for staff), School Website ** (for the community) and available upon request for parents.</p> <p>Appropriate outlines are available in the Student Guide.</p>

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 2022 were:

Area	Targets	Achievement
Student Attainment and Learning	Improved use of data to inform learning	<p>Academic Profiles of HSC results and departmental meetings with Robin Nagy 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	Continued development of DisruptED where parents, universities and entrepreneurs ran workshops for students. Junior School DisruptED Week (5 Day Program) containing coding, drone flying and design thinking programs
	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	Continued development of Middle School Electives Program providing student and teacher agency and voice. Develop programs linked to Project-Based-Learning.
	Reading Intervention	Middle School implementation of a reading intervention program for Stage 3.
	Middle School writing improvement	Implementation of VCOP and Big Write programs 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>Senior School:</p> <ul style="list-style-type: none"> Acceleration provided to students in Year 10 in Mathematics, Biology, Studies of Religion. MUNA, BUHMAN <p>Middle School:</p> <ul style="list-style-type: none"> Plans to implement and expand the Ad Astra Middle School Advanced Academics program into Year 5 Science and Writing in 2023.- Revision and refinement of selection and reapplication process. Plans to implement top tier and bottom set Maths extension and support groupings in the Middle School Identify specific students through data for subject acceleration where appropriate Student participation in Da Vinci Decathlon; ICAS; ToMs; Days of Excellence. Continued implementation of Spelling Mastery to enable a consistent approach to the teaching of spelling across the Sunshine Avenue campus through to the end of Stage 3 <p>Junior School and Middle School:</p> <ul style="list-style-type: none"> Students participated in, ToM, ICAS, GATEWAYS, Write a

		<p>Book in a Day</p> <p>Junior School:</p> <ul style="list-style-type: none"> • Maths Enrichment (Year 3 & 4).
	Junior School reporting and feedback	Continued implementation and enhancement of the use of SeeSaw as an online portfolio and progressive reporting tool.
	Junior School Literacy	<p>Continued implementation of Big Write (Andrell Education) to enable a consistent approach to the teaching of writing in the Junior School.</p> <p>Continued implementation of Spelling Mastery to enable a consistent approach to the teaching of spelling across the Sunshine Avenue campus.</p> <p>Introduction of InitialLit Literacy Program in Years P - 2</p>
Staff Development	Embed future focused (effective teaching practices and programs) learning principles in classroom practice	<p>Early Screening Tool App - Literacy</p> <p>Explicit and Sustained Whole School Writing Program</p> <p>professional development - Andrell Education Big Write.</p> <p>PIPS Kindergarten entry screening and exit assessment</p> <p>Continual staff improvement process and Annual Improvement Planning- Educator Impact platform implemented and widely used for reflection, goal setting, review and observation programs.</p> <p>Implementation Design for Deep Learning pedagogical platform K - 12</p> <p>Positive Practices for Classroom Management PD (AISNSW) to support teachers in understanding strategies for differentiated approached to classroom management.</p> <p>Implementation PD regarding new syllabi, English and Mathematics.</p> <p>Curriculum Leadership PD for select staff - aim to distribute leadership of curriculum closer to the classroom.</p> <p>Pilot program for Apply Story- Apple lead, Community of Practice to enhance student writing skills, leveraging technology.</p>
	Improve use of technology by teachers to support teaching and learning	<p>Rollout of Google App for Education including PD for teachers in the use of Google Classroom.</p> <p>Roll out of Education Perfect / Edrolo / Atomi / HSC4me</p> <p>Internet Filters installed - Cyberhound</p>
	Support for staff undertaking postgraduate qualifications.	Subsidy toward course fees upon successful completion of a unit of work.
Student Welfare	Development of Faith Formation and Spiritual Development	<p>School Chaplain developing a K-12 scope and sequence for the faith formation and spiritual development of our Lindisfarne students. Godly Play -a method of telling Bible stories - to be gradually rolled out in the Junior School;</p> <p>Regular fortnightly chapels for stages 1-4; Religious education for stage 3; frame faith or spirituality in terms of loving and just actions; embed Anglican ethos and School values of compassion, wisdom and respect in aspects of school life; develop whole School Reconciliation Action Plan (RAP).</p> <p>Implementation began with the Year 9 RITE Journey program in 2019 and continued in 2021.</p>
	Supporting young students with challenging behaviours	<p>Continued fostering of supportive relationships with key Pastoral Care staff such as Year Level Coordinators and Heads of House.</p> <p>Continued building of partnerships with Lindisfarne families to support students modify their challenging behaviours.</p> <p>Introduction of Positive Practices fro Classroom Management (K - 6).</p>

	Increase student voice	Continue to promote SRC as an avenue for students to affect change. Regular meetings between Heads of Sub School and school captains Increase visibility of Junior School leaders with additional roles as You Can Sit With Me ambassadors, Sustainability leaders. Add student-suggested clubs and activities such as Minecraft Club, StarWars Club and Lego Club as lunch time activities.
	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
	Continue to strengthen the Learning Enrichment program	Learning Enrichment continues to work with staff to build the capacity and create a deeper understanding of diagnosis and best practices in catering for students in the classroom. Due to the attainment of Certificate of Gifted Education (Director), a renewed focus has been placed on the development of further opportunities to cater for the individual needs of our high potential and gifted students. Continue to upskill Learning Assistants in current best practice when supporting students with varying needs.
	Digital Citizenship and Cybersafety	Continued development of Cybersafety and digital citizenship awareness and understanding. Engagement of industry experts and programs to augment internal programs.
Facilities and Resources	Ongoing work on the School Master Plan	Regular meetings with School Architects Raunik Design Group Staff and school community workshops conducted.
	Infrastructure Grant Implementation	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.
Strategic Planning	Continued Development and Implementation of The Lindisfarne Way	Continued consultation with stakeholders of the school community. 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

Strong enrolment growth continued with record enrolments being reached during 2022, the seventh 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 continued expansion of the southern school bus routes right into the heart of Byron Bay.

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. These regular communication channels were even more important as parents were limited in their ability to visit the campuses.

Alumni programs and fundraising continued to be target areas during 2022 and significant work was undertaken to support links with the business community with the establishment of the Lindisfaren Business Network and subsequent events including three Business Breakfasts through out the year.

Enrolments for 2023, 2024 and 2025 are expected to again increase as our smaller senior cohorts depart and our now standard two class intakes at both Year 5 and Year 7 continue. Projected enrolments for students in 2023 is 1,961 and increasing to 2,108 in 2024 and 2,179 in 2025 when we reach full enrolment.

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 Lindisfarn 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 homeroom 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.

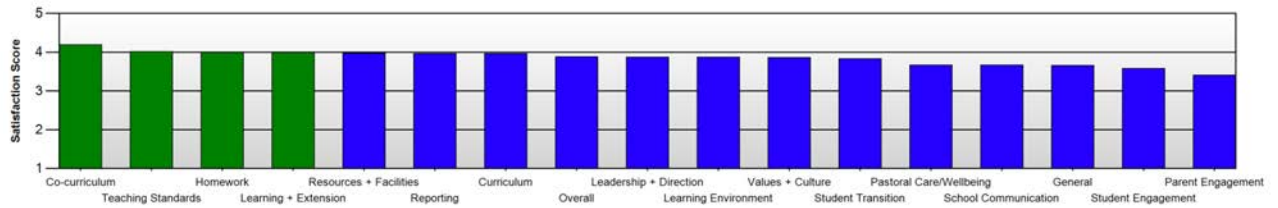


2022 School Survey Results

STUDENTS

89.8% of Year 12 completed the survey with an overall Satisfaction Score of 75% = 3.77/5

An increase from 3.72 on 2021. Listed below is the full summary.



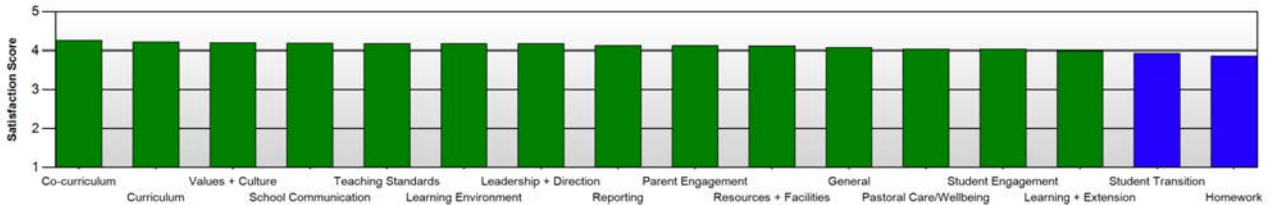
Key Area	Satisfaction	Variance
Co-curriculum	4.19	11%
Teaching Standards	4.03	7%
Homework	4.00	6%
Learning + Extension	4.00	6%
Resources + Facilities	3.99	6%
Reporting	3.97	5%
Curriculum	3.97	5%
Overall	3.89	3%
Leadership + Direction	3.88	3%
Learning Environment	3.87	3%
Values + Culture	3.86	2%
Student Transition	3.83	2%
Pastoral Care/Wellbeing	3.87	-3%
School Communication	3.67	-3%
General	3.65	-3%
Student Engagement	3.59	-5%
Parent Engagement	3.42	-9%
Average Score	3.77	



PARENTS

37.8% of Parents completed the survey with an overall Satisfaction Score of 82% = 4.11/5

An decrease from 4.2 in 2021. Listed below is the full summary.

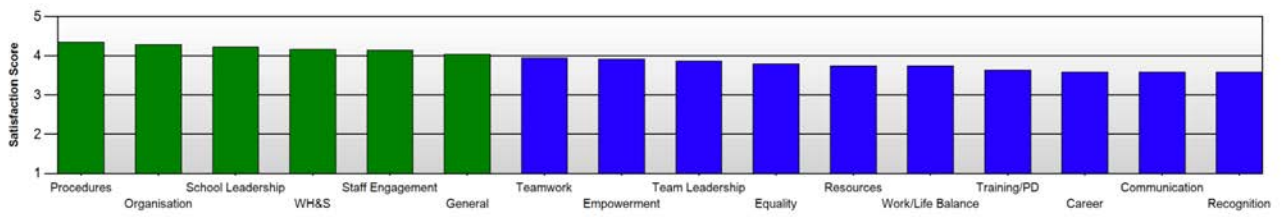


Key Area	Satisfaction	Variance
Co-curriculum	4.26	4%
Curriculum	4.23	3%
Values + Culture	4.20	2%
School Communication	4.19	2%
Teaching Standards	4.19	2%
Learning Environment	4.18	2%
Leadership + Direction	4.18	2%
Reporting	4.13	0%
Parent Engagement	4.13	0%
Resources + Facilities	4.12	0%
General	4.08	-1%
Pastoral Care/Wellbeing	4.04	-2%
Student Engagement	4.03	-2%
Learning + Extension	4.01	-2%
Student Transition	3.95	-4%
Homework	3.87	-6%
Average Score	4.11	



STAFF

66% of Staff completed the survey with an overall Satisfaction Score of 79% = 3.97/5
 An decrease from 4.17 in 2021. Listed below is the full summary.

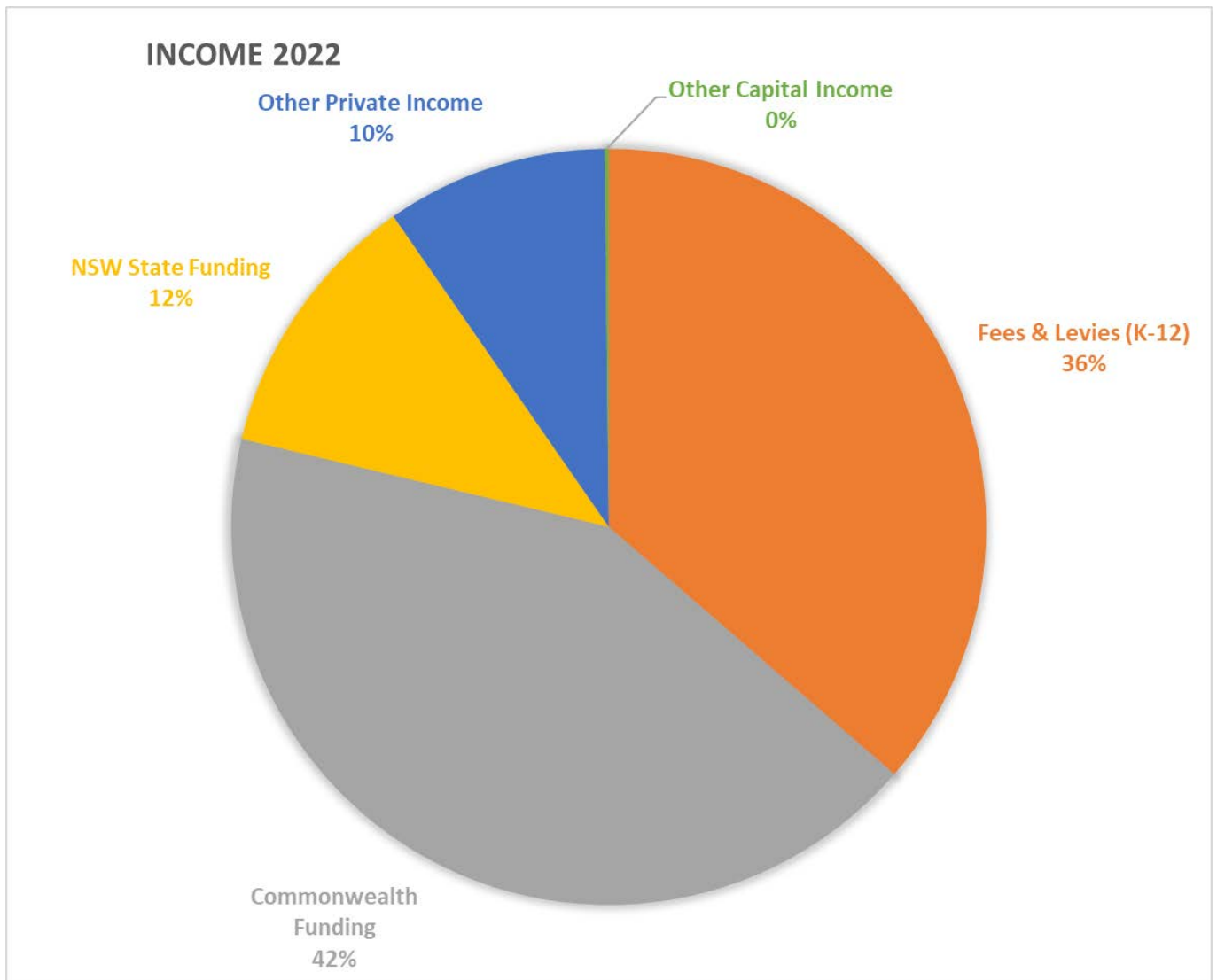


Key Area	Satisfaction	Variance
Procedures	4.35	10%
Organisation	4.29	8%
School Leadership	4.22	6%
WH&S	4.16	5%
Staff Engagement	4.15	5%
General	4.04	2%
Teamwork	3.95	-1%
Empowerment	3.92	-1%
Team Leadership	3.86	-3%
Equality	3.79	-5%
Resources	3.75	-6%
Work/Life Balance	3.74	-6%
Training/PD	3.64	-8%
Career	3.60	-9%
Communication	3.59	-10%
Recognition	3.59	-10%
Average Score	3.97	

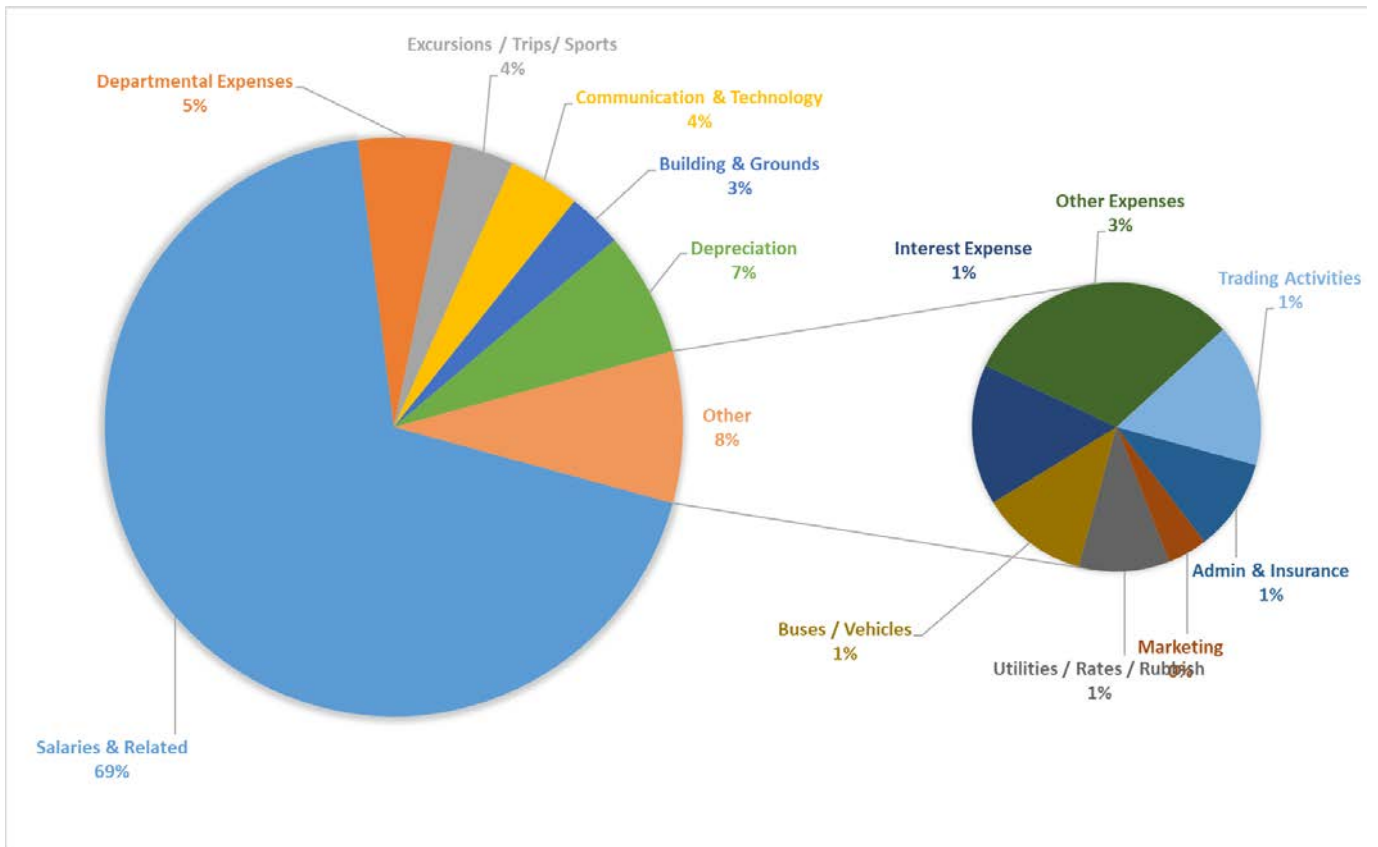


Financial Information

Income 2022



Expenses 2022





LINDISFARNE

Anglican Grammar School

Luceat Lux Vestra — Let Your Light Shine

Junior School

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