



# LINDISFARNE

Anglican Grammar School

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Annual Report 2024



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# Message from Key School Bodies

## School Council

2024

The School Council at Lindisfarne Anglican Grammar School plays a pivotal, behind-the-scenes role, providing strategic direction and governance to ensure the School thrives in its mission to deliver excellent student outcomes and opportunities.

In 2024, the School Council spent much of its time working on our Strategic Plan and also managing an aspirational building program. Under our Master Plan, the focus on providing new facilities is constant, something I know can be disruptive to students and families at times. I'd like to thank our community for their patience as we undertake these important projects.

Construction costs have soared since the times of COVID, and as a school we have done well to cope with these unexpected rises. Over the past year, our main focus has been on the development of the Senior Centre. The weather has not been kind to us during construction, and whilst we are behind our original schedule, we look forward to seeing students utilise this wonderful facility when it is completed in mid-2025.

A key achievement for Council, in 2024 has been the realisation of a Master Plan that is sustainable, given the challenges of the current economic climate. The work the School Council has done to consolidate the School's position through land acquisition in both Sunshine Avenue and Mahers Lane ensures future facilities can be planned with certainty.

Enrolment has been strong, and the increasing population demographic of this area is positive. In this area of northern New South Wales, we are the school of choice, with students travelling from as far as Byron Bay and Robina to access the quality education and student opportunities that Lindisfarne provides. It makes all of us on School Council proud to be associated with the School.

During the year, the usual activities of the School Council are undertaken, such as providing support and guidance for community activities, particularly those around parents and friends, and fundraising. It was pleasing to finalise the tax-deductible funds that will support future building and scholarship programs for the School. This was certainly a big achievement and allowed the School to receive a number of quite generous donations in 2024. This will be a focus for both School Council and the School to drive and grow the spirit of philanthropy within our parent and wider communities so that current and future students can benefit from the facilities and opportunities that make Lindisfarne the school of choice in this region and beyond.

I would like to conclude by thanking the previous Chair, Dominique O'Neill, for her service to the School Council. We are fortunate to keep Dominique as a member of Council and she has left a strong legacy for us to follow. I extend my thanks to Sandra Hawken for stepping into the Deputy Chair role. We also welcomed Diane Blanckensee and Michael Carr as new members in 2024 and they both bring diverse experience and insight and will serve Council well. Finally, I want to thank The Reverend Lyndon Mulholland for his contributions to School Council as he concluded his time and we all wish him well after he joined the School in the role as Chaplain, working with The Reverend Constantine Osuchukwu to continue to provide faith and guidance to the students of Lindisfarne.

Bill Adler

**Chair - School Council**

## From the Principal

Throughout 2024, the School remained committed to continuous improvement.

Work is well advanced on the new Senior Centre, additional Food Technology classrooms, and the associated car parks. The widening of Maher's Lane has also been completed.

Our 2024 production of the musical Mamma Mia and our Stage 3 performance of Aladdin Jr were standout moments in the 2024 School year, and we received strong support from Friends of the Arts (FOTA).

Students competed in various sporting competitions, including the Australian Futsal, Netball, Basketball, and Volleyball Championships, as well as state-based and local competitions for multiple activities.

During 2024, several international travel and exchange opportunities were made available to students. The School sent student delegations to International Round Square Conferences in Munich, Germany, Rockhampton, Queensland and Bogota, Colombia. Students were also offered a textiles and culinary tour to Italy, as well as an inaugural cultural immersion tour to the renowned Pallikoodam School in Kerala, India.

We hosted students from Aoyama Gakuin University in Japan, as well as short-term visitors from Japanese, Chinese, and Korean schools. Our international student enrolment grew steadily, with 10 students from overseas enrolled at the school.

Our past and present students performed with distinction on the global stage. Flynn Southam (2022) returned from the Paris Olympics with a Silver medal in the 4 by 100 metre freestyle relay and a Bronze medal in the 4 by 200 metre freestyle relay. Current Student Jeff Dunne represented the nation with distinction in Paris in the Breaking competition. Lachlan Arghyros was part of the Australian team that won the Junior World Surfing Championship in El Salvador. LoLo Laga, from the class of 2024, represented Australia at the One World One Family concert in India.

Our annual Giving Tree supported the Kids in Need (KIN) Association and the Tweed Women's Refuge. The Community Carols Service supported the AGAPE Outreach Centre Christmas Lunch and feeding of the Homeless. Students supported the Vinnies Sleepout, Team Lemonade, and various aged care facilities.

The strengthening of our leadership team in each subschool, which includes an assistant head of subschool and a dean of students, allowed us to enhance support to students, staff, and families.

The School was recognised in the National Education Awards as a finalist in the Best Professional Learning program and Best Student Wellbeing program. Tracy Foyster was announced as the Australian Primary School Teacher of the Year (Non-Government). We were recognised by The Educator magazine as a national 5-Star Employer of Choice, a 5-Star Innovation School, and a Sustainable School.

We were amongst the leaders nationally in our approach to Generative AI, Reconciliation, and Partnerships. Our standing as a Global Member of the Round Square Network of Schools and as an Apple Distinguished School uniquely positions Lindisfarne in the Australian Education Landscape.

The School has developed a number of community and Business Partnerships that add value to student and school life, creating opportunities for our students. In 2024, we forged relationships with Southern Cross University, JB Hi-Fi, Bond University and Murwillumbah Rowing Club.

It has been uplifting to be part of the AISNSW Waratah Project, which aims to enhance Educational Outcomes for First Nations Students. What a privilege it was to welcome one of our greatest living Australians, Noel Pearson, to Lindisfarne to engage with our students, staff and community as part of the DigiEd forum organised by the school.

The 2024 HSC Students achieved excellent results. Several students have received early offers to universities across Australia. The highest number of students in the school's history were recognised through Encore, Art Express, Shape, and Call Back nominations.

It was a big year for our Parents and Friends Association, with Fun Fest 2024 expertly coordinated by outgoing P&F Vice-President Steve Cornell and very much enjoyed by those in attendance.

In 2024, the P&F supported the establishment of the Bahna Container Cafe and Multi-Purpose Outdoor Courts. Table Tennis Tables, Community Garden Works at Mahers Lane, and the Outdoor Kitchen and Performing Arts Centre deck at the Sunshine Avenue Campus.

The P&F committed funds towards new drinking troughs at both campuses, as well as support for the Senior Centre's outdoor learning areas and Big Fans for the Sunshine Avenue Assembly area.

Our 2024 Parent Survey indicated strong support for the School. Excellent ratings were achieved in eleven of sixteen areas, with the top 5 being Co-curriculum, Curriculum, Resources and Facilities, Leadership and Direction, and Values and Culture.

In sharing the success of the 2024 School year, I am immensely proud of each of our students, the incredible work of our staff and the support of School Parents and the School Community.

Stuart Marquardt  
**Principal**



## Parents and Friends Association

2024 was another active year for the Lindisfarne Parents and Friends Association (P&F). I would like to start by thanking the P&F Committee, all of whom volunteer their time to support the P&F, as we work to support our wonderful school.

I would like to pay special tribute to Mr Steve Cornell and Mrs Rachel Mead for their long-standing service to the P&F. Steve has served as Vice President and overseen two very successful FunFest's, including a postponed FunFest due to COVID-19. Rachel has undertaken many roles, but her guidance for the Committee as a Public Officer in recent years has been instrumental in ensuring the P&F contributes successfully to the life of the school. Both have left big holes on the Committee and their dedication to the P&F will be missed.

2024 started off very well as we opened the year with the traditional Principal's Welcome, and closed the year with the Principal's Evening of Thanks. In between, the P&F ran Mother's and Father's Day stalls, Athletics Day BBQs, a Trivia Night, Mothers Day High Tea, as well as the Big Boy's Breakfasts, all of which wouldn't have been a success without the P&F volunteers and the extra helpers who showed up at each event to provide support.

The main event for 2024 was FunFest and it certainly didn't disappoint. Rides and food, music and activities, laughter and games, there was something for everyone. Thank you to our numerous sponsors who supported the day; your generosity was vital to the success of the event and was certainly appreciated.

Thankyou to every member of the community who has supported the P&F event's this year. Your support helps the P&F to support our wonderful school and contribute to the amazing facilities provided for our children.

The P&F has contributed to a number of projects at both campuses this year. These included support for the Bahna Cafe, outdoor Table Tennis tables, the new outdoor sports courts, plus the deck of the Junior School Performing Arts Centre and more support for the Community Garden.

With the Senior Centre construction advancing, we look forward to seeing the landscaping works supported by the P&F come to life as that project is finalised. At our final meeting in 2024, we agreed to support the funding of industrial fans in the Junior School Assembly area, plus we agreed to replace several old water stations across both campuses.

Finally, I would like to acknowledge Principal Marquardt and the staff of Lindisfarne for providing fantastic opportunities for our students. Also a big thankyou the Community Engagement team led by Mr Simon McKinley who help bring the P&F events to fruition.

I look forward to 2025 being just as successful as 2024.

Penny Brady  
**President**

## Student Representative Council

The Student Representative Council (SRC) is proudly led by our School Captains, who chair fortnightly meetings starting at the beginning of Term 1. Through the SRC students have the opportunity to engage in meaningful dialogue and drive positive change throughout the year.

In 2024, the Student Representative Council (SRC) embraced an innovative format to meet the needs of our growing school. Separate meetings for middle and senior school students were introduced, creating tailored opportunities for representation, discussion, and action. This adjustment ensures that all students' voices can be heard effectively while promoting leadership at various levels.

The SRC's primary goal is to amplify the student voice, providing a platform for members to express concerns, share perspectives, and propose initiatives. Feedback is shared with the wider student body through House meetings, assemblies, newsletter updates, and the SRC Notice Board. Collaboration between School Leaders and the Senior Executive ensures that action plans are developed and implemented based on reviewed minutes.

In alignment with the new structure, open forums continue to play a crucial role. These gatherings welcome students from Years 5 to 12, ensuring a broader representation of ideas and concerns. The inclusion of the Year 5 Buddy system further strengthens this initiative by encouraging younger students to actively participate, building confidence and cultivating leadership skills from an early stage.

The SRC remains committed to supporting local and international community initiatives, fostering a spirit of compassion and service. Key projects included participation in FunFest, Harmony Day, support for Agape Outreach Centre and Tweed Women's Refuge, and the highly impactful Vinnies Sleepout project, raising awareness and funds for those experiencing homelessness. Through these efforts, students not only make a difference but also deepen their understanding of social responsibility.

Through its activities, the SRC continues to provide leadership opportunities that nurture responsibility, honesty, and reliability among members. These attributes are essential in making Lindisfarne a happy, inclusive, and safe environment. In all its endeavors, the SRC strives to embody the school's core values of *Compassion, Wisdom, and Respect*.

The SRC invites all students to join this journey of growth and impact, ensuring that the voices of our school community are heard and valued. Together, we can create positive change for our school and beyond.

## 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 2024 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 44th 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. More recent facilities include our Middle School Building (2022), Early Learning Centre (2023), and our Junior School Performing Arts Centre (2024).

## 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 Outcomes

## 2024 NAPLAN

### Participation in NAPLAN

In 2024 NAPLAN was completed online and there was a 99% rate of NAPLAN participation.

### Achievement in Performance Levels

Levels	Year 3		Year 5		Year 7		Year 9	
	Needs Additional Support	Exceeding	Needs Additional Support	Exceeding	Needs Additional Support	Exceeding	Needs Additional Support	Exceeding
Reading	School		School		School		School	
	0	36.8	2.4	29.9	2.8	23.9	5.8	26.2
	State		State		State		State	
	10.9	23.4	8.8	24.7	9.5	24.3	10.1	21.6
Writing	School		School		School		School	
	0	10.6	2.3	16.8	2.3	17.9	3.9	29.1
	State		State		State		State	
	4.8	13.5	7.3	15.3	7.6	17.8	8.1	22.6
Numeracy	School		School		School		School	
	0	21.4	2.4	17.4	1.3	20.4	3.9	13.6
	State		State		State		State	
	8.7	13.5	7.8	16.3	7.6	17.7	8.5	12.7

Table 2: Percentage of Students Performing in the Highest and Lower Levels Compared to State

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

# Senior Secondary Outcomes

In 2024, 144 students completed their NSW Higher School Certificate and finished their schooling at Lindisfarne. All students in the 2024 cohort achieved the HSC Minimum Standards in Reading, Writing and Numeracy to gain a Higher School Certificate.

## Comparison of Higher School Certificate Results School V State 2019-2024

Subject	Year	Number of Students	Performance Band Achievement by number and percentage	
			Bands 3 - 6	Bands 1 - 2
Ancient History	2024	22	21(95%) State (85%)	1(5%) State (15%)
	2023	10	10 (100%) State (80%)	0 (0%) State (20%)
	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	2024	51	48 (92%) State (88%)	3(6%) State (12%)
	2023	58	57 (98%) State (89%)	1 (2%) State (11%)
	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	2024	52	49 (94%) State (87%)	3(6%) State (13%)
	2023	65	61 (91%) State (87%)	6 (9%) State (13%)
	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%)
Chemistry	2024	18	17 (94%) State (87%)	6 (9%) State (13%)
	2023	22	22 (77%) State (85%)	5 (23%) State (15%)
	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	2024	5	5 (100%) State (99%)	0 (0%) State (1%)
	2023	3	3 (100%) State (99%)	0 (0%) State (1%)
	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%)
Drama	2024	13	13 (100%) State (99%)	0 (0%) State (1%)
	2023	16	16 (100%) State (99%)	0 (0%) State (1%)
	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%)

Subject	Year	Number of Students	Performance Band Achievement by number and percentage	
			Bands 3 - 6	Bands 1 - 2
Earth and Environmental Science	2024	6	6 (100%) State (88%)	0 (0%) State (12%)
	2023	17	16 (94%) State (83%)	1 (6%) State (17%)
Economics	2024	17	17 (88%) State (92%)	2 (12%) State (8%)
	2023	9	9 (100%) State (92%)	0 (0%) State (8%)
	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%)
Engineering Studies	2024	17	17 (100%) State (94%)	0 (0%) State (6%)
	2023	16	14 (87%) State (94%)	2 (13%) State (6%)
	2022	10	10 (100%) State (86%)	0 (0%) State (14%)
	2021	7	7 (100%) State (93%)	0 (0%) State (7%)
	2020	12	12 (100%) State (92%)	0 (0%) State (8%)
	2019	4	4 (100%) State (92%)	0 (0%) State (8%)
English - Standard	2024	79	77 (97%) State (92%)	2 (3%) State (8%)
	2023	84	81 (96%) State (89%)	3 (4%) State (11%)
	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	2024	62	61 (98%) State (99%)	1 (2%) State (1%)
	2023	49	48 (98%) State (99%)	1 (2%) State (1%)
	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	2024	6	6 (100%) State (10%)	0 (0%) State (9%)
	2023	2	2 (100%) State (90%)	0 (0%) State (10%)
	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%)
French Continuers	2024	3	3 (100%) State (98%)	0 (0%) State (2%)
	2023	2	2 (100%) State (99%)	0 (0%) State (1%)
	2020	1	1 (100%) State (97%)	0 (100%) State (3%)
Geography	2024	4	4(100%) State (10%)	0 (0%) State (9%)
	2023	12	11 (92%) State (92%)	0 (8%) State (8%)
	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%)
German Beginners *	2024	1	1 (100%) State (96%)	0 (0%) State (4%)
German Continuers *	2024	1	1 (100%) State (99%)	0 (0%) State (1%)

Subject	Year	Number of Students	Performance Band Achievement by number and percentage	
			Bands 3 - 6	Bands 1 - 2
Industrial Technology	2024	34	31 (91%) State (87%)	3 (9%) State (13%)
	2023	14	13 (93%) State (85%)	1 (7%) State (15%)
	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%)
Indonesian Beginners *	2024	1	1 (100%) State (94%)	0 (0%) State (6%)
Italian Beginners *	2024	1	1 (100%) State (92%)	0 (0%) State (6%)
Japanese Beginners	2024	3	3 (100%) State (84%)	0 (0%) State (16%)
	2023 <sup>†</sup>	1	1 (100%) State (76%)	0 (0%) State (24%)
	2022	1	1 (100%) State (74%)	0 (0%) State (26%)
	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%)
Japanese Continuers	2024	1	1 (100%) State (93%)	0 (0%) State (7%)
	2023 <sup>†</sup>	1	1 (100%) State (92%)	0 (0%) State (8%)
	2021	3	3 (100%) State (92%)	0 (0%) State (8%)
	2020	1	1 (100%) State (95%)	0 (0%) State (5%)
	2019	1	1 (100%) State (96%)	0 (0%) State (4%)
Legal Studies	2024	25	24 (96%) State (89%)	1 (4%) State (11%)
	2023	27	27 (96%) State (90%)	1 (4%) State (10%)
	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%)
Mathematics Advanced	2024	43	43 (100%) State (94%)	0 (0%) State (6%)
	2023	54	53 (98%) State (93%)	1 (2%) State (7%)
	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	2024	71	69 (97%) State (84%)	2 (3%) State (16%)
	2023	83	78 (92%) State (82%)	4 (8%) State (18%)
	2022	52	48 (94%) State (83%)	5 (6%) State (17%)
	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	2024	12	12 (100%) State (91%)	0 (0%) State (9%)
	2023	17	16 (94%) State (84%)	1 (6%) State (16%)
	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%)

Subject	Year	Number of Students	Performance Band Achievement by number and percentage	
			Bands 3 - 6	Bands 1 - 2
Music 1	2024	12	12 (100%) State (97%)	0 (0%) State (3%)
	2023	14	14 (100%) State (98%)	0 (0%) State (2%)
	2022	11	11 (100%) State (98%)	0 (0%) State (2%)
	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%)
Personal Development, Health and Physical Education	2024	36	36 (100%) State (91%)	0 (0%) State (9%)
	2023	32	30 (94%) State (89%)	1 (6%) State (11%)
	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%)
Physics	2024	22	18 (82%) State (86%)	4 (18%) State (14%)
	2023	15	13 (87%) State (89%)	2 (13%) State (11%)
	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	2024	10	8 (80%) State (86%)	2 (20%) State (14%)
	2023	12	10 (83%) State (87%)	2 (17%) State (13%)
	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%)
Spanish Beginners *	2024	1	1 (100%) State (96%)	0 (0%) State (4%)
Studies of Religion 1 Unit	2024	10	10 (100%) State (96%)	0 (0%) State (4%)
	2023	3	3 (100%) State (96%)	0 (0%) State (4%)
	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%)
Textiles and Design	2024	16	16 (100%) State (92%)	0 (0%) State (8%)
	2023	11	11 (100%) State (94%)	0 (0%) State (6%)
	2022	11	11 (100%) State (93%)	0 (0%) State (7%)
	2021	9	9 (100%) State (93%)	0 (0%) State (7%)
	2019	6	6 (100%) State (94%)	0 (0%) State (6%)
Visual Arts	2024	40	40 (100%) State (99%)	0 (0%) State (1%)
	2023	20	20 (100%) State (99%)	0 (0%) State (1%)
	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%)

\* course externally studied

## VET Subjects

Subject	Year	Number of Students	Performance Band Achievement by number and percentage	
			Bands 3 - 6	Bands 1 - 2
VET - Hospitality Examination (Kitchen Operations and Cookery)	2024	11	11 (100%) State (97%)	0 (0%) State (3%)
	2023	19	19 (100%) State (86%)	0 (0%) State (14%)
	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%)

## Extension Subjects

Subject	Year	Number of Students	Performance Band Achievement by number and percentage	
			E4 and E3	E2 and E1
English Extension 1	2024	10	9 (90%) State (95%)	1 (10%) State (5%)
	2023	7	7 (100%) State (94%)	0 (0%) State (6%)
	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	2024	3	3 (100%) State (87%)	1 (0%) State (13%)
	2023	4	4 (100%) State (86%)	0 (0%) State (14%)
	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%)
History Extension	2024	6	6 (100%) State (86%)	0 (0%) State (14%)
	2023	9	6 (75%) State (85%)	2 (25%) State (15%)
	2021	1	0 (0%) State (78%)	1 (100%) State (22%)
	2020	4	3 (75%) State (76%)	1 (25%) State (24%)
	2019	3	1 (33%) State (76%)	2 (67%) State (24%)
Subject	Year	Number of Students	Performance Band Achievement by number and percentage	
Mathematics Extension 1	2024	18	8 (44%) State (80%)	10 (56%) State (20%)
	2023	8	4 (50%) State (72%)	4 (50%) State (28%)
	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	2024	4	4 (100%) State (86%)	0 (0%) State (14%)
	2023	4	2 (50%) State (85%)	2 (50%) State (15%)
	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	2024	12	10 (83%) State (81%)	2 (17%) State (19%)
	2023	8	7 (87%) State (78%)	1 (13%) State (22%)
	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%)

## 2024 VET-Secondary Student Outcomes

In 2024 there were 144 students who received their NSW Higher School Certificate qualification. Of those 144 students, 22 Year 12 students and 1 Year 11 student received VET qualifications from either school-based VET courses and/or TAFE-delivered VET courses.

Lindisfarne Anglican Grammar school delivered 48% of the total VET qualifications. TAFE delivered 52% of the total VET qualifications.

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

Hospitality: 11 students

and in the following TVET courses:

Business Services: 1 student

Construction: 2 students

Electrotechnology: 2 students

Human Services: 2 students

Information Technology: 1 student

Retail Services: 2 students

Screen and Media: 2 students

## Post School Destinations

Lindisfarne had 144 students graduate from Year 12 in 2024. The Class of 2024 post-school destinations were:

University Studies 90%

TAFE or Private Providers 2%

Employment 5%

Unknown 3%

## Workforce Composition

In 2024 Lindisfarne had full time and part time 275 teaching and non-teaching staff members and 161 casual staff. Of these, 70% were female and 30% were male. There were 4 staff who self-identified as being of Indigenous/Torres Strait descent. The School employed 1 staff member with a self-identified disability. Of the 165 members of the teaching staff, 149 are classified as Proficient under the AITSL Standards with the remaining 16 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	<b>174</b> (165 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	<b>3</b> (Undertaking Teaching Qualifications)
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 NESAs 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 2024

Year	Rate of Attendance (%)
12	90
11	88
10	87
9	88
8	88
7	89
6	88
5	92
4	93
3	94
2	94
1	93
K	93
P	94



# 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 2 August 2024, Lindisfarne Anglican Grammar School had a total of 2054 students from P – 12. The students are positioned in the following numbers:

P	=	83
K – 6	=	786
7 – 12	=	1185

There were 1028 females, 1025 males, and 1 non-binary student 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 2017-2023

2017	2018	2019*	2020	2021**	2022**	2023**	2024**
980	1100	1198	1381	1538	1691	1857	1971

\*My School enrolment figure is from the start of 2019.

\*\*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 2023	Access to Policies
<p><b>Child Protection</b></p> <p><a href="#">Child Protection Policy</a>**  <a href="#">Safe and Supportive Environment Policy</a>**</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>These policies are under constant review and updated as required.</p>	<p>Full text available on School Intranet (for staff) and <a href="#">School Website: Policies</a>** (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>• Out of Hours Access Policy and Procedures</li> <li>• Use of the security/alarm system.</li> <li>• Use of grounds and facilities.</li> <li>• Emergency Management Plan.</li> <li>• Lockdown Procedures.</li> <li>• Critical Incident Management Plan.</li> <li>• Evacuation Procedures.</li> <li>• Bus Driver Policy.</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>
<p><b>Supervision Policies:</b></p> <p>These policies include:</p> <ul style="list-style-type: none"> <li>• <a href="#">Sun Safe Policy</a>**</li> <li>• School Excursion Requirements.</li> <li>• Traffic Procedures.</li> <li>• <a href="#">Safe and Supportive Environment Policy</a>**</li> </ul>	<p>These policies are under constant review and updated as required.</p>	<p>Full text available on School Intranet (for staff), <a href="#">School Website</a> ** (for the community) and available upon request for parents.</p> <p>Appropriate outlines are available in the Student Guide.</p>

<p><b>Student Policies:</b></p> <p>These policies include:</p> <ul style="list-style-type: none"> <li>● <a href="#">Code of Conduct – Students</a>**</li> <li>● Code of Conduct – Staff</li> <li>● <a href="#">Code of Conduct - Parents</a></li> <li>● <a href="#">Code of Conduct – Volunteers</a>**</li> <li>● <a href="#">Code of Conduct for Buses-Students</a>-**</li> <li>● <a href="#">Student Attendance Policy</a>**</li> <li>● Homework Policy.</li> <li>● Reporting Procedures.</li> <li>● Assessment Policy.</li> <li>● Award System.</li> <li>● Student Leadership System.</li> <li>● Excursion Policy.</li> <li>● <a href="#">Grievance Policy - Parents</a>**</li> <li>● <a href="#">Grievances Policy - Students</a>**</li> <li>● Privacy Policy.</li> </ul>	<p>These policies and procedures are being constantly reviewed in line with NESA requirements and legislative requirements.</p>	<p>Full text available on School Intranet (for staff), <a href="#">School Website</a> ** (for the community) and available upon request for parents.</p> <p>Appropriate outlines are available in the Student Guide.</p>
<p><b>Pastoral Care Policies:</b></p> <p>These policies include:</p> <ul style="list-style-type: none"> <li>● <a href="#">Anti-Bullying Policy</a>**</li> <li>● <a href="#">Safe and Supportive Environment Policy</a>**</li> <li>● Student Code of Conduct</li> <li>● Health Procedures.</li> <li>● Critical Incident Management Policy.</li> <li>● <a href="#">Suspension and Expulsion of Students Policy</a>**</li> <li>● Counselling Policy.</li> <li>● <a href="#">Student Welfare Policy</a>**</li> </ul>	<p>These policies are under constant review and updated as required.</p>	<p>Full text available on School Intranet (for staff), <a href="#">School Website</a> ** (for the community) and available upon request for parents.</p> <p>Appropriate outlines are available in the Student Guide.</p>
<p><b>Communication Policies:</b></p> <p>These policies include:</p> <ul style="list-style-type: none"> <li>● <a href="#">Grievance Policy - Parents</a>**</li> <li>● Grievance Policy - (Staff)</li> </ul> <p>Specific details and contact information are also available in the 2024 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), <a href="#">School Website</a> ** (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:

- Student Code of Conduct
- Grievances Policy - Students

These policies should be read in conjunction with:

- Codes of Conduct policies
- Pastoral Care policies

The full text or appropriate outlines of the various school's discipline policies and associated procedures are provided to members of the school community through:

- The 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.

# School Determined Improvement Targets

Focus areas for school improvement in 2024 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 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. For example, use of CEM testing.</p> <p>Scheduled Data Tracking meetings to ensure data conversations accelerate learning.</p> <p>Data driven Literacy intervention programs implemented across Middle School (Crack the Code; MiniLit, MacLit)</p> <p>Mathematics Streaming: Classes were structured based on performance data to provide targeted support and challenge:            Support Class – Reinforcement of foundational skills.            Homogeneous Classes – Tailored instruction within ability groups.            Extension Class – Enrichment opportunities for high-achieving students.            Off-Level Learning – Advanced content for students working beyond year-level expectations.</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	Integrated ignitEd program with Junior Library to promote the integration of STEM across K-4.  Engagement in VEX Robotics global programming competition- Middle School and Senior School.  STEM careers panel discussion during Science Week.
	Continued Development of Middle School Electives	Continued development of Middle School Electives Program - DiscoverEd, providing student and teacher agency and voice. Develop programs linked to Project-Based-Learning and linked to Round Square Ideals
	Reading Intervention	Continued development of the Middle School reading intervention program for Stage 3.
	Develop programs and structures to support High Potential Learners	<p><b>Senior School:</b></p> <ul style="list-style-type: none"> <li>Acceleration provided to students in Year 10 in Mathematics, Biology, Studies of Religion.</li> <li>MUNA, BUHMAN</li> </ul> <p><b>Middle School:</b></p> <ul style="list-style-type: none"> <li>Expanded the Ad Astra Middle School. Advanced Academics program into Year 5 Science and Writing in 2023. Revision and refinement of selection and reapplication process.</li> <li>Implementation of top tier and bottom set Maths</li> </ul>

		<p>extension and support groupings in the Middle School.</p> <ul style="list-style-type: none"> <li>● Identify specific students through data for subject acceleration where appropriate.</li> <li>● Student participation in Da Vinci Decathlon; ICAS; ToMs; Days of Excellence. Book in a Day.</li> <li>● 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.</li> </ul> <p><b>Junior School and Middle School:</b></p> <ul style="list-style-type: none"> <li>● Students participated in, TOM ICAS, GATEWAYS, Write a Book in a Day.</li> </ul> <p><b>Junior School:</b></p> <ul style="list-style-type: none"> <li>● Literacy and Numeracy Enrichment (Year 3 &amp; 4).</li> <li>● HPL and G&amp;T identification and support plans.</li> </ul>
Area	Targets	Achievement
	Junior School reporting and feedback	Continued implementation and enhancement of the use of SeeSaw as an online portfolio and progressive reporting tool. Continued enhancement of reporting and assessment through SEQTA.
	Junior School Literacy	Continued implementation of Big Write (Andrell Education) to enable a consistent approach to the teaching of writing in the Junior School. Continued implementation of Spelling Mastery to enable a consistent approach to the teaching of spelling across the Sunshine Avenue campus. Continued implementation of InitialLit Literacy Program in Years P - 2.
<b>Staff Development</b>	Embed future focused (effective teaching practices and programs) learning principles in classroom practice	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. Implementation Design for Deep Learning pedagogical platform K - 12. Positive Practices for Classroom Management PD (AISNSW) to support teachers in understanding strategies for differentiated approached to classroom management. Implementation PD regarding new syllabi, English and Mathematics. Curriculum Leadership PD for select staff - aim to distribute leadership of curriculum closer to the classroom. Pilot program for Apply Story- Apple lead, Community of Practice to enhance student writing skills, leveraging technology.
	Improve use of technology by teachers to support teaching and learning	Roll out of SEQTA.
	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 and Spiritual Development	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; 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. Continuation of the Year 9 RITE Journey program.
	Supporting young students with challenging behaviours	Continued fostering of supportive relationships with key Pastoral Care staff such as Year Level Coordinators and Heads of House.  Introduction of two new houses to support pastoral care Continued building of partnerships with Lindisfarne families to support students modify their challenging behaviours. Introduction of Positive Practices for Classroom Management (K - 6).
<b>Area</b>	<b>Targets</b>	<b>Achievement</b>
	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  Middle School strengthened student leadership and representation by introducing <b>Class Captains</b> . These student leaders actively contribute to decision-making by: <ul style="list-style-type: none"> <li>• Attending the <b>Middle School SRC</b> alongside Middle School Captains to share ideas and initiatives.</li> <li>• Enabling greater peer representation by bringing forward perspectives from their classes.</li> <li>• Providing a direct link between Middle and Senior School leadership, with Middle School Captains presenting key issues and initiatives at the Senior School SRC on behalf of their peers.</li> </ul> Increase the visibility of Junior School leaders with additional roles as You Can Sit With Me ambassadors and sustainability leaders. In the Junior School, student suggested clubs and activities have been implemented as lunchtime activities.
	Extension of School Counsellor/School Psychologist support for students	Increased School Counsellor and Psychologist service hours at both campuses, to further support students.
	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.  Continued development of further opportunities to cater for the individual needs of our high potential and gifted students.  Increased skill sets of the 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.
<b>Facilities and Resources</b>	Ongoing work on the School Master Plan	Regular meetings with School Architects Raunik Design Group Staff and school community workshops conducted.
	Improved maintenance of current facilities	Visual Arts and TAS refurbishment. Upgrades of common areas and classrooms. Opening of the new Early Learning Centre (ELC). Review of both campuses conducted and quotes attained for programmed maintenance. Substantial work conducted over Christmas break.
<b>Strategic Planning</b>	Continued Development of the School Infrastructure and alignment with the School's Strategic Plan	Continued consultation with stakeholders, to progress the Strategic Intent.
<b>Area</b>	<b>Targets</b>	<b>Achievement</b>
	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 the 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. Launched the whole School Reconciliation Action Plan (RAP) and opened the School's Outdoor Chapel.
	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).

## **Marketing and Communication**

Strong enrolment growth continued with record enrolments being reached as at Census 2024, the ninth straight year of enrolment growth. Parent referral was again 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 wider area, specifically in our southern areas around the Byron Bay region.

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.

In 2024, the focus remained on providing high-quality events and opportunities for parents to engage with the School as we continued to be seen as the school of choice in the region. The expansion of the ParentEd program was a significant boost and led to very positive outcomes for our parent community.

Enrolments for 2025 and beyond are expected to stabilise as we welcome our first eight-class cohort of Year 12 students. This is the culmination of six years of enrolment planning since our Year 7 intake was first expanded to eight classes in 2020. Activities will now focus on consolidation within our student and parent communities.

## **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 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.

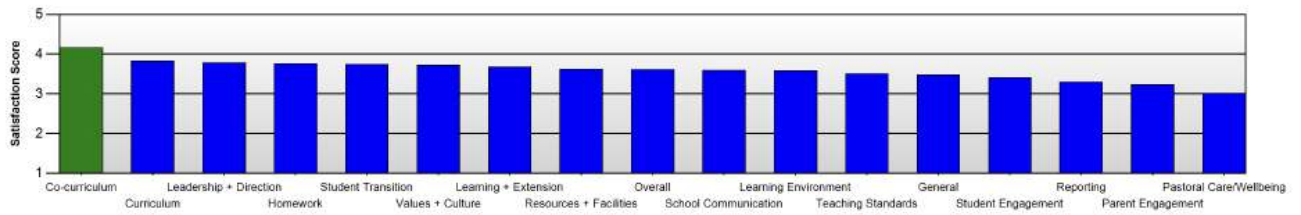
Feedback from executive staff, directors of faculty and other members of staff as part of the Strategic Intent focus groups suggest that teachers enjoy working in the School, they value involvement and positive relationships with students and they appreciated the opportunity to give their input into the future direction of all aspects of the School's future.



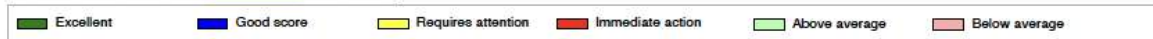
# 2024 School Survey Results

## STUDENTS

88.9% of Year 12 completed the survey with an overall Satisfaction Score of 71% = 3.56/5  
 These figures are consistent with 2023.

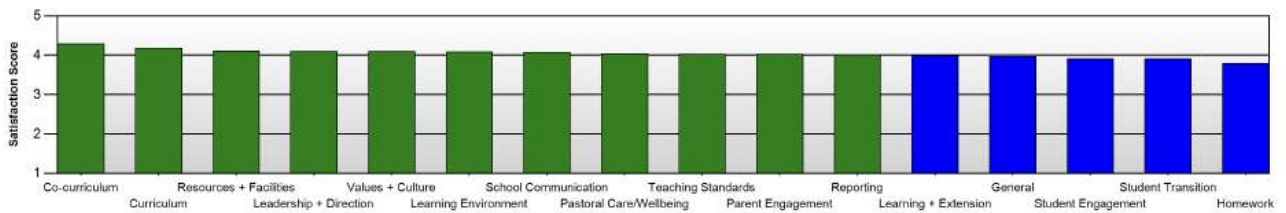


Key Area	Satisfaction	Variance
Co-curriculum	4.16	17%
Curriculum	3.83	8%
Leadership + Direction	3.78	6%
Homework	3.77	6%
Student Transition	3.74	5%
Values + Culture	3.71	4%
Learning + Extension	3.68	3%
Resources + Facilities	3.63	2%
Overall	3.62	2%
School Communication	3.60	1%
Learning Environment	3.58	1%
Teaching Standards	3.51	-1%
General	3.48	-2%
Student Engagement	3.42	-4%
Reporting	3.30	-7%
Parent Engagement	3.23	-9%
Pastoral Care/Wellbeing	3.01	-15%
Average Score	3.56	

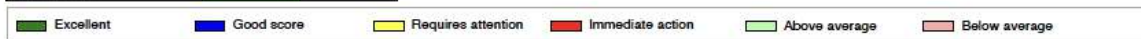


## PARENTS

28.2% of Parents completed the survey with an overall Satisfaction Score of 80% = 4.02/5  
 An decrease from 4.03 in 2023. Listed below is the full summary.

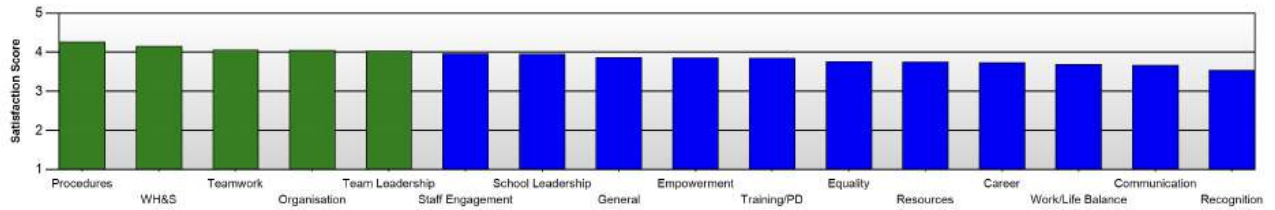


Key Area	Satisfaction	Variance
Co-curriculum	4.29	7%
Curriculum	4.18	4%
Resources + Facilities	4.11	2%
Leadership + Direction	4.10	2%
Values + Culture	4.10	2%
Learning Environment	4.09	2%
School Communication	4.07	1%
Pastoral Care/Wellbeing	4.04	0%
Teaching Standards	4.03	0%
Parent Engagement	4.02	0%
Reporting	4.01	0%
Learning + Extension	3.99	-1%
General	3.97	-1%
Student Engagement	3.91	-3%
Student Transition	3.91	-3%
Homework	3.78	-6%
Average Score	4.02	



## STAFF

78% of Staff completed the survey with an overall Satisfaction Score of 78% = 3.89/5  
Listed below is the full summary.

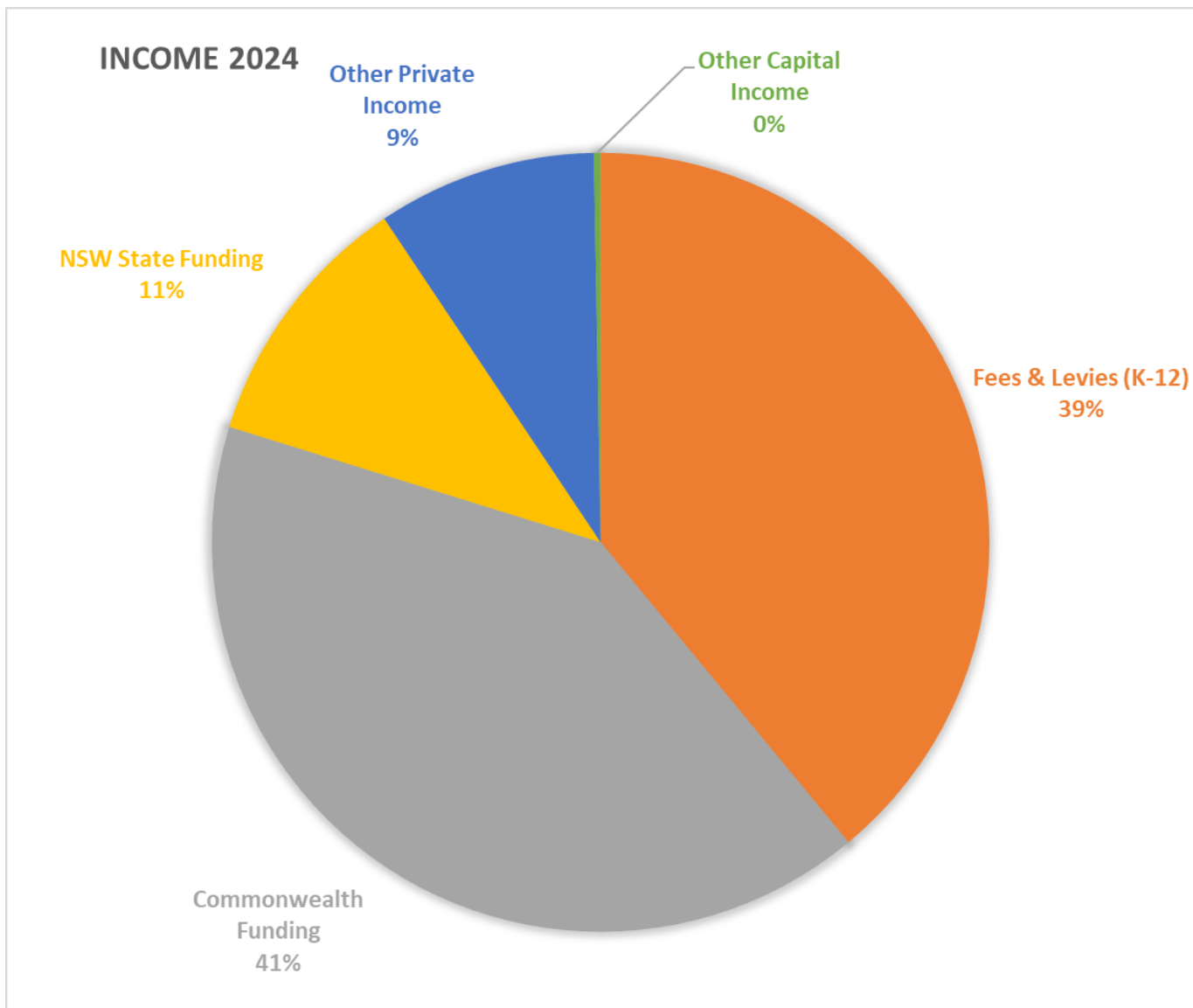


Key Area	Satisfaction	Variance
Procedures	4.26	10%
WH&S	4.15	7%
Teamwork	4.06	4%
Organisation	4.05	4%
Team Leadership	4.02	3%
Staff Engagement	3.96	2%
School Leadership	3.95	2%
General	3.87	-1%
Empowerment	3.85	-1%
Training/PD	3.85	-1%
Equality	3.76	-3%
Resources	3.75	-4%
Career	3.73	-4%
Work/Life Balance	3.68	-5%
Communication	3.67	-6%
Recognition	3.54	-9%
Average Score	3.89	

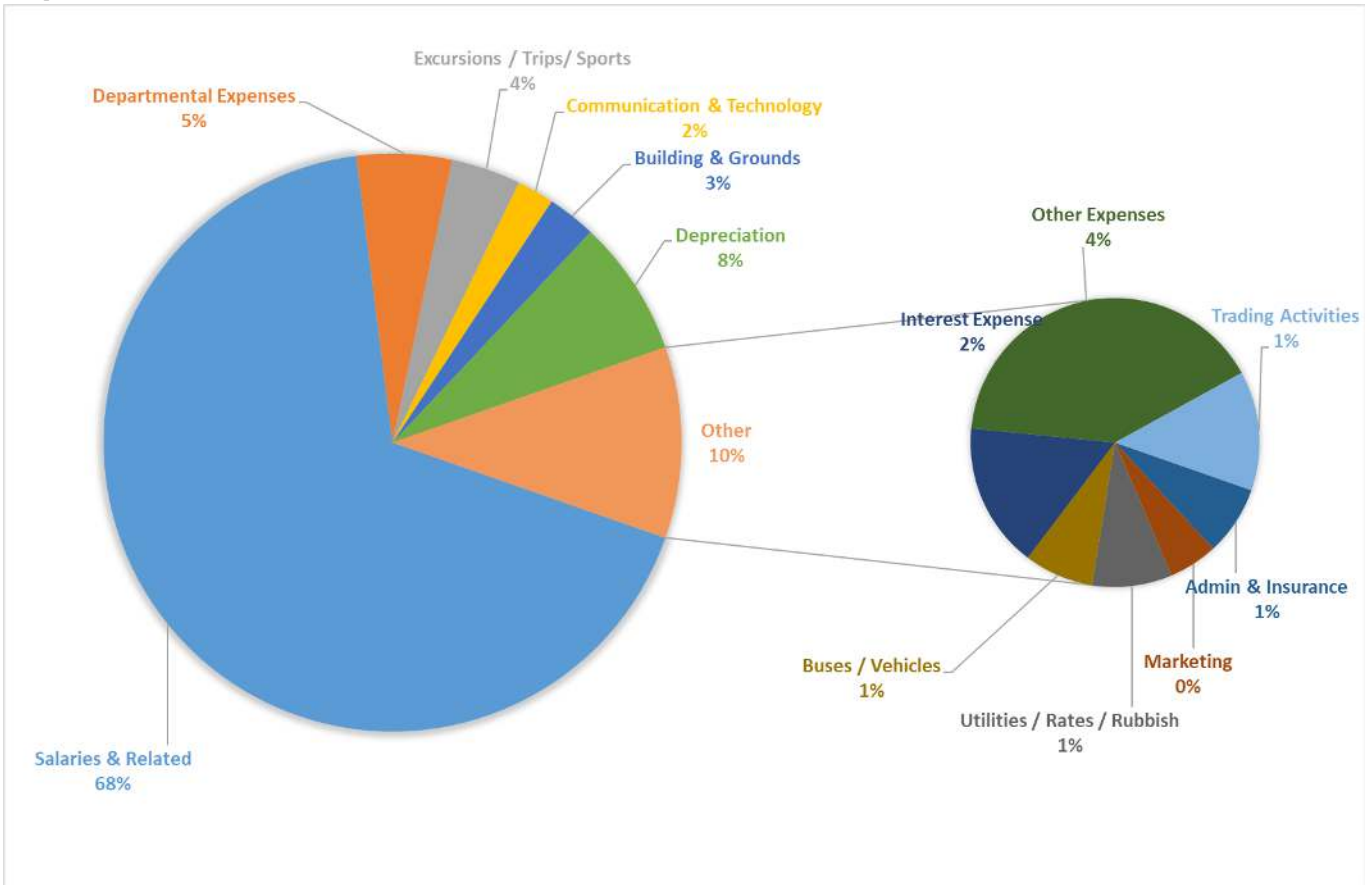


# Financial Information

## Income 2024



# Expenses 2024





# 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  
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