



LINDISFARNE

Anglican Grammar School

Annual Report 2021



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Message from Key School Bodies

School Council

Lindisfarne Anglican Grammar School Council convened six meetings throughout the 2021 School year. These meetings were ordinary meetings of School Council at two-month intervals to review the operations and governance of the School.

2021 was a challenging year for our school, our parents and the wider community in this region as we continued to work within the restrictions resulting from the Covid-19 global health pandemic. There was the need to invest in infrastructure and facility upgrades, to expand our co-curricular opportunities and our ongoing commitment to teaching excellence, all whilst ensuring we strive to provide value for money for our families facing the challenges that have arisen as a result of the Covid-19 pandemic. The School Council continued to support those families affected by the economic impact of Covid-19 by providing fee relief on a needs basis to families experiencing financial hardship at this challenging time in our history.

The School Council continued to monitor the key operations, compliance and risk matters while at the same time planning for the future development of the School. In 2021, the School Council worked with the Principal and the Senior Executive Team to develop the School Master Plan that encompasses both existing campuses and adjoining properties at 34 and 72 Mahers Lane. The Middle School Building construction progressed with an estimated completion date of January 2022. It is the first building arising from the Master Plan with support towards the construction through the Federal Government Capital Grant Program-The AISNSW Education Infrastructure Fund School Expansion Category. Construction of the long-awaited Early Learning Centre consisting of Preschool/Kindergarten facilities at the Junior School Campus Sunshine Avenue Tweed Heads will commence in January 2022. The Development Application for the Senior School Centre to be constructed at our Mahers Lane Campus will be submitted in January 2022 and construction will start immediately the DA is approved by the Tweed Shire Council. The additional Junior School campus at Mahers Lane is currently in the planning and development phase with concepts for the campus well developed and a Development Application expected to be lodged in the second half of 2022.

In 2021, the School continued to implement a strong academic focus emphasising student achievement and quality teaching along with the importance of co-curricular activities. Student achievement and performance continues to improve. The introduction of the subschool structure of Junior, Middle and Senior School has been well received by parents, students and staff. Enrolments continued to grow in 2021 with demand increasing for 2022.

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

During August and September, our community was separated by state lines by the border closure in Queensland which caused challenges to face-to-face learning for our students and staff. During this time our Principal Stuart Marquardt and the Senior Leadership team were able to implement collaboration between our school and Southern Cross University by facilitating the Lindisfarne@SCU Community Outreach program for our Queensland-based staff and students. We are grateful to Southern Cross University for its support of the school during the hard border closure.

Over the past few years, we have worked hard to continually improve the school and, as we move to implement the next stage of our strategic plan, I want to thank Principal Stuart Marquardt, the Senior

Leadership team and the staff for all the work they do each and every day to increase the opportunities for the students of Lindisfarne.

We were all thrilled when Lindisfarne Anglican Grammar School received National recognition through the Educator Awards with Mr Nathan Croft as a finalist in the Primary School Teacher of the Year (Non-Government), the School as a finalist in the Best Use of Technology Category and our Principal Stuart Marquardt a finalist in the category of Australian Principal of the Year (Non Government). We were of course delighted when our Principal Stuart Marquardt was named as the Australian School Principal of the Year (Non Government).

As the Chair of School Council I firmly believe in our shared vision of Lindisfarne Anglican Grammar School being a leading independent school in Australia, and as we celebrate all that was achieved in 2021, we will continue to improve our School each year and strive to provide an outstanding education for the students of the southern Gold Coast, Tweed Coast and northern New South Wales.

Ms Dominique O'Neill
Chair of School Council

Parents and Friends Association

The last Parents and Friends (P&F) meeting for 2021 was held in October and whilst Covid impacted many of the planned events for the year, it was still a productive year as the P&F delivered many engaging events and contributed funds to projects to benefit our students at both campuses.

Over \$200,000 was funded by the P&F in support of the projects across the school which comprised of the following projects.

- Recycling lockers at both the Junior School and Mahers Lane campus to support the sustainability initiatives. This project was undertaken at the end of 2020 but funded in 2021.
- Support was provided for the Robotics program at the School in support of the STEM initiatives undertaken at both campuses
- Significant contributions were made in support of the Mahers Lane solar project and also to moving The Boathouse facility to a fully off-grid building with solar panels and battery storage.
- The students at the Junior School are now enjoying their updated library after the P&F Committee agreed earlier in the year to fund the project. It includes new furniture and storage with the intent of providing a modern environment with the intent of encouraging the next generation of avid readers. The project was recently completed and we have had lots of positive reports from staff and students alike.
- A shade sail was also installed over the Kindy Deck, providing an enhanced facility for the students to use while staying sun-safe on those warmer days.
- Funds were also provided for an AV upgrade at the Junior School, a large contribution to the outdoor learning spaces associated with the new Middle School Building, and lastly towards new outdoor seating and picnic tables at Mahers Lane, with these projects expected to be complete and ready for the start of 2022.

Our major community event for 2021 to be held in August, was postponed until 2022 so we look forward to bringing that event back to our community next year.

Be safe.

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 in Week 6 in Term 1. Feedback on student concerns is provided to the student population through House meetings, assemblies, newsletter items and an SRC Notice Board. Coordination between School Leaders and Senior Executive follows the review of Minutes and action plans are formed.

This year, the SRC agenda and meetings suffered a disrupted start due to COVID-19, with formal fortnightly meetings not commencing until mid-year. However, once the regular meetings were back students quickly got to work. Once again, student requests in numerous areas have been implemented. Many initiatives as a result of the extensive building works have been put into place; additional seating areas, pathways and a drinking fountain to the existing tap on the bottom oval to provide better drinking facilities for students and staff. Building on last year's efforts, sustainability initiatives were also significant items for this year. The Addition of mixed recycling bins placed in each of the classrooms and staff rooms, composting bins and an ever-vigilant focus on plastics has been the main theme. The students and staff have embraced these initiatives wholeheartedly, and the good work will continue into next year with a focus on encouraging greater use of the recycling hub. Unfortunately, the annual fundraising activities were unable to occur in their normal capacity due to COVID-19. However, a fantastic initiative to raise funds for different charities, was the implementation of the Canteen Charity Box. Students are given the opportunity to vote for the organisation they would like to support each month. Hopefully, next year will see more opportunities for our students to be involved in fundraising activities.

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 2021 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.

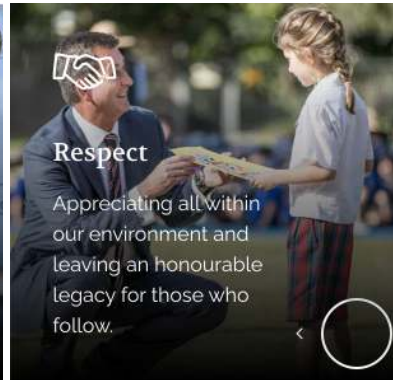
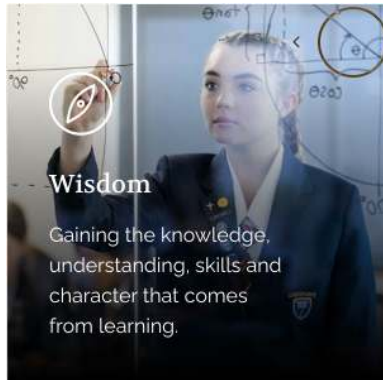
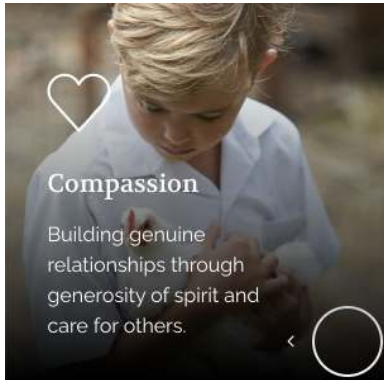
The Lindisfarne Way

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 2021 NAPLAN

Participation in NAPLAN

In 2021 NAPLAN was completed online and there was a 99% 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 | |
| | 2 | 82 | 5 | 66 | 11 | 43 | 10 | 75 |
| | State | | State | | State | | State | |
| | 11 | 58 | 9 | 43 | 17 | 30 | 22 | 50 |
| Writing | School | | School | | School | | School | |
| | 0 | 84 | 3 | 45 | 14 | 30 | 16 | 50 |
| | State | | State | | State | | State | |
| | 6 | 61 | 13 | 26 | 20 | 26 | 29 | 41 |
| Numeracy | School | | School | | School | | School | |
| | 1 | 77 | 2 | 48 | 8 | 43 | 4 | 72 |
| | State | | State | | State | | State | |
| | 10 | 41 | 13 | 34 | 16 | 37 | 17 | 55 |

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 Three also had a lower percentage of students perform in Bands 1 or 2. Again this was in all areas of Literacy and Numeracy.

Year 5 - Year 5 had a higher percentage of students who achieved Band 7 and above in Reading 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 2018-2021

In 2021, 100 students completed their NSW Higher School Certificate examinations and finished their schooling at Lindisfarne. There were also 24 Year 11 students who sat for their Higher School Certificate examinations. All students in the 2021 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 | 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 | 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 | 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 | 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 | 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 | 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 | 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%) |
| Engineering Studies | 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%) |
| | 2018 | 6 | 6 (100%) State (91%) | 0 (0%) State (9%) |
| English - Standard | 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 | 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 | 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 | 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 | 2021 | 7 | 7 (100%) State (79%) | 0 (0%) State (21%) |
| | 2020 | 3 | 3 (100%) State (81%) | 0 (0%) State (19%) |
| Japanese Beginners | 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 | 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%) |
| | 2018 | 2 | 2 (100%) State (96%) | 0 (0%) State (4%) |
| Legal Studies | 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 | 2021 | 41 | 41 (100%) State (94%) | 0 (0%) State (6%) |
| | 2020 | 25 | 25 (100%) State (96%) | 0 (0%) State (4%) |
| Mathematics Standard 2 | 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 | 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%) |
| 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 | 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 | 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 | 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 | 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 | 2021 | 9 | 9 (100%) State (93%) | 0 (0%) State (7%) |
| Visual Arts | 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 | 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 | 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 | 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 | 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%) |
| Mathematics Extension 1 | 2021 | 11 | 5(46%) State (74%) | 6 (54%) State (26%) |
| | 2020 | 11 | 7(64%) State (74%) | 4 (36%) State (26%) |
| Mathematics Extension 2 | 2021 | 6 | 4 (67%) State (87%) | 2 (33%) State (13%) |
| | 2020 | 7 | 2 (29%) State (84%) | 5 (71%) State (16%) |
| Science Extension | 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 2021

A total of 91 students successfully completed their Year 11 Preliminary Higher School Certificate. In addition, there were a number of Year 10 students who completed Year 11 Courses, in Mathematics Advanced, Biology, and Studies of Religion 1.

| % of students who achieved in each Grade | A | B | C | D | E |
|---|----------|----------|----------|----------|----------|
| Ancient History | 25.00 | 50.00 | 25.00 | | |
| Ancient History (State) | 18.42 | 27.63 | 31.15 | 14.90 | 6.14 |
| Biology | 30.77 | 23.08 | 38.46 | 7.69 | |
| Biology (State) | 15.37 | 29.59 | 37.42 | 13.17 | 3.76 |
| Business Studies | 23.40 | 31.91 | 42.55 | 2.13 | |
| Business Studies (State) | 14.97 | 30.16 | 35.39 | 13.96 | 4.65 |
| Chemistry | 20.00 | 20.00 | 50.00 | 10.00 | |
| Chemistry (State) | 18.63 | 30.73 | 34.71 | 12.43 | 2.92 |
| Dance | 100.00 | | | | |
| Dance (State) | 41.44 | 36.95 | 16.18 | 3.37 | 1.68 |
| Drama | 33.33 | 33.33 | 33.33 | | |
| Drama (State) | 31.93 | 36.23 | 21.64 | 7.51 | 2.17 |
| Economics | | 100 | | | |
| Economics (State) | 24.63 | 35.60 | 28.52 | 9.07 | 2.09 |
| Engineering Studies | 8.33 | 16.67 | 75.00 | | |
| Engineering Studies (State) | 19.98 | 33.82 | 30.26 | 11.75 | 4.00 |
| English Advanced | 31.03 | 36.21 | 32.76 | | |
| English Advanced (State) | 23.94 | 44.47 | 26.38 | 4.22 | .76 |
| English Standard | 17.65 | 44.12 | 29.41 | 5.88 | |
| English Standard (State) | 5.17 | 27.56 | 45.73 | 15.75 | 4.82 |
| English Extension 1 | 54.55 | 27.27 | 18.18 | | |
| English Extension 1(State) | 30.57 | 32.39 | 26.76 | 8.28 | 1.92 |
| French Beginners | 33.33 | 33.33 | 33.33 | | |
| French Beginners (State) | 28.05 | 34.61 | 21.86 | 9.11 | 2.91 |
| Geography | 30.00 | 50.00 | 20.00 | | |
| Geography (State) | 20.32 | 31.86 | 31.59 | 11.41 | 4.22 |
| Industrial Technology | 20.00 | 40.00 | 35.00 | 5.00 | |
| Industrial Technology (State) | 12.65 | 25.47 | 34.70 | 17.56 | 8.46 |
| Japanese Beginners | | | 100.00 | | |
| Japanese Beginners (State) | 21.69 | 23.87 | 28.31 | 15.61 | 9.80 |
| Legal Studies | 35.90 | 38.46 | 25.64 | | |
| Legal Studies (State) | 19.46 | 29.62 | 32.72 | 13.01 | 4.35 |
| Mathematics Advanced | 10.00 | 22.50 | 40.00 | 22.50 | 5.00 |
| Mathematics Advanced (State) | 27.03 | 29.74 | 30.27 | 10.71 | 2.08 |
| Mathematics Extension 1 | 54.55 | 27.27 | 18.18 | | |
| Mathematics Extension 1 (State) | 30.57 | 32.39 | 26.76 | 8.28 | 1.92 |
| Mathematics Standard | 9.57 | 23.43 | 37.07 | 20.77 | 8.21 |
| Mathematics Standard (State) | 9.57 | 23.43 | 37.07 | 20.77 | 8.21 |
| Modern History | 17.39 | 26.09 | 52.17 | 4.35 | |
| Modern History (State) | 19.32 | 29.86 | 32.40 | 12.50 | 4.78 |

| | | | | | |
|--|-------|-------|-------|-------|------|
| Music 1 | 53.33 | 26.67 | 13.33 | 6.67 | |
| Music 1 (State) | 22.08 | 33.84 | 27.51 | 11.20 | 4.4 |
| Personal Development, Health and Physical Education | 25.00 | 32.14 | 32.14 | 10.71 | |
| Personal Development, Health and Physical Education (State) | 15.01 | 29.09 | 34.92 | 15.22 | 4.89 |
| Physics | 13.04 | 34.78 | 39.13 | 8.70 | 4.35 |
| Physics (State) | 18.05 | 30.62 | 35.01 | 12.77 | 3.07 |
| Software Design and Development | 37.50 | 25.00 | 37.50 | | |
| Software Design and Development (State) | 26.43 | 28.98 | 25.88 | 12.61 | 5.65 |
| Studies of Religion I | 40.00 | 30.00 | 30.00 | | |
| Studies of Religion I (State) | 16.30 | 32.43 | 37.33 | 12.44 | 1.48 |
| Textiles and Design | 26.67 | 40.00 | 20.00 | 13.33 | |
| Textiles and Design (State) | 24.03 | 30.42 | 29.33 | 11.64 | 4.34 |
| Visual Arts | 30.77 | 61.54 | 7.69 | | |
| Visual Arts (State) | 24.00 | 34.04 | 25.86 | 11.05 | 4.0 |

Stage 5 (Year 10) RoSA Results 2021

A total of 151 students successfully completed Stage 5 in 2021. 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 | 18.42 | 44.74 | 29.61 | 5.26 | 1.97 |
| English (State) | 13.32 | 28.80 | 35.62 | 15.64 | 5.98 |

| | | | | | |
|------------------------|-------|-------|-------|-------|------|
| Science | 6.36 | 41.82 | 38.79 | 2.42 | .61 |
| Science (State) | 13.87 | 25.17 | 36.37 | 17.72 | 6.22 |

| | | | | | |
|------------------------|-------|-------|-------|-------|------|
| History | 19.08 | 44.74 | 34.21 | 1.97 | |
| History (State) | 15.54 | 27.95 | 34.29 | 15.18 | 6.52 |

| | | | | | |
|--------------------------|-------|-------|-------|-------|------|
| Geography | 27.81 | 41.72 | 29.14 | 1.32 | |
| Geography (State) | 15.90 | 27.94 | 34.11 | 15.25 | 6.30 |

| | | | | | |
|--|-------|-------|-------|------|-------|
| Personal Development, Health and P.E. | 12.75 | 39.60 | 45.64 | 2.01 | 12.75 |
| Personal Development, Health and P.E. (State) | 18.52 | 36.79 | 31.43 | 9.65 | 3.32 |

Mathematics

| % of students who achieved in each Grade | A10 | A9 | B8 | B7 | C6 | C5 | D4 | D3 | E2 |
|--|------|------|-------|-------|-------|-------|-------|--------|-------|
| Mathematics | 3.85 | 8.33 | 10.26 | 14.74 | 14.74 | 34.62 | 9.62 | 2.56 | 1.282 |
| Mathematics (State) | 6.98 | 8.36 | 10.42 | 12.44 | 16.28 | 15.72 | 12.65 | 10.031 | 6.57 |

ELECTIVE SUBJECTS

| % of students who achieved in each Grade | A | B | C | D | E |
|--|----------|----------|----------|----------|----------|
| Commerce 100 hours | 34.48 | 48.28 | 17.24 | | |
| Commerce 100 hours (State) | 19.88 | 33.27 | 32.87 | 10.23 | 3.50 |
| Commerce 200 hours | 40.00 | 36.00 | 24.00 | | |
| Commerce 200 hours (State) | 25.98 | 34.48 | 28.95 | 8.03 | 2.46 |
| Design and Technology 100 hours | 10.00 | 80.00 | 10.00 | | |
| Design and Technology 100 hours (State) | 26.14 | 30.87 | 30.77 | 8.94 | 2.98 |
| Design and Technology 200 hours | 12.50 | 62.50 | 12.50 | 12.50 | |
| Design and Technology 200 hours(State) | 30.98 | 30.59 | 25.98 | 9.41 | 2.85 |
| Drama 100 hours | 18.18 | 63.64 | 18.18 | | |
| Drama 100 hours (State) | 21.32 | 34.12 | 30.30 | 9.81 | 4.23 |
| Drama 200 hours | 55.56 | 44.44 | | | |
| Drama 200 hours (State) | 33.59 | 33.98 | 22.06 | 7.68 | 2.49 |
| Food Technology 100 hours | 23.08 | 50.00 | 15.38 | 11.54 | |
| Food Technology 100 hours (State) | 17.19 | 27.62 | 32.55 | 15.05 | 7.29 |
| Food Technology 200 hours | 25.00 | 43.75 | 25.0 | | 6.25 |
| Food Technology 200 hours (State) | 9.21 | 29.03 | 31.24 | 14.20 | 5.73 |
| Information & Software Technology 100 hours | 16.67 | 66.67 | 16.67 | | |
| Information & Software Technology 100 hours (State) | 21.70 | 30.08 | 29.32 | 13.23 | 5.41 |
| Information & Software Technology 200 hours | 42.86 | 42.86 | 14.29 | | |
| Information & Software Technology 200 hours (State) | 27.34 | 30.61 | 26.56 | 11.00 | 4.18 |
| Japanese 100 hours | | 50.00 | 37.50 | 12.50 | |
| Japanese 100 hours (State) | 21.38 | 28.14 | 27.72 | 15.45 | 7.31 |
| Japanese 200 hours | 33.33 | 16.67 | 33.33 | 16.67 | |
| Japanese 200 hours (State) | 36.97 | 28.25 | 20.37 | 9.51 | 4.68 |
| Marine Studies and Aquaculture Technology 100 hours | 28.12 | 31.25 | 37.50 | 3.12 | |
| Marine Studies and Aquaculture Technology 200 hours | 38.46 | 30.76 | 30.76 | | |
| Music 100 hours | 57.14 | 42.86 | | | |
| Music 100 hours (State) | 13.30 | 28.57 | 33.54 | 16.05 | 8.18 |
| Music 200 hours | 61.54 | 30.77 | 7.69 | | |
| Music 200 hours (State) | 28.67 | 30.60 | 25.13 | 10.78 | 4.25 |
| Photographic and Digital Media 100 hours | 11.11 | 44.44 | 44.44 | | |
| Photographic and Digital Media 100 hours (State) | 20.59 | 30.04 | 28.92 | 13.49 | 6.32 |
| Photographic and Digital Media 200 hours | 36.36 | 36.36 | 27.27 | | |
| Photographic and Digital Media 200 hours (State) | 23.33 | 30.85 | 26.58 | 12.67 | 6.02 |
| Physical Activity and Sports Studies (100) | 25.00 | 45.00 | 25.00 | 5.00 | |
| Physical Activity and Sports Studies (200) | 20.00 | 36.66 | 40.00 | 3.33 | |

| | | | | | |
|--------------------------------------|-------|-------|-------|-------|------|
| Visual Arts 100 hours | 26.09 | 30.43 | 39.13 | 4.35 | |
| Visual Arts 100 hours (State) | 17.75 | 30.57 | 32.88 | 13.63 | 4.57 |
| Visual Arts 200 hours | 39.13 | 47.83 | 13.04 | | |
| Visual Arts 200 hours (State) | 28.68 | 32.88 | 24.74 | 9.19 | 4.07 |

2021 VET-Secondary Student Outcomes

In 2021 there were 100 students who received their NSW Higher School Certificate qualification. Of those 100 students, 34 students received 36 VET qualifications from either school-based VET courses and/or TAFE-delivered VET courses.

Lindisfarne Anglican Grammar school delivered 68% of the total VET qualifications. TAFE delivered 32% of the total VET qualifications.

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

Hospitality: 9 students

Information and Digital Technology: 5 Students

Screen and Media: 10 Students

and in the following TVET courses:

Early Childhood Education and Care: 3 students

Electrotechnology: 3 students

Construction: 3 students

Automotive: 1 student

Industry Based Learning: 1 student

Design Fundamentals: 1 student

Post School Destinations

Lindisfarne had 100 students graduate from Year 12 in 2021. The Class of 2021 post-school destinations were:

University Studies 90%

TAFE or Private Providers 2%

Employment 6%

Unknown 2%

Staff Professional Learning

Disruption as a result of COVID19 continued for our staff in 2021. Impacts to staff professional development were noticeable, with many opportunities cancelled, deferred or moved online. Nonetheless, our staff continued their commitment to ongoing learning and growth. The school became an accredited provider of PD with NESAs late in 2021 and began offering its unique 'on the job' classroom observation approach through the 'Featured Sessions' program. Staff continued to focus on differentiation, curriculum and leadership areas and embedding the principles of Deep Learning remained central. In May 2022, the school was recognised as a finalist in the 'Best Professional Learning Program' category of the Australian Education Awards.

2021 School Supported and Provided Professional Development

| Date | Activity Details | Duration | Staff |
|--|--|-----------|--|
| 18/1/21 and 19/5/21 | First Aid | 7.5 hours | As Required |
| 18/1/21, 19/5/21 and 15/11/21 | CPR update | 3 hours | All staff |
| 15/1/21 | New staff induction | 2 hours | New Staff |
| 21/1/21 | Child Protection Training | 4 hours | All staff |
| 18/1/21 | Academic Profiles - Executive Briefing - Robin Nagy | 3 hours | 11 Executive Staff |
| 18/1/21 | Director's Briefing - Academic Profiles - Robin Nagy | 2 hours | 7 Directors |
| 19/1/21 | Faculty Briefings - Academic Profiles - Robin Nagy | 1 hours | Middle and Senior Teachers |
| Year round | Teacher Expert Network | 10 hours | 3 Staff |
| Year round | Big Write & VCOP | 6 hours | 40 staff (1-6 Teachers, Teacher Aides and English Faculty) |
| Year round | Vivi training | 45 mins | Mahers Lane Staff |
| Year round | Educator Impact coaching processes | 1 hour | Directors |

In addition to the professional development listed above, the staff were supported to engage in individual professional development as aligned to their own performance goals. While disruption to group and whole school professional development was significant in 2021, our staff were able to continue their own growth and development, primarily through online professional learning.

Workforce Composition

In 2021 Lindisfarne had 195 teaching and non-teaching staff members. Of these, 69% were female and 31% were male. There was no teaching staff who self-identified as being of Indigenous/Torres Strait descent. The School employed one staff member with a self-identified disability. Of the 138 members of the teaching staff, 111 are classified as Proficient under the AITSL Standards with the remaining 27 classified as Provisional/Conditional.

| Category | Number of Teachers |
|--|-------------------------|
| Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or | 138 (116 FTE) |

| | |
|--|---|
| Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or | - |
| Teachers who do not have qualifications as described in (a) and (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. | - |

Student Attendance and Management of Non-Attendance

In view of the staff's responsibility *in loco parentis*, the following is adhered to:

1. In the event of absence, the school office must be notified either by phone (07 5590 5099) by 8:45am each day, by email to the school administration offices by fax 07 5590 4962 or through Parent Lounge. When the student returns to school, 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 2021

| Year | Rate of Attendance (%) |
|--------------|------------------------|
| 12 | 93 |
| 11 | 94 |
| 10 | 91 |
| 9 | 92 |
| 8 | 93 |
| 7 | 92 |
| 6 | 92 |
| 5 | 93 |
| 4 | 94 |
| 3 | 95 |
| 2 | 93 |
| 1 | 93 |
| K | 94 |
| P | 92 |
| Total School | 93% |

93% of students attended school on average each school day in 2021. This is slightly less than 2020's 94%.

Retention of Year 10 to Year 12

In 2019 there were 107 students in Year 10, 12 of these students did not complete the final two years at Lindisfarne. Therefore, the retention rate is 89%.

Enrolment Policy

AIM

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

Our enrolment framework encompasses the following:

- Lindisfarne is not an academically selective school. Preference for enrolment will be given, but is not limited to, the following order:
 - siblings of students currently enrolled at the School;
 - children of past students enrolled at the School;
 - siblings of students previously enrolled at the School;
 - date order in which enrolment applications are received.
- 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. Failure to provide a full term's notice will incur the charge of one full term's fees (per student) in lieu of notice. Notice must be given prior to the commencement of the student's last term of attendance.

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

Student Population

As at Census on 6 August 2021 Lindisfarne Anglican Grammar School had a total of 1620 students from P – 12. The students are positioned in the following numbers:

| | | |
|--------|---|-----|
| P | = | 82 |
| K – 6 | = | 629 |
| 7 – 12 | = | 909 |

There are 800 females and 820 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 2016-2021

| 2016 | 2017 | 2018 | 2019* | 2020 | 2021** |
|------|------|------|-------|------|--------|
| 953 | 980 | 1100 | 1198 | 1381 | 1538 |

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

**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 2021 | 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>Student Policies:</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 NESA 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>Pastoral Care Policies:</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>Communication Policies:</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 2021 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 Program | Implementation and growth of Middle School Electives Program providing student and teacher agency and voice. Programs linked to Deep Learning competencies. Addition of student-led electives. |
| | Reading Intervention | Middle School staff implemented a reading intervention program (Stage 3) |
| | Middle School writing improvement | Implementation of VCOP and Big Write program to provide explicit learning opportunities for Stage 3 students to develop writing skills and improve student writing outcomes. |
| | Develop programs and structures to support High Potential Learners | <p>Acceleration provided to students in Year 10 in Mathematics, Biology, Studies of Religion</p> <p>Implementation and expansion of Ad Astra Middle School Advanced Academics program. Revision and refinement of selection and reapplication process.</p> <p>Student participation in Da Vinci Decathlon; ICAS; ToMs; Days of Excellence.</p> <p>Junior School Students participated in, ToM, ICAS, GATEWAYS, Write a book in a day, Maths Enrichment (Year 3 & 4).</p> |
| | Junior School reporting and feedback | Introduction of SeeSaw as an online progressive reporting tool. |
| | Junior School Literacy | <p>Introduction of Big Write (Andrell Education) to enable a consistent approach to the teaching of writing in the Junior School.</p> <p>Introduction of Spelling Mastery to enable a consistent approach to the teaching of spelling across the Sunshine Avenue campus.</p> |

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|--------------------------|---|--|
| Staff Development | Embed future focussed (effective teaching practices and programs) learning principles in classroom practice | Introduction of a professional learning publication for the Junior School staff - The Junior School Journal Early Screening Tool App - Literacy Explicit and Sustained Whole School Writing Program professional development - Andrell Education Big Write. PIPS Kindergarten entry screening and exit assessment Continual staff improvement process and Annual Improvement Planning- Educator Impact platform implemented and widely used for reflection, goal setting, review and observation programs. Initiate the implementation Design for Deep Learning pedagogical platform K - 12 |
| | Improve use of technology by teachers to support teaching and learning | Rollout of Google App for Education including PD for teachers in the use of Google Classroom. Roll out of Education Perfect / Edrolo / Atomi / HSC4me Internet Filters installed - Cyberhound Bev Babbage, Apple Accredited Trainer working one on one with staff to ensure authentic integration of technology |
| | Support for staff undertaking postgraduate qualifications. | Subsidy toward course fees upon successful completion of a unit of work. |
| Student Welfare | 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; develop whole School Reconciliation Action Plan (RAP). Implementation began with the Year 9 RITE Journey program in 2019 and continued in 2021. |
| | 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. Continued building of partnerships with Lindisfarne families to support students modify their challenging behaviours. |
| | Increase student voice | Opportunities provided for students to be involved in strategic planning for the School including workshops with Phil Cummins to determine Honourable Traditions and a Graduate Profile. |
| | Extension of School Counsellor/School Psychologist support for students | School Counsellor (provisionally registered Psychologist) 4 days per week at Junior School Campus Full time School Psychologist for Middle/Senior School |
| | 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. |

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| | 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 Thomson Adsett . 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, facilitated by Dr Phil Cummins from CIRCLE. The Lindisfarne Way document finalised and shared with School community Heads of SubSchool and Directors planning processes for ensuring The Lindisfarne Way is living document guiding daily practice |
| | Connections with International School/ CRICOS | Maintained CRICOS registration Maintain connection and relationships with established international school during pandemic situation. Maintain enrolment of existing international students |
| | Enrich school's historic and cultural experience | Foundation Day held to celebrate School history Increased engagement with local Aboriginal heritage through a greater focus on NAIDOC and Reconciliation Day |
| | Enhance School reputation in the community | Well attended Principal's tours for prospective parents. Active involvement of Principal and Senior Staff in networks beyond the School (HICES, NCIS, AHISA, AIS) Increased enrolments throughout 2020. |
| | Development ConnectED | Overhaul and upgrade of school wifi network Continuation of ConnectEd program in 2020 School provided device for all Year 1 - 12 students |

Marketing and Communication

Strong enrolment growth continued with record enrolments being reached during 2021, the sixth straight year of enrolment growth. Parent referral was high, driven by strong parent satisfaction and support for the direction of the School. Enrolment growth was further fuelled by the regional growth in the area and the expansion of the southern school bus routes right into the heart of Byron Bay continued to reflect in enrolments.

The launch of the new website (www.lindisfarne.nsw.edu.au) enabled an accurate reflection to potential parents of the aspirational school we are, and the opportunities that students have at Lindisfarne. This was an extensive undertaking and we are very pleased with the outcome.

The Northern Rivers region was certainly seen as desirable throughout the pandemic, and whilst enrolment enquiry was reflected in this, the inability to run school tours and face-to-face to events limited some of the marketing event opportunities.

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 are target areas for 2022 and some preliminary work in these areas was undertaken in 2021 in preparation.

Enrolments for 2022 are expected to again exceed forecasts and we will begin the 2022 school year with close to 1800 students.

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.

2021 School Survey Results

STUDENTS

72% of Year 12 completed the survey with an overall Satisfaction Score of 74% = 3.72/5
An increase on 2020.

PARENTS

42.1% of Parents completed the survey with an overall Satisfaction Score of 84% = 4.2/5
An increase on 2020.

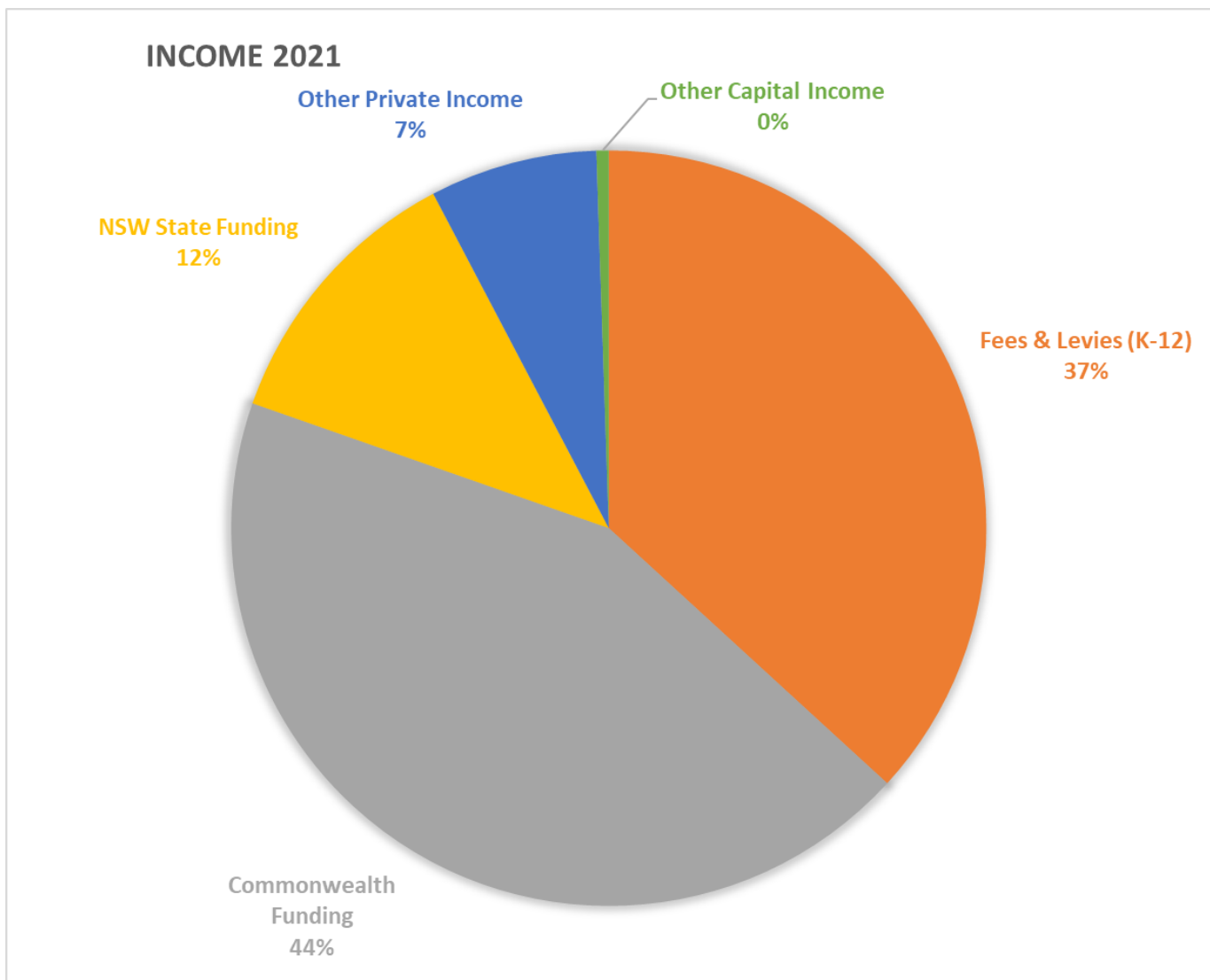
STAFF

72.5% of Staff completed the survey with an overall Satisfaction Score of 83% = 4.17/5
An increase on 2020.

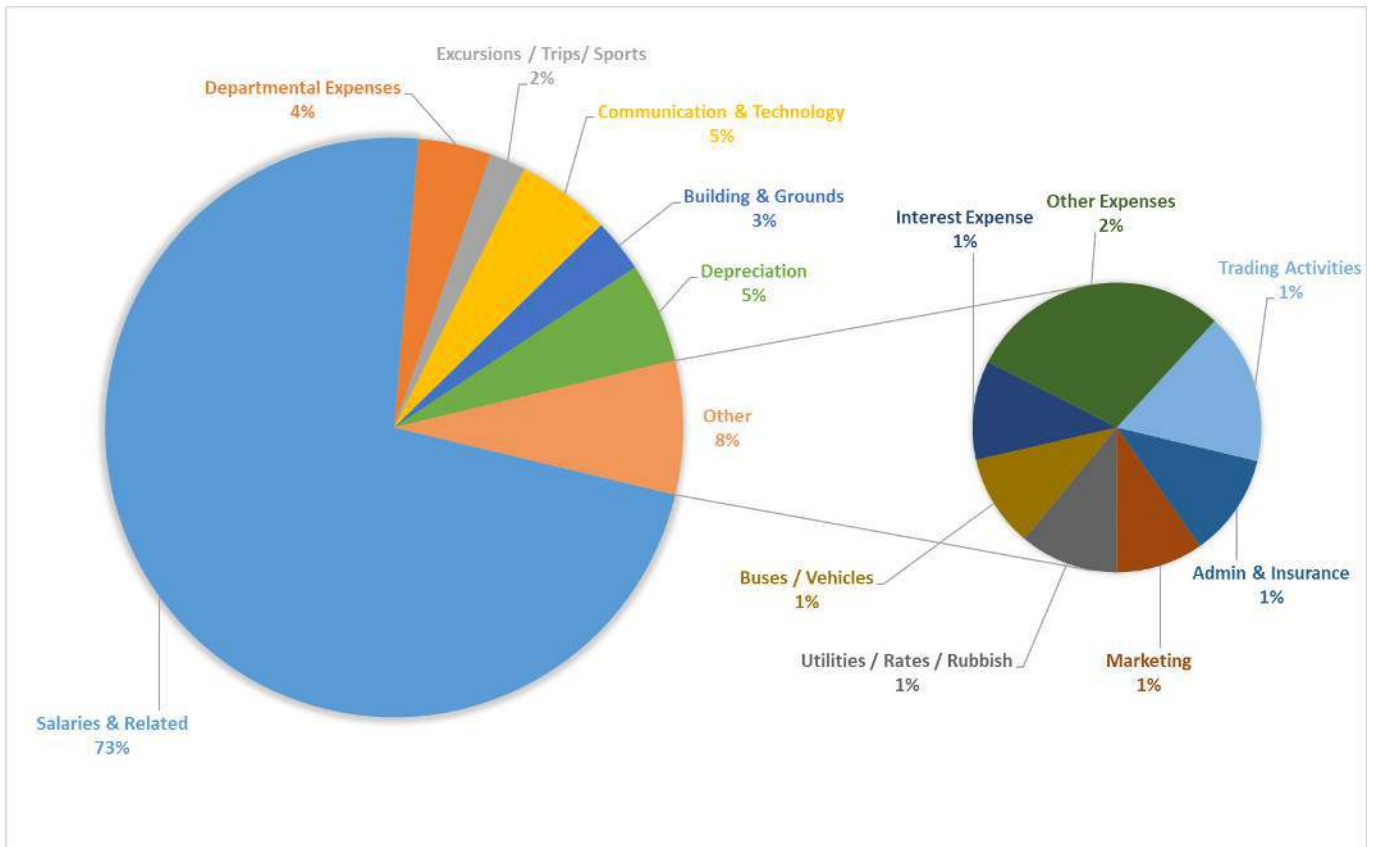


Financial Information

Income 2021



Expenses 2021





LINDISFARNE

Anglican Grammar School

Luceat Lux Vestra — Let Your Light Shine

Junior School

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

Middle and Senior School

Years 5 to 12
Mahers Lane Campus
Terranora
NSW 2486

T: 07 5590 5099

E: reception@lindisfarne.nsw.edu.au

PO Box 996, Banora Point NSW 2486

www.lindisfarne.nsw.edu.au

CRICOS No. 03803G