



LINDISFARNE

Anglican Grammar School

Annual Report 2025



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Message from Key School Bodies

School Council

The School Council is the governing body of Lindisfarne, providing high-level governance and professional and business oversight to the School. The highly experienced School Council generously contributes their expertise on a Voluntary basis, reflecting the generosity of spirit at the heart of the Lindisfarne Anglican Grammar School community. Many of the wonderful opportunities and achievements across the School are made possible by parents, teachers, students, and community members who generously contribute their time and energy to ensure that Lindisfarne continues to thrive.

The School Council expresses its sincere appreciation to the Principal, Mr Stuart Marquardt, and to all staff across Lindisfarne for their professional, passionate, and dedicated work throughout the 2025 School year. Their commitment to fostering excellence in teaching and learning, and their care for the well-being and growth of our students, continue to shape the School's strong reputation and vibrant culture.

A significant development for the School in 2025 has been the completion of the Senior Centre and the extension of the Trades Skills Centre at the Mahers Lane Campus. Although the project extended beyond initial timelines, the final outcome is exceptional. The School Council expresses its thanks to the Lindisfarne team overseeing the works, the architect, the builders, and, in particular, Mr Kruse Carter, Chair of the Capital Works Committee, for his considerable guidance and commitment throughout the project.

The School Council is also engaged in the development of Master Plans for the Sunshine Avenue and Mahers Lane Campuses. This long-term planning initiative aims to ensure that the School continues to provide the infrastructure and facilities required for a world-class education in a rapidly evolving environment.

Students contribute enormously to the life of the School. Their engagement across academic, cultural, musical, sporting, and co-curricular programs enriches the broader community. The School Council thanks each student for the many ways in which they demonstrate enthusiasm, growth, and a willingness to let their light shine.

Lindisfarne is fortunate to be a place where students, staff, and families can live, work, learn, and play within a supportive and cohesive community. Gratitude for this shared environment nurtures a positive outlook and strengthens wellbeing. Research consistently identifies a strong relationship between gratitude and happiness, reminding us that noticing the good around us often creates the conditions for happiness to flourish.

Gratitude does not require us to ignore challenges. Instead, it invites us to recognise the moments of kindness and care that continue even during difficult times. Those who practise gratitude tend not to have more than others; they simply notice more. As Reverend Constantine reminds us, the expression of love is "I see you with my eyes."

Through these practices, gratitude becomes a steadying force. It softens stress, deepens relationships, and reminds us that we are supported by others. Happiness emerges as a natural outcome of choosing to recognise and value the good that surrounds us.

The School Council extends its gratitude to parents and carers for choosing Lindisfarne Anglican Grammar School and for supporting the Parents and Friends Association and the many events held throughout the year. Your involvement enriches School life and strengthens the broader community.

The Council looks forward to the opportunities and developments that lie ahead and expresses its appreciation to all who continue to support Lindisfarne Anglican Grammar School. We remain committed to ensuring that the School provides an outstanding educational environment for every student.

Bill Adler
Chair - School Council



From the Principal

Throughout 2025, Lindisfarne Anglican Grammar School has continued its commitment to excellence in education, reflected in strong academic outcomes, broad co-curricular opportunities and a on-going commitment to service and community.

Significant progress was made in the continued development of the School's facilities. The completion of the Senior Centre and the expansion of the Trade Skills centre in September of 2025 marked an important milestone, providing outstanding learning and collaboration spaces for our Senior School students. At the same time, work commenced on the new Year 7 Building and the Creative Industries precinct, which will further strengthen the programs and facilities available to our students..

Earlier in 2025, we celebrated the achievements of the Class of 2025 as they completed their Higher School Certificate and their schooling at Lindisfarne Anglican Grammar School. The cohort achieved our highest-ever representation in HSC selection showcases, including Encore, Art Express, industrial design nominations and the creative excellence pathways of Shape and Call Back. Many students secured university offers across Australia, reflecting their commitment to excellence and the strength of their achievements..

In Creative Industries, students and staff demonstrated both excellence and resilience. Lindisfarne contributed to the globally recognised Swell Sculpture Festival with Child's Play, exhibiting alongside national and international artists. Following the challenges caused by a fire in Term 3, the Creative Industries HSC Major Works 2025 publication ensured that student achievement could still be recognised and celebrated. This highlights a culture where students are encouraged to challenge themselves, pursue excellence and approach their learning with curiosity, humility and purpose.

Students competed with pride in major national competitions, including the Australian Futsal Championships, Netball National Championships, Volleyball Australia Schools Cup, Australian Schools Rowing Championships, Rugby Ballymore Cup and Armidale Carnival, and the Australian Junior Basketball Championships, as well as a range of regional and state competitions. The Cricket tour of the United Kingdom and the inaugural Kokoda Track expedition in Papua New Guinea provided significant opportunities for challenge, growth and leadership.

Many students represented Lindisfarne with distinction on the national stage. Outstanding performances were recorded in athletics, swimming, and cross-country, with students achieving record-breaking results and national recognition. Senior students also achieved significant honours, including completing the Gold Duke of Edinburgh Award, earning national writing recognition, and excelling in state-level public speaking competitions.

Service remains at the heart of who we are as a School. Our Giving Tree initiative supported the Kids in Need Association and the Tweed Women's Refuge. The Community Carols service assisted Agape Outreach, and students contributed meaningfully to a wide range of initiatives, including the Lindisfarne sleep bus project, Walk for Hopevale, the Kinship Festival, the St Vincent de Paul Sleepout, Team Lemonade, Vinnies Youth Outreach, Jump Rope for Heart, the Caring for Country Green Market and visits to aged care facilities.

Throughout 2025, the School was recognised widely for excellence and innovation. Lindisfarne was named a Five-Star Innovation School for the fifth consecutive year and an Employer of Choice for the second year running, and was also listed in The Educator's inaugural Best Schools list for 2025. At the Australian Education Awards, the School was recognised as an Excellence Awardee in four categories, including Regional School of the

Year, Best Use of Technology, Innovation in Learning Design and Deputy Principal of the Year, Charlotte Lush. Locally, Lindisfarne was recognised at the Tweed Business Awards as an Employer of Choice.

As an Apple Distinguished School and a Round Square School, Lindisfarne continues to be profiled internationally. Our engagement with global networks enables us to showcase our work and learn from leading educational providers worldwide.

The School continues to develop strong partnerships that enhance opportunities for our students and community. Recognition by the Kokoda Foundation as a Distinguished School Partner and our appointment as a Lead School for The Rite Journey program reflect the strength of these connections.

As Lindisfarne Anglican Grammar School continues to develop, our strategic plan, Lindisfarne 2032, was finalised in 2025 and will build on our strong foundations, setting a clear vision grounded in faith, excellence and care. It seeks to nurture capable, compassionate young people who think deeply, act with integrity and contribute meaningfully to the world.

Thank you to President Penny Brady and the Parents and Friends Association for their continued support of the School. The contributions to enhancing opportunities for our students, funding significant projects in the School and strengthening our community is deeply appreciated.

I offer my sincere thanks to Chair Bill Adler and the School Council for their leadership and governance, and to our Senior Executive Team for its ongoing leadership. I acknowledge Reverend Lyndon Mulholland and Reverend Constantine Osuchukwu for their spiritual guidance and pastoral care.

I extend heartfelt thanks to our staff for their dedication and professionalism, and to our parents and caregivers for their trust and partnership. I also acknowledge our sponsors, partners and local representatives for their continued collaboration.

I pay tribute to our student leaders of 2025, including School Captains and Vice-Captains Jack Hou, Scout Bee-Jones, River Robinson and Amity Leach, for their leadership and service to the School.

As we reflect on the year, we remain committed to reconciliation and to fostering a deep respect for Aboriginal and Torres Strait Islander peoples and cultures.

In sharing the success of the 2025 School year, I am immensely proud of our students, the incredible work of our staff and the support of our School community.

A handwritten signature in black ink, appearing to read 'Stuart Marquardt', written in a cursive style.

Stuart Marquardt
Principal



Parents and Friends Association

What a wonderful year it has been for the Parents and Friends Association. Together we enjoyed a range of events, including the Trivia Night, Mother's Day and Father's Day stalls, the Mother's Day High Tea, the Big Boys' Breakfast, Athletics Day barbecues, and a golf day. Each occasion was a reminder of how fortunate we are to belong to such a warm and supportive School community. I extend my heartfelt thanks to every parent, carer, staff member, and volunteer who helped bring these events to life. A special thank you goes to the dedicated Parents and Friends Association committee, whose passion and energy continue to inspire me.

Over the past twelve months, the Parents and Friends Association has proudly supported a number of meaningful improvements across both campuses. It is incredibly rewarding to see the difference these contributions make in the daily experience of our students.

Some of our earlier funding commitments from 2023 and 2024 have now come to life in 2025. These include the enhancement of our Senior Centre outdoor spaces and the installation of new bubblers at the Mahers Lane Campus. These projects represent thoughtful additions that will be enjoyed by students for many years.

We are also delighted to have completed several important projects funded and delivered in 2025. These include installing industrial fans in the Sunshine Avenue Assembly area, upgrading bubblers across both campuses, refurbishing the beautiful Steinway piano, and replacing the Middle School playground hammocks. It has been a joy to see these improvements already being used and appreciated by students and staff alike.

Looking ahead, we have committed funding for a number of projects to be delivered in 2026. These include the creation of a new creek bed at the Sunshine Avenue Campus, upgraded seating in the Mahers Lane Canteen, six additional marquees for School events, a new drinking fountain in B Block,

and a wonderful new muddy kitchen for the Preschool. These initiatives reflect our ongoing commitment to supporting vibrant, engaging, and inclusive learning spaces.

The year 2026 will bring the excitement of FunFest, and we truly look forward to bringing the community together for this signature School event. There are so many ways to be involved, whether it is lending an hour at a barbecue, donating a raffle prize, sponsoring an activity, or helping moderate a year group Facebook page. Every contribution, big or small, helps create an even richer experience for our children.

If you feel called to contribute more deeply, I warmly encourage you to consider joining the Parents and Friends Association committee. It is incredibly fulfilling, the commitment is very manageable, and you will be surrounded by generous, like-minded people who care deeply about our School. On behalf of the Parents and Friends Association, I offer my sincere thanks to Principal Stuart Marquardt and all staff for their continued support throughout the year.

Thank you again to all who supported the P&F in 2025.

Penny Brady

Parents and Friends Association 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.

The student council's impact was felt in 2025 through tangible campus improvements, including the installation of the B Block water bubbler and an investigation into the provision of feminine hygiene products to be included in students' bathrooms.

Students were involved in powerful awareness campaigns like Do It For Dolly Day. To increase accessibility, students focused on making more students aware of SRC with assembly presentations and student noticeboard information to increase participation, particularly with the younger students in years 5 and 6.

In 2025, the SRC established a suggestion box, which—coupled with improved meeting minutes for the fortnightly meetings and agenda participation included more voices, students from Year 5 to 12 have let their voice be heard and engaged more deeply with leadership.

The SRC continues to nurture responsibility with school captains stepping up and leading, being a supportive listening ear for students who attended regularly. Embodying the school's core values of Compassion, Wisdom, and Respect to create a safe and inclusive environment for all. 2026 will see the SRC begin to have prefects move into the junior school to hear directly from students about issues that affect younger students.

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.

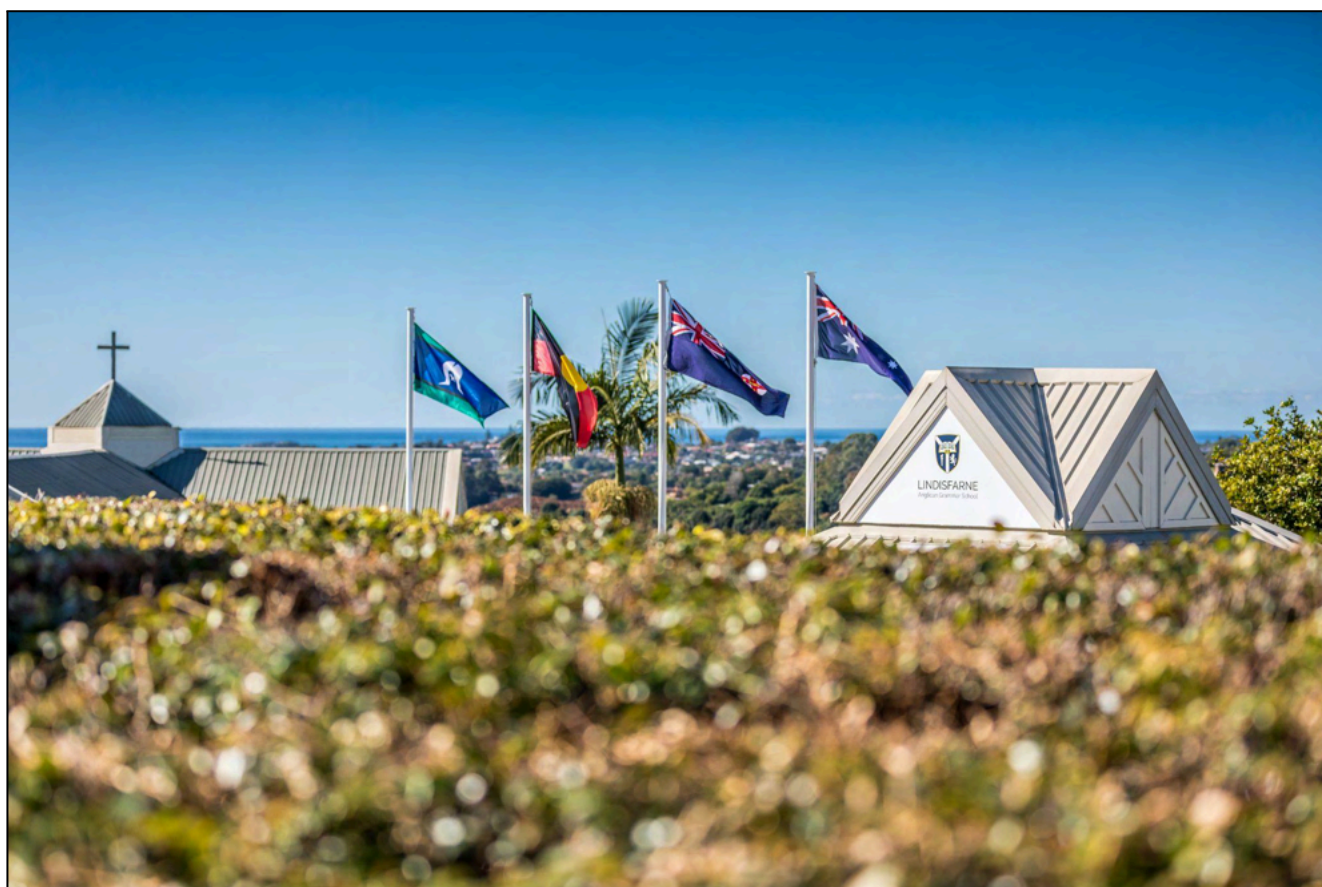
About Lindisfarne Anglican Grammar School

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.

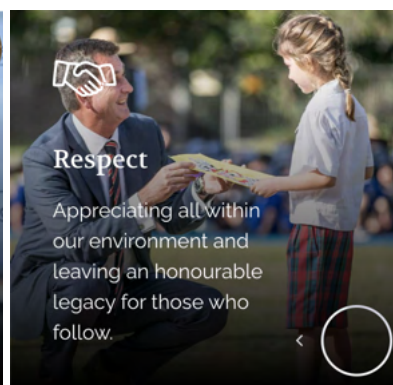
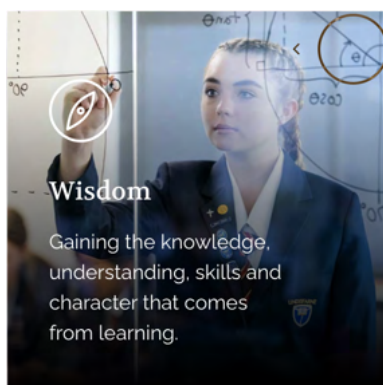
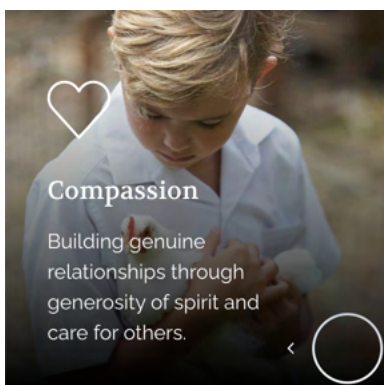
The Lindisfarne Way

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

2025 NAPLAN

Participation in NAPLAN

In 2025 NAPLAN was completed online and there was a 99% rate of NAPLAN participation.

Achievement in Performance Levels

	Year 3		Year 5		Year 7		Year 9	
Levels	Needs Additional Support	Exceeding	Needs Additional Support	Exceeding	Needs Additional Support	Exceeding	Needs Additional Support	Exceeding
Reading	School		School		School		School	
	4.8	38.5	1.2	33.3	2.7	35.4	6.6	29.2
	State		State		State		State	
	10	22.6	7.6	23.3	8	24.4	9.3	20.7
Writing	School		School		School		School	
	2.9	6.9	1.5	15.3	3.5	15.9	3.3	33.8
	State		State		State		State	
	4.9	12.1	8.2	12.6	8.5	17.6	8.6	22.5
Numeracy	School		School		School		School	
	1.9	21.2	1.9	18.5	1.8	22.3	3.8	18.8
	State		State		State		State	
	8.7	13.8	7.2	16.8	7.9	20.6	8.2	15.5

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 2025, 186 students completed their NSW Higher School Certificate and finished their schooling at Lindisfarne. All students in the 2025 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 2020-2025

Subject	Year	Number of Students	Performance Band Achievement by number and percentage	
			Bands 3 - 6	Bands 1 - 2
Aboriginal Studies	2025	9	8(89%) State (76%)	1(11%) State (24%)
Ancient History	2025	21	21(100%) State (83%)	1(5%) State (17%)
	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%)
Biology	2025	47	44 (93%) State (87%)	3(7%) State (14%)
	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%)
Business Studies	2025	73	68 (93%) State (89%)	5(7%) State (11%)
	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%)
Chemistry	2025	17	17 (82%) State (89%)	3 (18%) State (11%)
	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%)
Community and Family Studies	2025	32	32 (100%) State (92%)	0 (0%) State (8%)
Dance	2025	3	5 (100%) State (99%)	0 (0%) State (1%)
	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%)
Design and Technology	2025	21	21 (100%) State (98%)	0 (0%) State (2%)
	2019	3	3 (100%) State (95%)	0 (0%) State (5%)

Subject	Year	Number of Students	Performance Band Achievement by number and percentage	
			Bands 3 - 6	Bands 1 - 2
Drama	2025	17	17(100%) State (98%)	0 (0%) State (2%)
	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%)
Earth and Environmental Science	2025	13	13 (100%) State (89%)	0 (0%) State (11%)
	2024	6	6 (100%) State (88%)	0 (0%) State (12%)
	2023	17	16 (94%) State (83%)	1 (6%) State (17%)
Economics	2025	24	22 (92%) State (93%)	2 (8%) State (7%)
	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%)
Engineering Studies	2025	11	9 (82%) State (92%)	2 (18%) State (8%)
	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%)
English - Standard	2025	51	49 (96%) State (94%)	2 (4%) State (6%)
	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%)
English - Advanced	2025	127	126 (99%) State (99%)	1 (1%) State (1%)
	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%)
Enterprise Computing	2025	6	6 (100%) State (92%)	0 (0%) State (8%)
Food Technology	2025	15	15 (100%) State (88%)	0 (0%) State (12%)
French Beginners	2025	4	6 (100%) State (90%)	0 (0%) State (10%)
	2024	6	6 (100%) State (91%)	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%)

Subject	Year	Number of Students	Performance Band Achievement by number and percentage	
			Bands 3 - 6	Bands 1 - 2
French Continuers	2025	2	2 (100%) State (99%)	0 (0%) State (1%)
	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%)
Indonesian Beginners *	2025	1	1 (100%) State (97%)	0 (0%) State (3%)
	2024	1	1 (100%) State (94%)	0 (0%) State (6%)
Industrial Technology	2025	7	7 (100%) State (85%)	0 (0%) State (15%)
	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%)
Japanese Beginners	2025	2	0 (0%) State (91%)	1 (100%) State (9%)
	2024	3	3 (100%) State (84%)	0 (0%) State (16%)
	2023*	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%)
Japanese Continuers	2025	3	3 (100%) State (94%)	0 (0%) State (6%)
	2024	1	1 (100%) State (93%)	0 (0%) State (7%)
	2023*	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%)
Legal Studies	2025	40	39 (98%) State (87%)	1 (2%) State (13%)
	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%)
Mathematics Advanced	2025	51	50 (98%) State (94%)	1 (2%) State (6%)
	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	2025	100	90 (90%) State (84%)	10 (10%) State (16%)
	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%)

* course externally studied

Subject	Year	Number of Students	Performance Band Achievement by number and percentage	
			Bands 3 - 6	Bands 1 - 2
Modern History	2025	26	26 (100%) State (88%)	0 (0%) State (12%)
	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%)
Music 1	2025	11	11 (100%) State (96%)	0 (0%) State (4%)
	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%)
Personal Development, Health and Physical Education	2025	56	56 (100%) State (91%)	0 (0%) State (9%)
	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%)
Physics	2025	23	21 (91%) State (85%)	2 (9%) State (15%)
	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%)
Software Engineering	2025	5	5 (100%) State (92%)	0 (0%) State (8%)
Spanish Beginners*	2025	4	4 (100%) State (97%)	0 (0%) State (3%)
Studies of Religion 1 Unit	2025	13	13 (100%) State (95%)	0 (0%) State (5%)
	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%)
Textiles and Design	2025	21	21 (100%) State (93%)	0 (0%) State (7%)
	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%)

Subject	Year	Number of Students	Performance Band Achievement by number and percentage	
			Bands 3 - 6	Bands 1 - 2
Visual Arts	2025	37	37 (100%) State (99%)	0 (0%) State (1%)
	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%)

Subject	Year	Number of Students	Grade Achievement by number and percentage	
			Grade A-C	Grade D-E
English Studies	2025	8	8 (100%) State (70%)	0 (0%) State (30%)
	2024	2	2 (100%) State (68%)	0 (0%) State (32%)
	2023	7	7 (100%) State (69%)	0 (0%) State (31%)
Numeracy	2025	6	6 (100%) State (75%)	0 (0%) State (25%)
	2023	6	6 (100%) State (72%)	0 (0%) State (28%)

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)	2025	17	17 (100%) State (94%)	0 (0%) State (4%)
	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%)

Extension Subjects

Subject	Year	Number of Students	Performance Band Achievement by number and percentage	
			E4 and E3	E2 and E1
English Extension 1	2025	13	12 (93%) State (95%)	1 (7%) State (5%)
	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%)
	2025	9	9 (100%) State (89%)	1 (0%) State (11%)
	2024	3	3 (100%) State (87%)	1 (0%) State (13%)

English Extension 2	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%)
History Extension	2025	11	9 (82%) State (88%)	2 (18%) State (12%)
	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%)

Subject	Year	Number of Students	Performance Band Achievement by number and percentage	
			E4 and E3	E2 and E1
Mathematics Extension 1	2025	15	9 (60%) State (78%)	6 (40%) State (22%)
	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	2025	6	5 (83%) State (85%)	1 (17%) State (15%)
	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	2025	8	6 (75%) State (77%)	2 (25%) State (23%)
	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%)

2025 VET-Secondary Student Outcomes

In 2025 there were 186 students who received their NSW Higher School Certificate qualification. Of those 186 students, 24 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 71% of the total VET qualifications. TAFE delivered 29% of the total VET qualifications.

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

Hospitality: 17 students

and in the following TVET courses:

Automotive: 1 student

Aviation (Cabin Crew): 1 student

Aviation (Remote Pilot): 1 student
 Construction: 2 students
 Human Services: 3 students

Post School Destinations

Lindisfarne had 186 students graduate from Year 12 in 2025. The Class of 2025 post-school destinations were:

University Studies	84%
TAFE or Private Providers	1%
Employment	11%
Unknown	4%

Workforce Composition

In 2025 Lindisfarne had full time and part time 320 teaching and non-teaching staff members and 102 casual staff. Of these, 70% were female and 30% were male. There were 10 staff who self-identified as being of Indigenous/Torres Strait descent. The School employed 1 staff member with a self-identified disability. Of the 205 members of the teaching staff, 192 are classified as Proficient under the AITSL Standards with the remaining 13 classified as Provisional/Conditional.

Category	Number of Teachers
Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	198 (179 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	7 <i>(Undertaking Teaching Qualifications)</i>
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 2025

Year	Rate of Attendance (%)
12	90
11	90
10	89
9	89
8	89
7	89
6	91
5	92
4	94
3	94
2	94
1	93
K	93



Enrolment Policy

AIM

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

Our enrolment framework encompasses the following:

- Lindisfarne is not an academically selective school. Preference for enrolment will be given, but is not limited to, the following order:
 - siblings of students currently enrolled at the School where applications are submitted before 14 February in the year prior to entry;
 - children of past students enrolled at the School;
 - siblings of students previously enrolled at the School;
 - date order in which enrolment applications are received.
- Lindisfarne is an Anglican School with a Christian ethos and welcomes applications from students regardless of their ethnic origin, religious beliefs and chosen future career pathway.
- There are two options available in relation to children entering into the Lindisfarne Preschool Program.

Option one is that children entering Preschool must be 4 years of age by 30 April in the year they are entering the program; these students generally undertake one year of Preschool prior to advancing through to Kindergarten in the following year.

Option two is that children entering Preschool turn 4 years of age (outside of the preferred date of birth range) and instead turn four at any time during the year. These children are enrolled into the Pre-Preschool program (Joey class) and will generally undertake two years of Preschool prior to advancing through to Kindergarten.
- It is an expectation that children enrolled in Preschool will advance through to Kindergarten. Parents of children who do not proceed to Kindergarten are required to comply with the School's withdrawal policy.
- Children entering Kindergarten must be 5 years of age by 30 April in the year they are entering the program.
- During the enrolment process, the School reserves the right to request additional information or assessment (including from previous schools) to ensure the individual learning needs of students can be fully catered for prior to offering an enrolment place.
- Application for enrolment will involve an interview between the School, the student and the parent or guardian prior to offering an enrolment place.
- Failure to disclose relevant information or the provision of false or misleading information during the enrolment process may result in an enrolment being declined.
- The School reserves the right to extend an offer or decline or delay an offer of an enrolment place.

- The School does not hold places for students if the offer of enrolment, the Enrolment Acceptance Fee and accompanying paperwork has not been returned within the 14-day time frame.
- Applications for enrolment for a period of less than two school terms, as a full time student, will be referred to the Principal or delegate for consideration.
- When accepting a place at Lindisfarne Anglican Grammar School parents are giving their agreement to the School's programs, policies, philosophy and practice. To this end, students will be required to be fully involved in the life of the School and its curricular and co-curricular activities.

Student Withdrawal

Parents or guardians are required to provide one full term's notice of a student's withdrawal from the School in writing to the Principal. Notice must be given prior to the commencement of the student's last term of attendance.

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

Student Population

As at Census date on 1 August 2025, Lindisfarne Anglican Grammar School had a total of 2101 students from P – 12. Students total are detailed in the following groups:

P	=	86
K – 6	=	787
7 – 12	=	1228

There were 1062 females, 1038 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 2018-2025

2018	2019*	2020	2021**	2022**	2023**	2024**	2025**
1100	1198	1381	1538	1691	1857	1971	2008

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

**My School enrolment figure does not include Preschool/International

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 2025	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: Policies** (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"> • Sun Safe Policy** • School Excursion Requirements. • 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> <p>Appropriate outlines are available in the Student Guide.</p>

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

- 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 2025 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. 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	<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> <p>STEM Careers Panel discussion during Science Week.</p>
	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 Service 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>Senior School:</p> <ul style="list-style-type: none"> Acceleration provided to students in Year 10 in Mathematics Advanced, Investigating Science, Studies of Religion. MUNA, BUHMAN, ICAS <p>Middle School:</p> <ul style="list-style-type: none"> Continued Middle School. Advanced Academics program in Year 5 with extension Writing in 2025, Revision and refinement of selection and reapplication process.

		<ul style="list-style-type: none"> Continued with top tier and bottom set Maths extension and support groupings in the Middle School. Identify specific students through data for subject acceleration where appropriate. Student participation in Gateways, ICAS; ToMs; Days of Excellence. Write-a-Book-in-a-Day. Continued implementation of Spelling Mastery through to the end of Stage 3. <p>Junior School and Middle School:</p> <ul style="list-style-type: none"> Students participated in, TOM ICAS, GATEWAYS, Write-a-Book-in-a-Day. <p>Junior School:</p> <ul style="list-style-type: none"> Literacy and Numeracy Enrichment (Year 3 & 4). HPL and G&T identification and support plans.
	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.
Area	Targets	Achievement
Staff Development	Embed future focused (effective teaching practices and programs) learning principles in classroom practice	<p>Early Screening Tool App - Literacy</p> <p>Explicit and Sustained Whole School Writing Program professional development - Andrell Education Big Write.</p> <p>PIPS Kindergarten entry screening and exit assessment</p> <p>Continual staff improvement process and Annual Improvement Planning- Educator Impact platform implemented and widely used for reflection, goal setting, review and observation programs.</p> <p>Positive Practices for Classroom Management PD (AISNSW) to support teachers in understanding strategies for differentiated approaches to classroom management.</p> <p>Implementation PD regarding new syllabi which commence in 2026</p> <p>Establishment of a new Teaching Framework</p> <p>Curriculum Leadership PD for select staff - aim to distribute leadership of curriculum closer to the classroom.</p> <p>Pilot program for Apply Story- Apple lead, Community of Practice to enhance student writing skills, leveraging technology.</p>
	Improve use of technology by teachers to support teaching and learning	Continued roll out of SEQTA
	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 and 4; 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	<p>Continued fostering of supportive relationships with key Pastoral Care staff such as Year Level Coordinators and Heads of House.</p> <p>Continued building of partnerships with Lindisfarne families to support students modify their challenging behaviours. Introduction of Positive Practices for Classroom Management (K - 6).</p> <p>In 2025, we introduced the Responsible Thinking Classroom (RTC) approach to further support students in managing behaviour and making positive choices. This provides students with a clear and consistent process to reflect, reset and return to learning.</p> <p>The focus is on helping students understand the impact of their decisions, take responsibility for their actions, and develop the skills needed to move forward successfully. This approach strengthens our commitment to fostering respectful relationships and supporting each student's growth within a calm and supportive environment.</p>
Area	Targets	Achievement
	Increase student voice	<p>Continue to promote SRC as an avenue for students to affect change. Regular meetings between Heads of Sub School and School Captains</p> <p>Middle School continues to build student leadership and representation through Class Captains. These student leaders actively contribute to decision-making by:</p> <ul style="list-style-type: none"> ● Attending the Middle School SRC alongside Middle School Captains to share ideas and initiatives with Middle School Prefects. ● Enabling greater peer representation by bringing forward perspectives from their classes. ● 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. <p>Increase the visibility of Junior School leaders with additional roles as You Can Sit With Me ambassadors and sustainability leaders.</p> <p>In the Junior School, student suggested clubs and activities have been implemented as lunchtime activities.</p>
	Extension of School Counsellor/School Psychologist support for	Increased School Counsellor and Psychologist service hours at both campuses, to further support students.

	students	
	Continue to strengthen the Learning Enrichment program	<p>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.</p> <p>Continued development of further opportunities to cater for the individual needs of our high potential and gifted students.</p> <p>Increased skill sets of the Learning Assistants in current best practice when supporting students with varying needs.</p>
	Digital Citizenship and Cybersafety	Continued development of Cybersafety and digital citizenship awareness and understanding. Engagement of industry experts and programs to augment internal programs.
Facilities and Resources	Ongoing work on the School Master Plan	Regular meetings with School Architects Raunik Design Group Staff and school community workshops conducted.
	Improved maintenance of current facilities	<p>Visual Arts and TAS refurbishment. Upgrades of common areas and classrooms. Opening of the new Early Learning Centre (ELC).</p> <p>Review of both campuses conducted and quotes attained for programmed maintenance. Substantial work conducted over Christmas break.</p>
Strategic Planning	Continued Development of the School Infrastructure and alignment with the School's Strategic Plan	Continued consultation with stakeholders, to progress the Strategic Intent.
Area	Targets	Achievement
	Connections with International School/ CRICOS	<p>Maintained CRICOS registration</p> <p>Maintain connection and relationships with established international school during pandemic situation.</p> <p>Maintain enrolment of existing international students.</p>
	Enrich the School's historic and cultural experience	<p>Foundation Day held to celebrate School history.</p> <p>Increased engagement with local Aboriginal heritage through a greater focus on NAIDOC and Reconciliation Day.</p>
	Enhance School reputation in the community	<p>Well attended Principal's tours for prospective parents.</p> <p>Active involvement of Principal and Senior Staff in networks beyond the School (HICES, NCIS, AHISA, AIS).</p>

Marketing and Communication

Enrolment momentum remained strong in 2025, with the School reaching record enrolment levels at Census for the tenth consecutive year of growth. Parent referrals continued to play a significant role in this success, reflecting high levels of satisfaction and confidence in the School's direction. Increasingly, waiting lists are forming well in advance of each academic year, reinforcing Lindisfarne's position as a leading choice for Preschool to Year 12 education across the region.

Effective communication continues to be a priority, with the School delivering a weekly whole-school newsletter that keeps families informed of key events, celebrates student achievement, and shares updates on strategic priorities and future directions. This is complemented by a comprehensive website and parent portal, ensuring timely and accessible communication for the School community.

Throughout 2025, there was a continued emphasis on delivering high-quality events and meaningful opportunities for parent engagement. The ongoing growth of the ParentEd program, alongside strong academic outcomes and an expanding range of co-curricular offerings, has further strengthened Lindisfarne's reputation among prospective families considering educational options.

With no immediate plans for expansion over the next three to five years, enrolments are expected to stabilise from 2026 onwards. Demand is anticipated to remain high, with continued growth in waitlists and strong competition for available places, particularly at key intake points including Preschool, Kindergarten, Year 3, Year 5, and Year 7.

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.

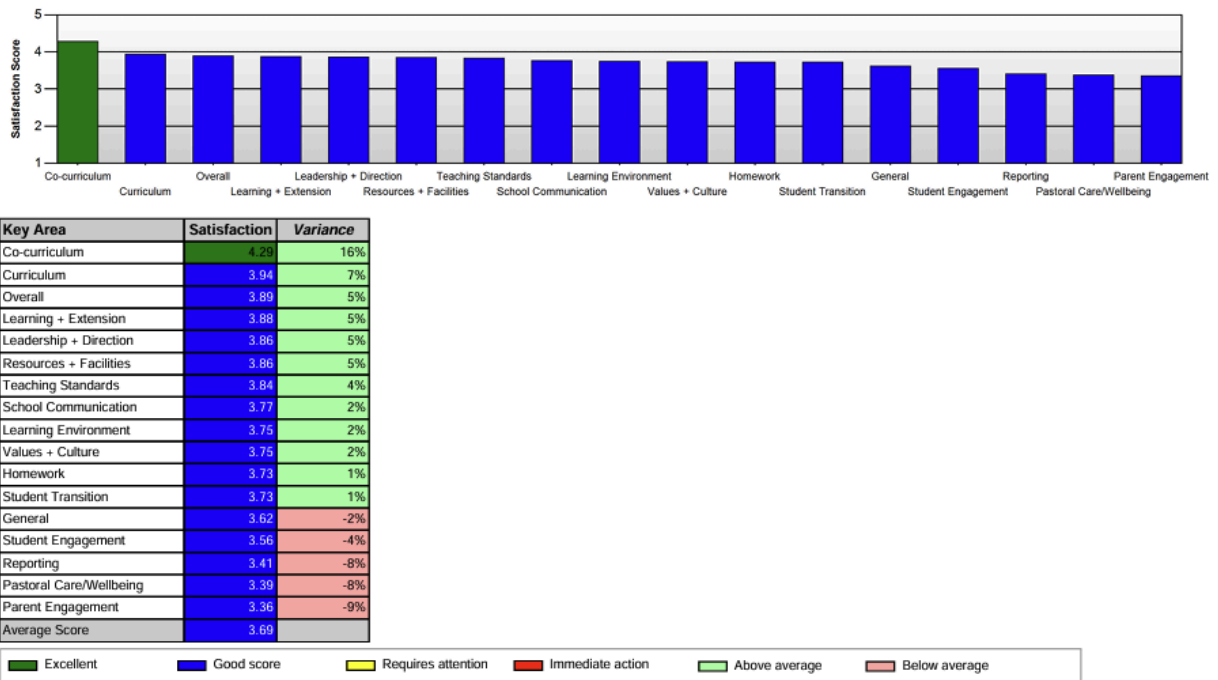
Feedback from executive staff, directors of faculty and other members of staff as part of the Strategic Intent focus groups suggest that teachers enjoy working in the School, they value involvement and positive relationships with students and they appreciated the opportunity to give their input into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



2025 School Survey Results

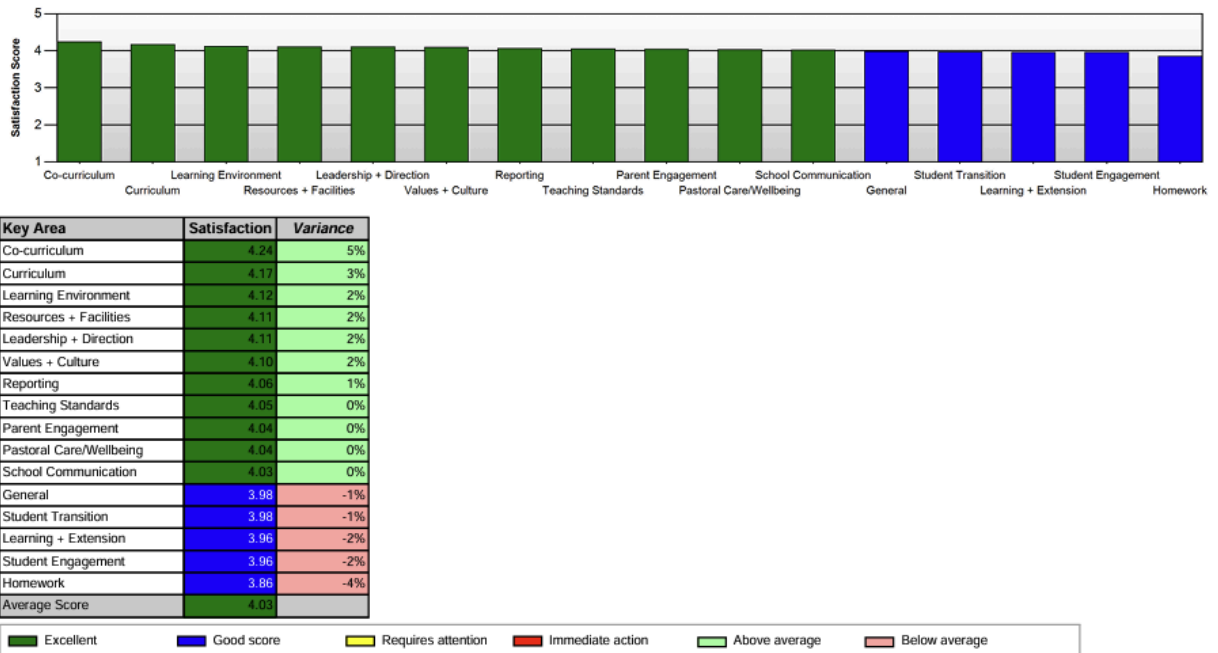
STUDENTS

86% of Year 12 completed the survey with an overall Satisfaction Score of 73.8% = 3.69/5
 These figures are a marginal improvement on 2024.



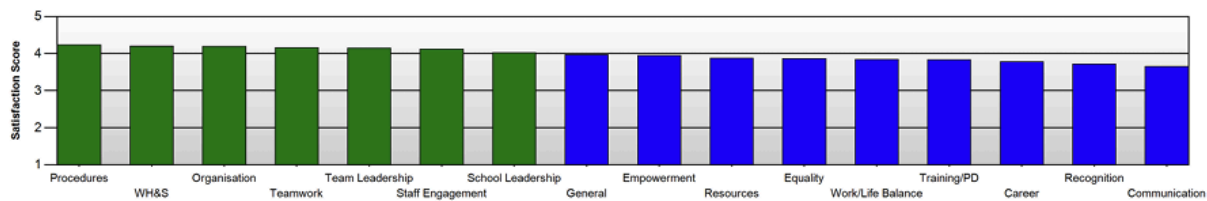
PARENTS

23.3% of Parents completed the survey with an overall Satisfaction Score of 80.6% = 4.03/5
 A slight increase from 2024. Listed below is the full summary.



STAFF

54.2% of Staff completed the survey with an overall Satisfaction Score of 79.8% = 3.99/5
Listed below is the full summary.

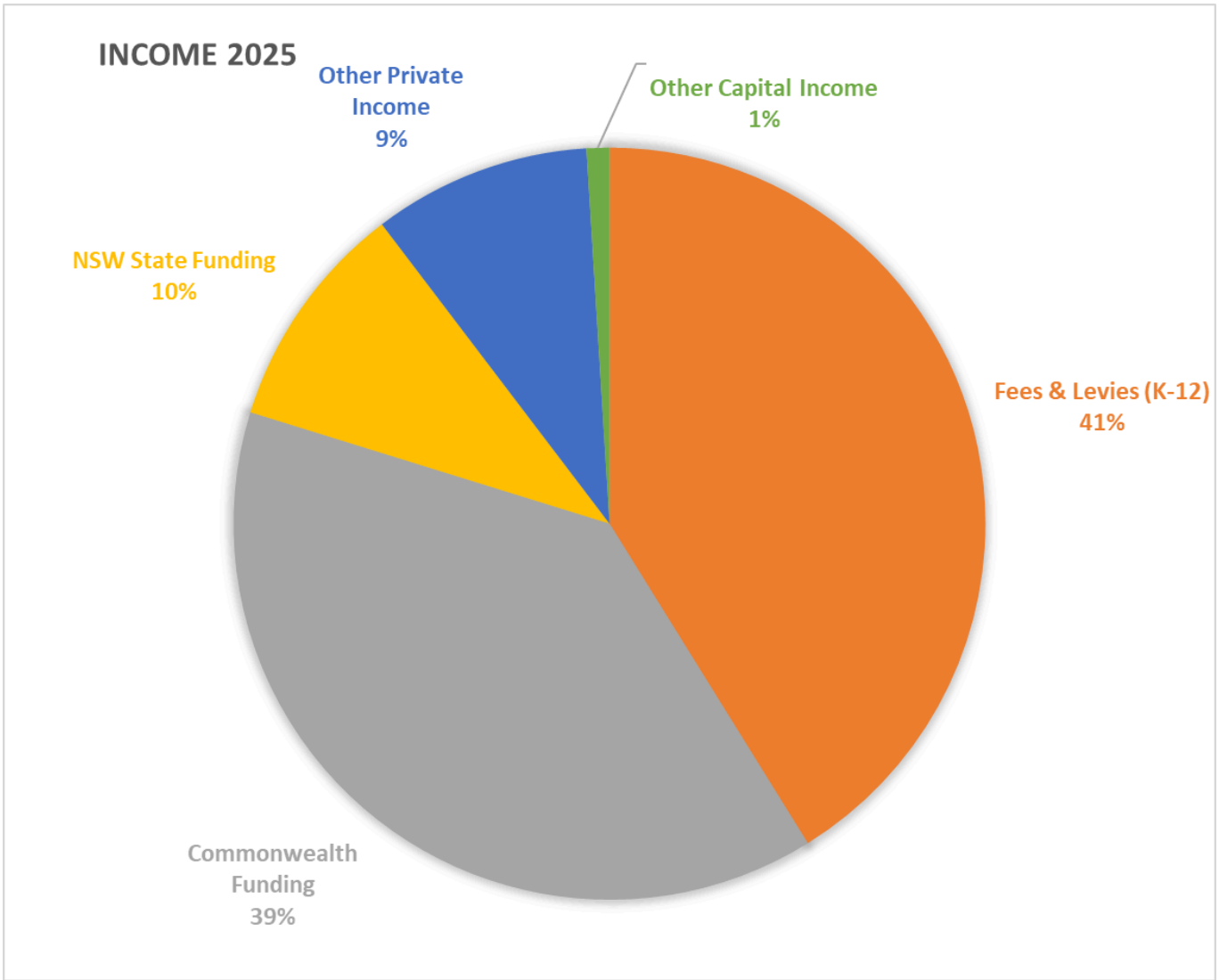


Key Area	Satisfaction	Variance
Procedures	4.24	6%
WH&S	4.20	5%
Organisation	4.19	5%
Teamwork	4.16	4%
Team Leadership	4.15	4%
Staff Engagement	4.12	3%
School Leadership	4.03	1%
General	3.97	-1%
Empowerment	3.95	-1%
Resources	3.87	-3%
Equality	3.86	-3%
Work/Life Balance	3.84	-4%
Training/PD	3.84	-4%
Career	3.79	-5%
Recognition	3.72	-7%
Communication	3.65	-9%
Average Score	3.99	

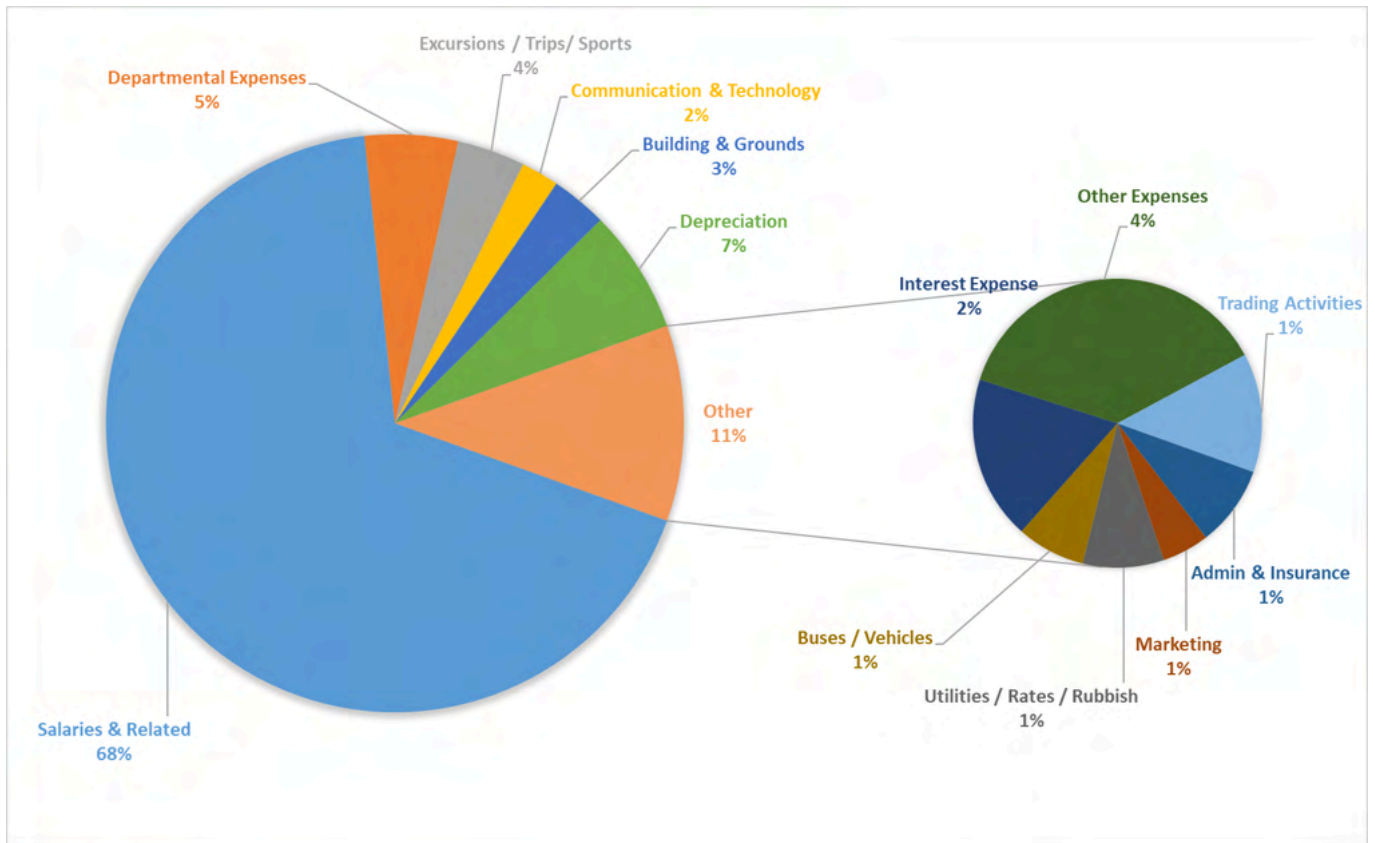


Financial Information

Income 2025



Expenses 2025





LINDISFARNE

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Luceat Lux Vestra — Let Your Light Shine

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