



ANNUAL REPORT

2011

Educational and Financial Reporting

A message from Key School Bodies

Lindisfarne Anglican Grammar School Council convened six meetings throughout the 2011 school year; six of these meetings were ordinary meetings of Council at two-month intervals to review the operations and governance of the school in addition to the Annual General meeting held on 16 April 2011. In 2011 Council re-affirmed its strategic framework, which entails seven strategic themes underpinned by the School's mission "*Helping Children Excel*". These seven strategic themes are:

- ST 1. Anglican Identity and Ethos
- ST 2. Student Attainment and Learning
- ST 3. Teaching Practice and Teacher Development
- ST 4. Business Management
- ST 5. Governance and School Council/Principal Partnership
- ST 6. Stakeholder Relationships
- ST 7. Capital Raising and Facility Development

School Council monitored the key operations, compliance and risk matters while at the same time mapping out future scenarios for Lindisfarne, which is located in an area of significant population growth and likely enrolment pressure in years 2011 – 2016.

In 2011 the School continued to implement its strong academic focus emphasising student achievement and quality teaching. Student performance continues to improve, especially in NAPLAN 2011, which is evident in later reporting areas in this document.

Significant improvements have been made in the business management of the school with improved efficiencies, stable enrolments, decreasing debt and an operating surplus enabled the School to meet financial benchmarks to better support the delivery of our educational and pastoral programs, re-investing in the School's future capability and capacity.

These improvements in the governance and management of the School will contribute significantly to its aim of becoming the most highly regarded independent school in this region.

Gregg Taylor
Chair of School Council

Student Representative Council

The SRC is comprised of at least one representative from each Pastoral Care class from Years 5-12. School Captains and Vice Captains are the leaders of this group which meet fortnightly to propose various initiatives in the school to improve the student environment, contribute to student welfare and to raise funds for St Christopher's Orphanage in Fiji, World Vision 40 Hour Famine and the Jeans for Genes Appeal.

The School Captains participated in the AIS Leadership Forum at Parliament House in Sydney and various members of the SRC took part in the World Vision Global Leadership Convention on the Gold Coast.

Paris Manson and Max Whiticker

School Captains

Contextual Information about the School

Lindisfarne Grammar is one of northern New South Wales and the Gold Coast's leading co-educational day schools. Our school has one clear focus: helping our students excel. 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. Our multi-million dollar state-of-the-art learning environment encourages students to excel emotionally and academically as they progress towards their future career pathway. The School is located on the southern end of the Gold Coast in Terranora and students from both Queensland and northern New South Wales choose to attend Grammar because of its high standards and student outcomes. Parents entrust their children into our community because of the high quality education program complemented by a pastoral care program that nurtures personal, social and academic well-being. The School currently consists of 1020 students, with an Early Learning Centre for Pre-school and Kindergarten, a Primary School for Years 1 to 6 and Secondary School from Years 7 to 12. Our structured academic program has a strong literacy focus and recognises 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

2011 NAPLAN Performance in Years 3, 5, 7 and 9

Participation in NAPLAN

In 2011, 98% of Year 3 students, 99% of Year 5 students, 99% of Year 7 students and 98% of Year 9 students participated in NAPLAN.

Achievement of National Benchmark

2011 Test	Year 3	Year 5	Year 7	Year 9
Reading	99	100	100	100
Writing	100	100	99	100
Spelling	100	98.7	97	100
Grammar & Punctuation	98	98	99	100
Overall Numeracy	100	100	100	99

Table 1: Percentage of students achieving national benchmark in Literacy strands and Numeracy.

Achievement in Performance Bands

NAPLAN 2011	Year 3		Year 5		Year 7		Year 9	
	1-2	5-6	3-4	7-8	4-5	8-9	5-6	9-10
Overall Literacy	School		School		School		School	
	4.3%	66.3%	3.1%	44.2%	7.8%	48.4%	5.2%	48.4%
	NSW AIS		NSW AIS		NSW AIS		NSW AIS	
	5.02%	63.6%	7.6%	45.9%	9.9%	41.7%	14.3%	35.8%
	State		State		State		State	
	8.9%	51.6%	14.7%	34.4%	20.3%	29.6%	29%	23.4%
Overall Numeracy	School		School		School		School	
	4.8%	45%	2.6%	37.2%	7.1%	44.4%	3%	48%
	NSW AIS		NSW AIS		NSW AIS		NSW AIS	
	6.7%	52.3%	6.3%	42.5%	8.6%	46.4%	9%	40%
	State		State		State		State	
	14.6%	39.1%	13.9%	29.1%	19.8%	31.2%	18%	25%

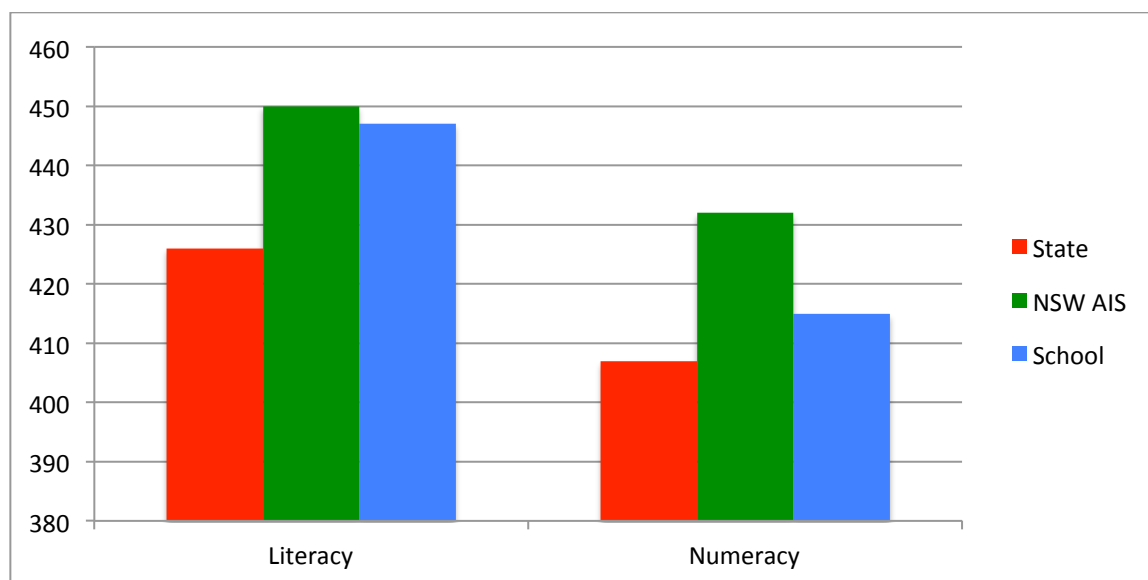
Table 2: Percentage of Students Performing in the Higher and Lower Bands Compared to State and New South Wales Independent Schools (NSW AIS)

Year Three

Performance Compared to State and NSW AIS School Group

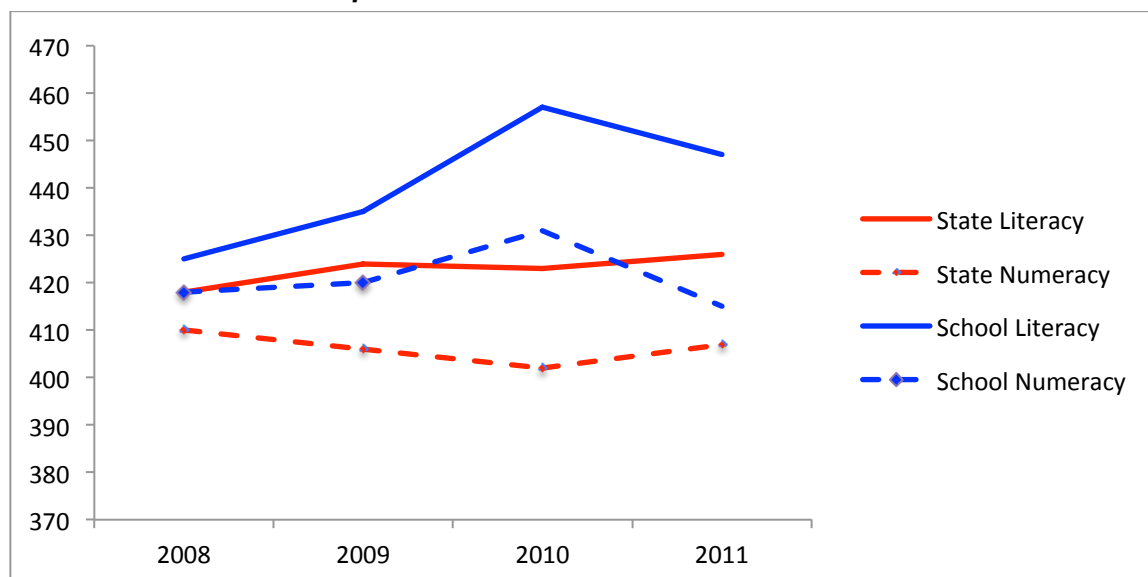
In Year 3, 95.7% of students achieved Skill Band 3 or higher in Overall Literacy performance compared to 91.1% of the state and 94.9% of the NSW AIS School Group. In Numeracy, 95.2% achieved Skill Band 3 or higher compared to 85.4% of the state and 93.3% of the NSW AIS School Group. Students performed consistently across all aspects of numeracy.

Mean Score



Graph 1: Mean score of the NSW AIS Group, State and School for 2011 in both literacy and numeracy.

Performance Trend Compared to State



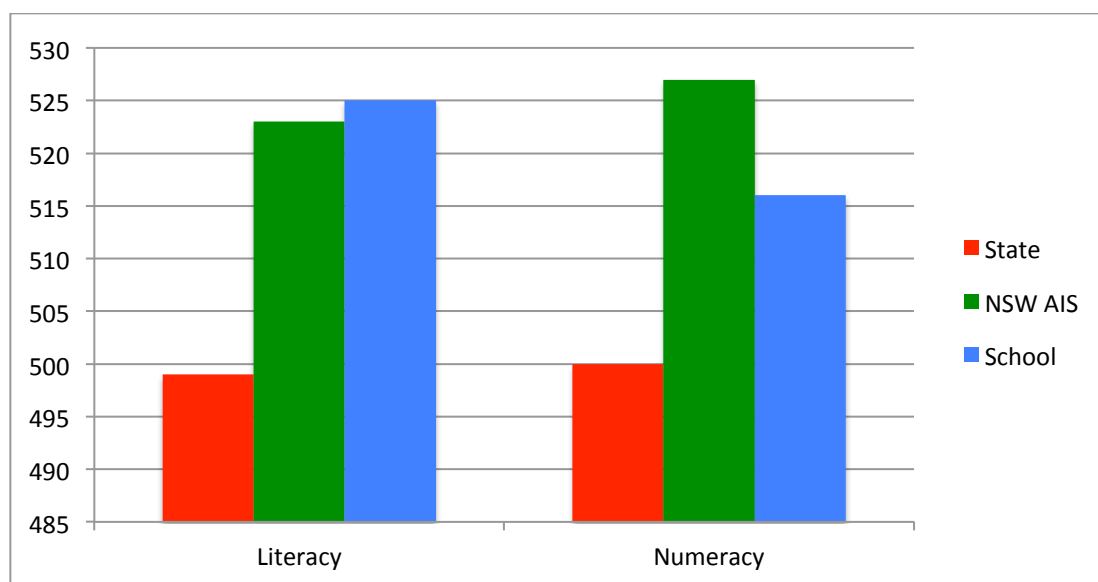
Graph 2: Four year performance trend based on mean score in Overall Literacy and Numeracy performance.

Year Five

Performance Compared to State and NSW AIS Group

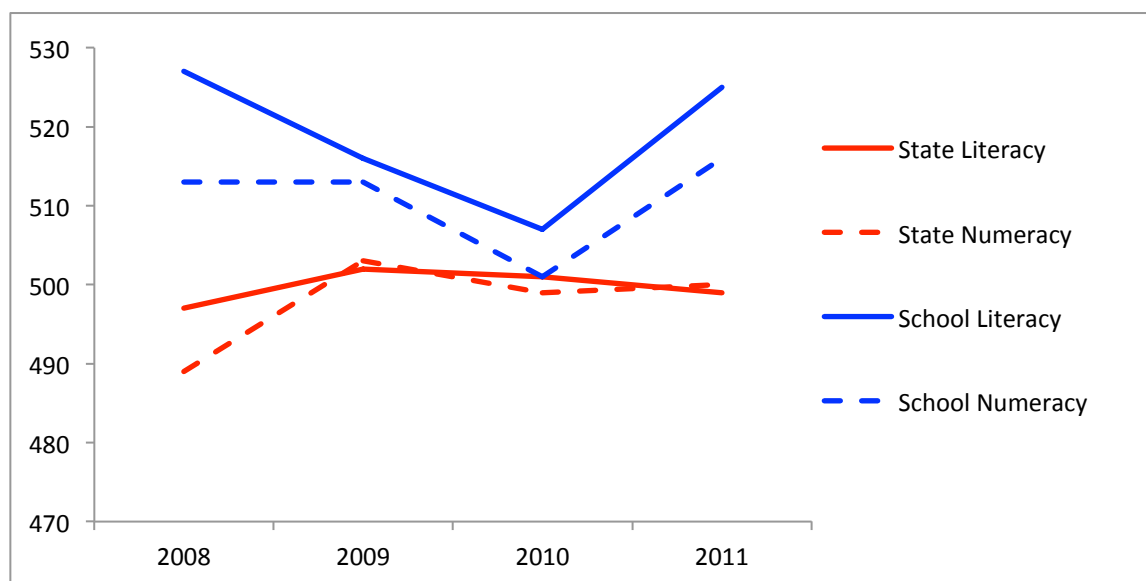
In Year 5 96.9% of students achieved Skill Band 5 or higher in Overall Literacy as compared to 85.3% of the state and 92.4% of the NSW AIS Group. Overall Numeracy results show that 97.4% of students achieved Skill Band 5 or higher as compared to 86.1% of the state and 93.7% of the NSW AIS Group. The achievement of the school group shows improvement in both literacy and numeracy since the completion of the Year 3 Basic Skills Test in 2009.

Mean Score



Graph 3: Literacy and Numeracy Mean score of the State, NSW AIS group for 2011.

Performance Trend Compared to State



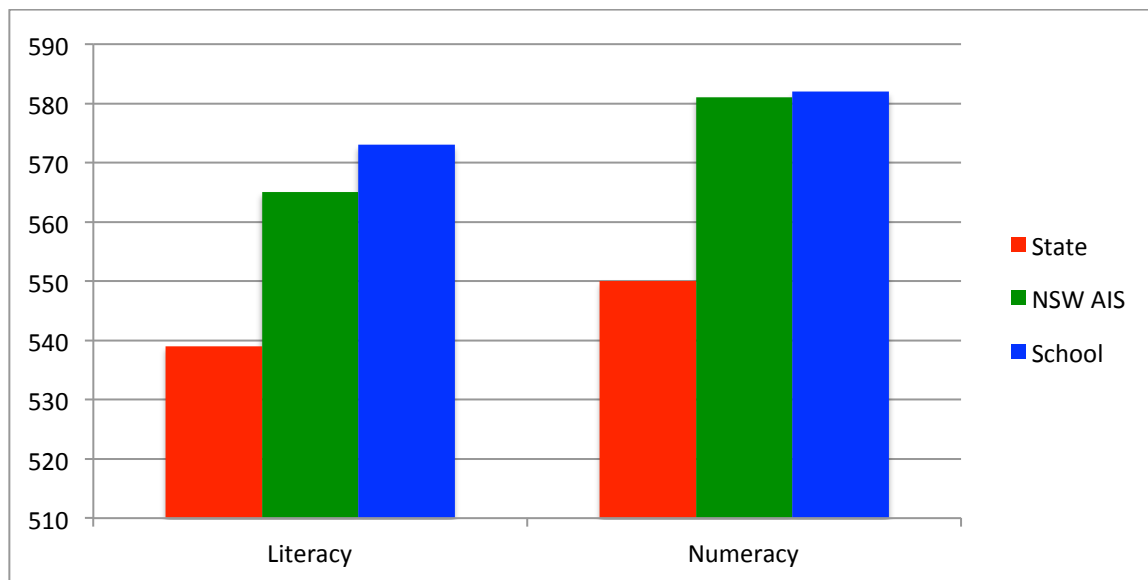
Graph 4: Year 5 Four year performance trend based on mean score in Overall Literacy and Numeracy performance.

Year Seven

Performance Compared to State and Comparative School Group

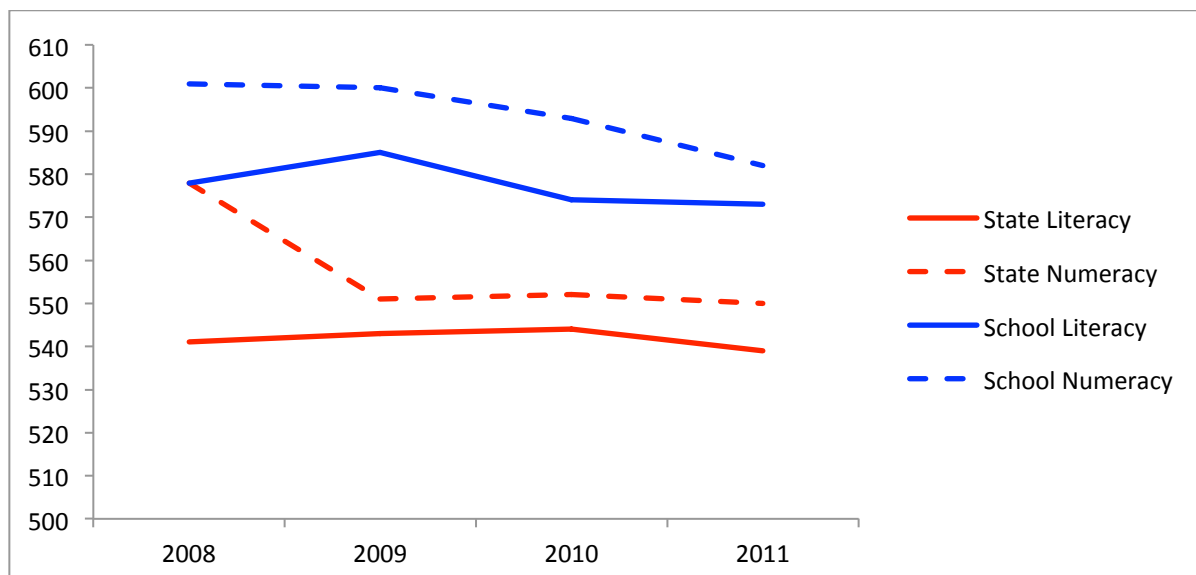
In Year 7 92.2% of students achieved Skill Band 6 or higher in Overall Literacy as compared to 79.7% of the state and 89.3% of the NSW AIS Group. Overall Numeracy results show that 92.9% of students achieved Skill Band 6 or higher as compared to 80.2% of the state and 91.4% of the NSW AIS Group. The achievement of the school group shows improvement in both literacy and numeracy since the completion of the Year 5 Basic Skills Test in 2009.

Mean Score



Graph 5: Literacy and Numeracy Mean score of the State NSW AIS group for 2011.

Performance Trend Compared to State



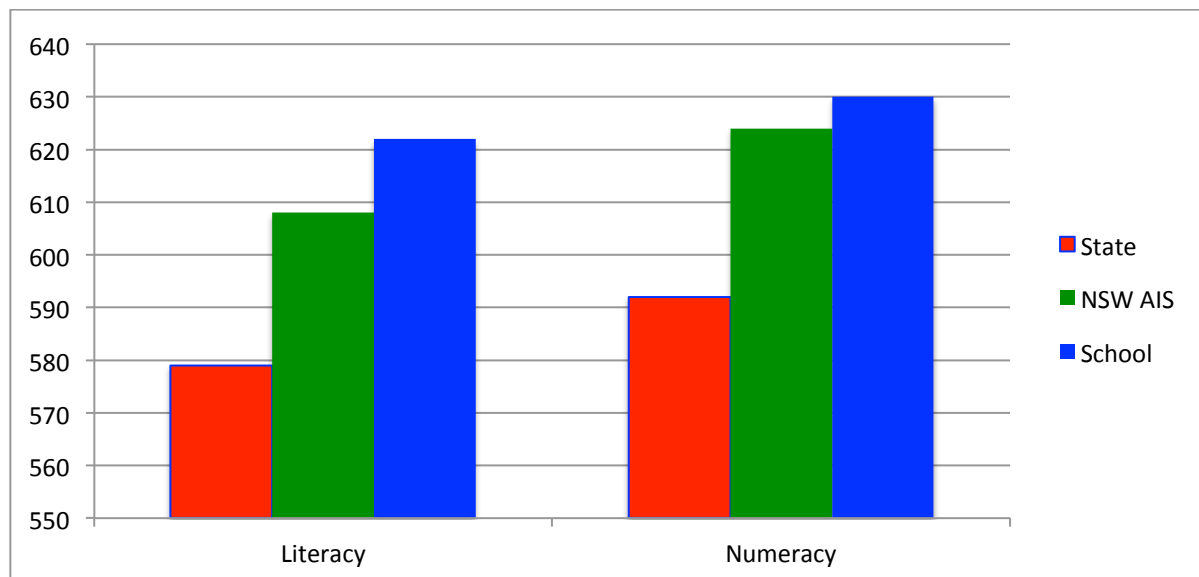
Graph 6: Year 7 Four year performance trend based on mean score in Overall Literacy and Numeracy performance.

Year Nine

Performance Compared to State and Comparative School Group

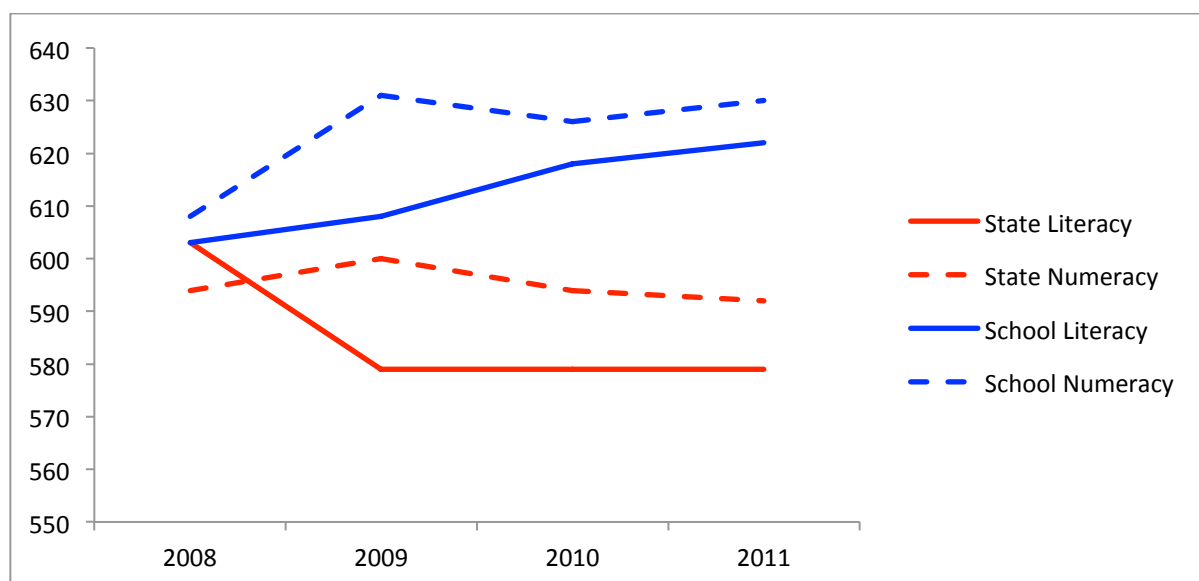
In Year 9 94.8% of students achieved Skill Band 7 or higher in Overall Literacy as compared to 71% of the state and 85.7% of the NSW AIS Group. Overall Numeracy results show that 97% of students achieved Skill Band 7 or higher as compared to 82% of the state and 91% of the NSW AIS Group.

Mean Score



Graph 7: Literacy and Numeracy Mean score of the State, NSW AIS and School group for 2011.

Performance Trend Compared to State



Graph 8: Year 9 Four year performance trend based on mean score in Overall Literacy and Numeracy performance.

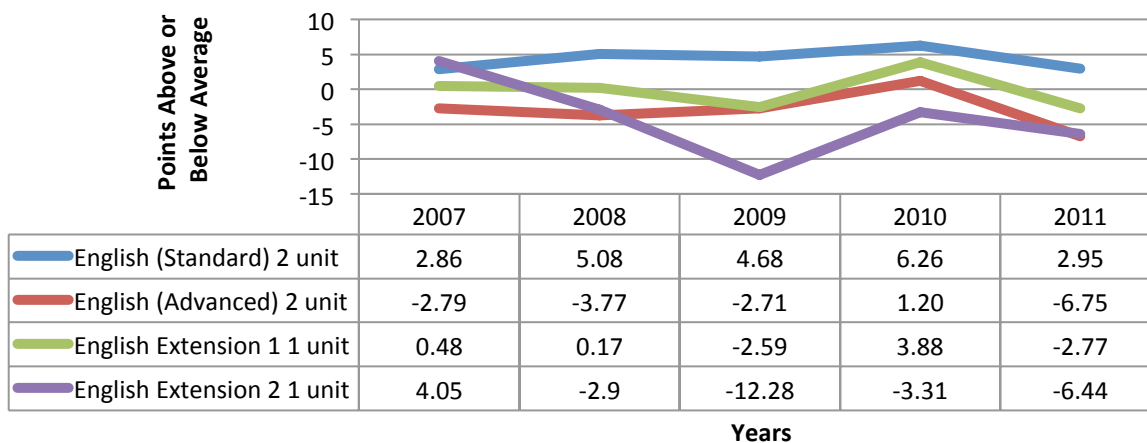
Higher School Certificate

In 2011 68 students presented for the NSW Higher School Certificate in 31 courses. In total, 99% of candidates achieved marks of 50 or more (Band 2 or higher) with 73% of these placed in bands 4, 5 and 6 (70-100 marks) and 22% of students achieving Bands 5 and 6 (80 marks and above). Of the 27 candidates who presented for a one unit extension courses 96% achieved 25 marks or more out of 50.

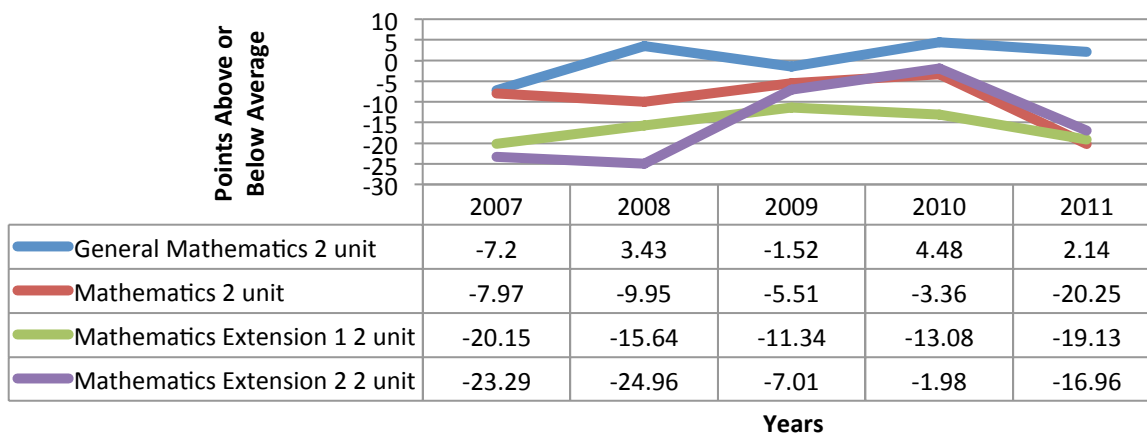
Higher School Certificate Examination Results

Subject	Number of Students	Performance Band Achievement by number and (%)	
		Bands 3 - 6	Bands 1 - 2
Ancient History 2 unit	8	8 (100%)	0 (0%)
Biology 2 unit	17	16 (94%)	1 (6%)
Business Studies 2 unit	8	8 (100%)	0 (0%)
Chemistry 2 unit	10	8 (80%)	2 (20%)
Design and Technology 2 unit	7	6 (86%)	1 (14%)
Drama 2 unit	5	5 (100%)	0 (0%)
Engineering Studies 2 unit	8	8 (100%)	0 (0%)
English (Standard) 2 unit	39	34 (87%)	5 (13%)
English (Advanced) 2 unit	29	28 (97%)	1 (3%)
English Extension 1 1 unit	5	5 (100%)	0 (0%)
English Extension 2 1 unit	2	2 (100%)	0 (0%)
French Beginners 2 unit	3	2 (67%)	1 (33%)
General Mathematics 2 unit	29	28 (97%)	1 (3%)
Geography 2 unit	9	9 (100%)	0 (0%)
History Extension 1 unit	2	2 (100%)	0 (0%)
Information Processes and Technology 2 unit	4	4 (100%)	0 (0%)
Japanese Beginners	6	1 (17%)	5 (83%)
Japanese Continuers	3	2 (67%)	1 (33%)
Legal Studies 2 unit	17	17 (100%)	0 (0%)
Mathematics 2 unit	19	8 (42%)	11 (58%)
Mathematics Extension 1 2 unit	11	10 (91%)	1 (9%)
Mathematics Extension 2 2 unit	7	7 (100%)	0 (0%)
Modern History 2 unit	5	5 (100%)	0 (0%)
Music 1 2 unit	6	6 (100%)	0 (0%)
Personal Development, Health and Physical Education 2 unit	12	12 (100%)	0 (0%)
Physics 2 unit	13	12 (92%)	1 (8%)
Senior Science 2 unit	13	13 (100%)	0 (0%)
Textiles and Design 2 unit	11	11 (100%)	0 (0%)
Visual Arts 2 unit	9	9 (100%)	0 (0%)
Hospitality Examination 2 unit	9	9 (100%)	0 (0%)
Entertainment Industry Examination 2 unit	1	1 (100%)	0 (0%)

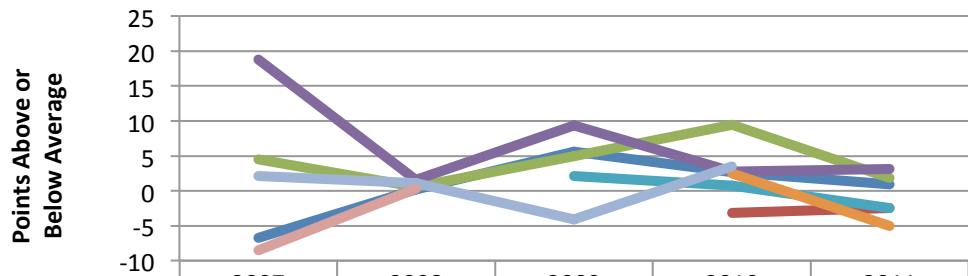
English Faculty Courses Compared to State Average



Mathematics Faculty Courses Compared to State Average



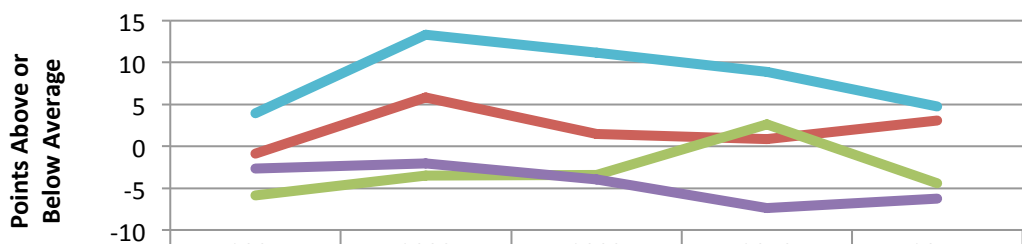
HSIE Faculty Courses Compared to State Average



	2007	2008	2009	2010	2011
Business Studies 2 unit	-6.72	0.22	5.58	2.65	0.92
Geography 2 unit		0.78		-3.15	-2.43
Legal Studies 2 unit	4.46	0.53	4.97	9.40	1.85
Ancient History 2 unit	18.74	1.57	9.33	2.74	3.11
Modern History 2 unit	3.04		2.14	0.77	-2.50
History Extension 1 unit				2.49	-5.02
Studies of Religion I 1 unit	2.15	1.12	-4.08	3.53	
Studies of Religion II 2 unit	-8.51	0.31			

Years

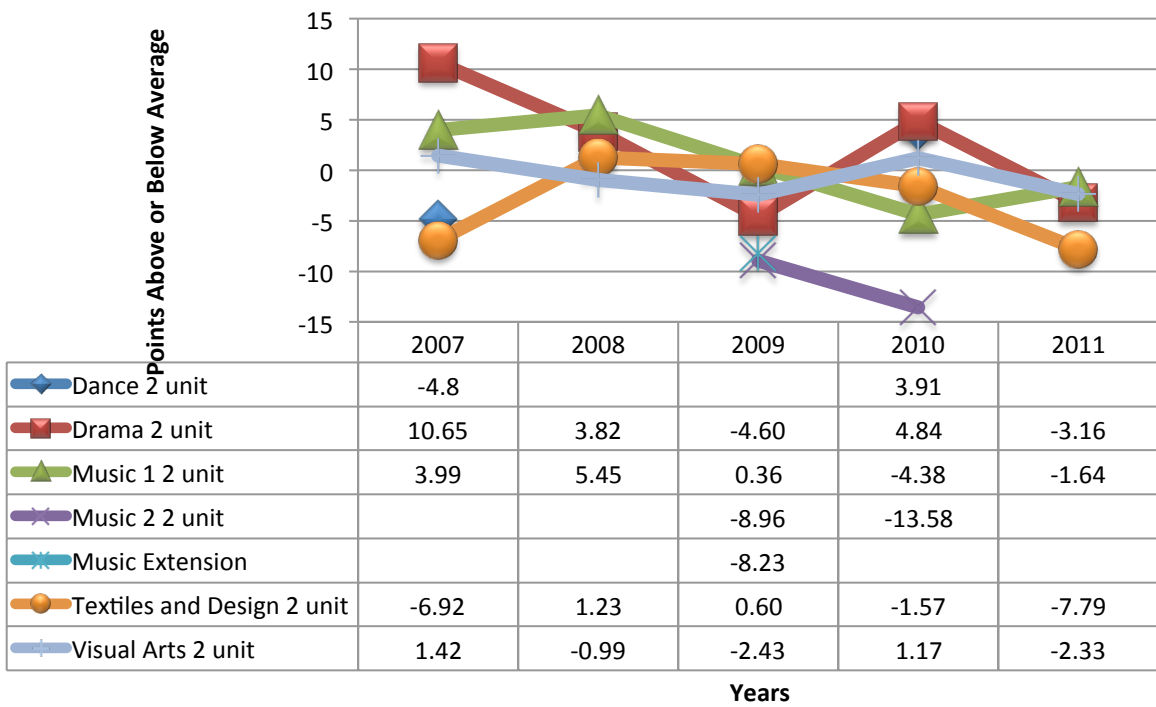
Science Faculty Courses Compared to State Average



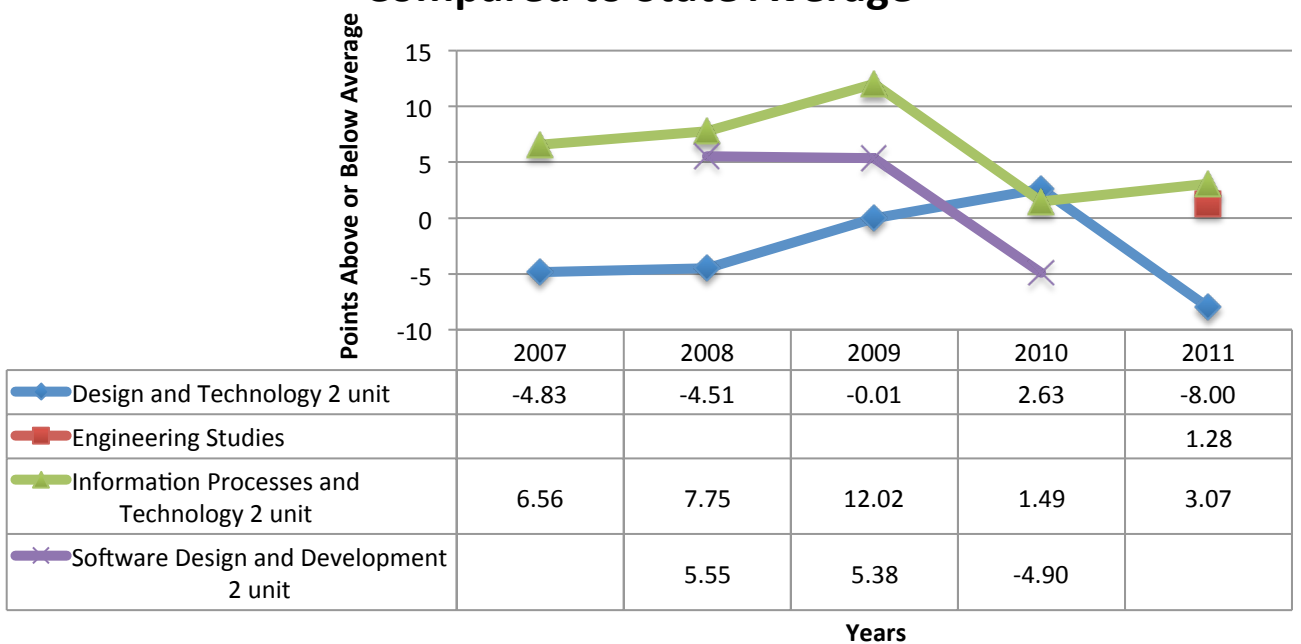
	2007	2008	2009	2010	2011
Biology 2 unit	-0.88	5.84	1.43	0.89	3.11
Chemistry 2 unit	-5.87	-3.49	-3.41	2.65	-4.39
Physics 2 unit	-2.69	-2.06	-3.93	-7.38	-6.27
Senior Science 2 unit	3.94	13.32	11.14	8.91	4.78

Years

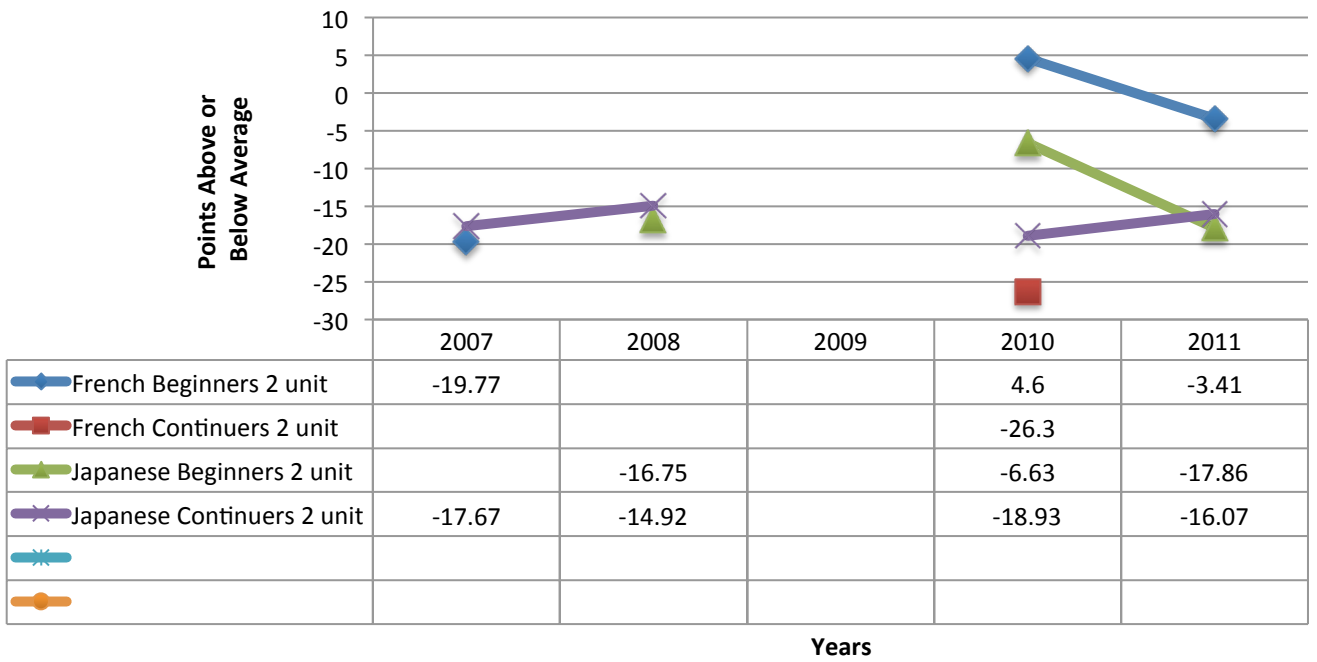
Creative and Performing Arts Faculty Courses Compared to State Average



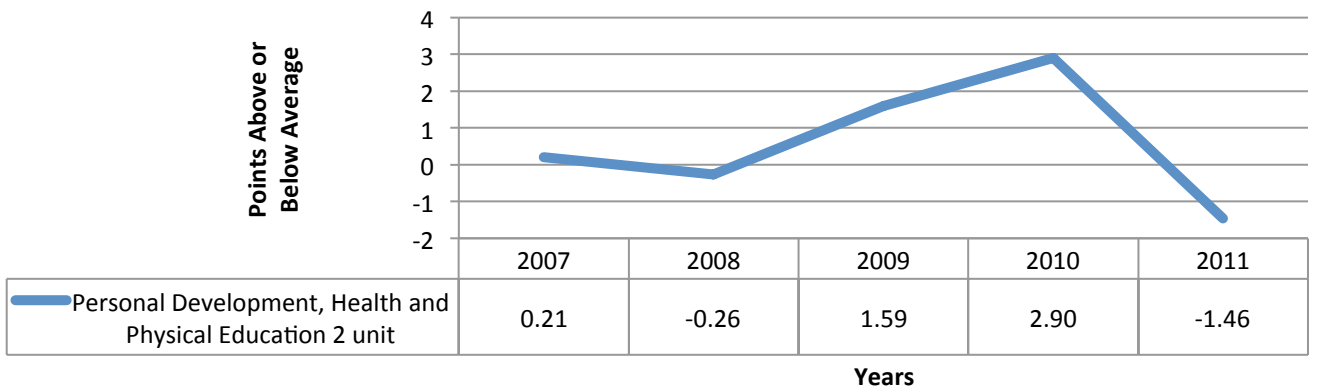
Technology and Applied Studies Faculty Courses Compared to State Average



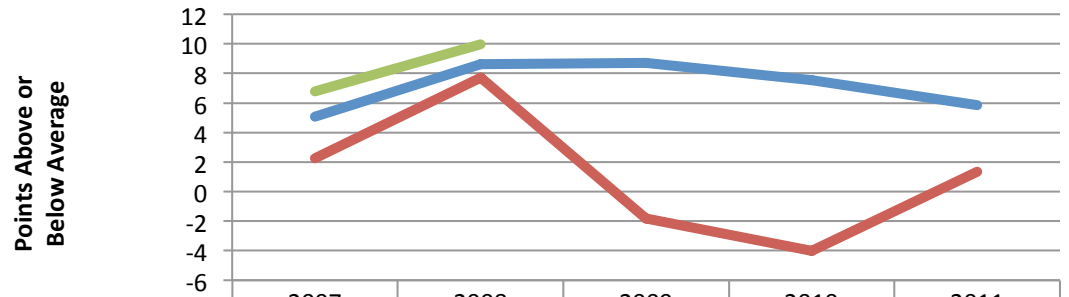
LOTE Faculty Courses Compared to State Average



PDHPE Compared to State Average



VET Courses Compared to State Average



	2007	2008	2009	2010	2011
— Hospitality Examination 2 unit	5.05	8.62	8.69	7.52	5.83
— Entertainment Examination 2 unit	2.26	7.69	-1.83	-4.01	1.33
— Information Technology Examination 2 unit	6.78	9.96			

Years

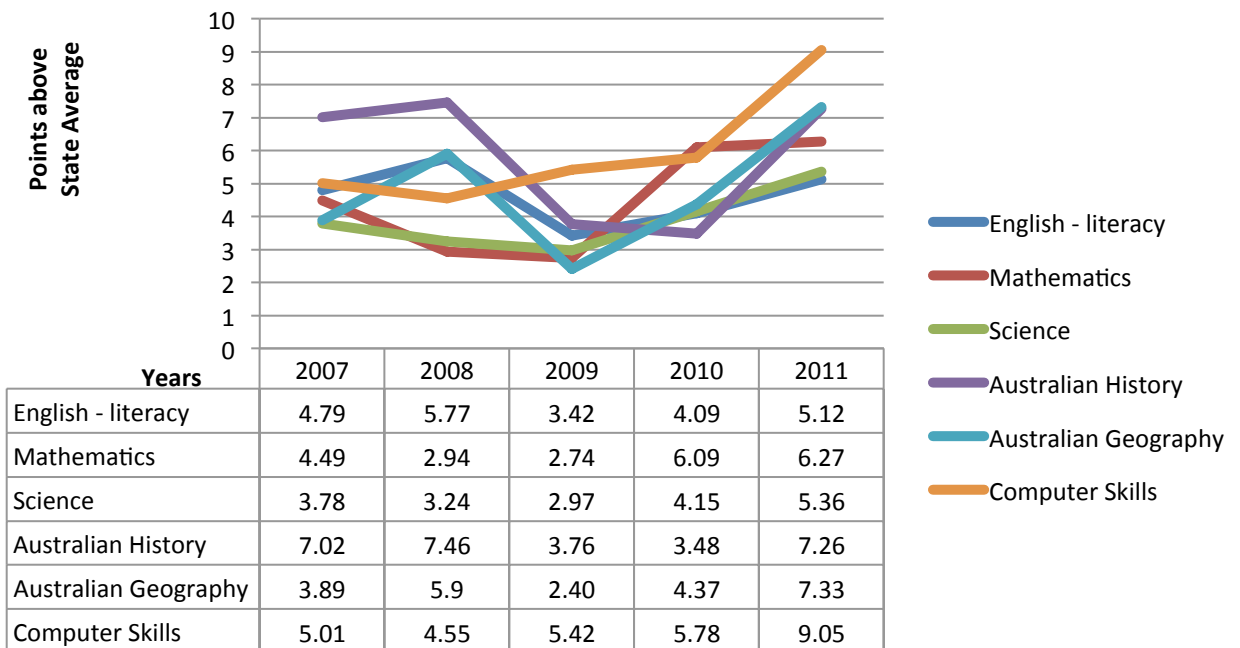
School Certificate

79 students presented for the 2011 School Certificate tests. Overall, 93% of Lindisfarne students achieved a band 4 or above (60% and above). Lindisfarne students performed well above state average in all five School Certificate tests. 98% of Lindisfarne students attained either a band 4, 5 or 6 (60% and above) in English compared to the 84 % of the state, 81% were placed in bands 6, 5 and 4 in Mathematics compared to 48% of the state. The number of students achieving band 4 and above for Science was 97% compared to 68% of the state. The average results in all subjects are well above state average. Computing Skills at Lindisfarne are extremely high with 89% of students achieving the highest band compared with 54% of the state. A total of 73 Band 6 or equivalent achievements were awarded to Lindisfarne students. 2011 being the last year of the School Certificate, Lindisfarne students have produce the best results in the history of the school.

Note: for Computing Skills a band 5-6 is equivalent to *Highly Competent* and a bands 3-4 is equivalent to *Competent*

School Certificate Test Results 96 Students	Performance band achievement								
	Bands 5-6			Bands 3-4			Bands 1-2		
	No.	Lindisfarne %	State %	No.	Lindisfarne %	State %	No.	Lindisfarne %	State %
English - literacy	52	66%	39%	26	33%	54%	1	1%	4%
Mathematics	33	45%	26%	40	55%	49%	0	0%	22%
Science	43	54%	34%	35	44%	58%	1	1%	5%
Australian History	39	49%	27%	40	51%	60%	0	0%	10%
Australian Geography	38	48%	25%	41	52%	59%	0	0%	12%
Computing Skills *	34	90%	52%	37	10%	43%	8	0%	1%

School Certificate Lindisfarne Compared to State Averages



Retention of Year 10 to Year 12

Of the 75 students who completed Year 10 in 2009, 19 students left Lindisfarne before completing Year 12 in 2011. Additionally, 12 Students joined this cohort between the end of Year 10 in 2009 and end of Year 12, 2011. Thus, bringing the total number of students who completed Year 12 in 2011 to 68. Therefore, the total retention rate from Year 10 2009 to Year 12 2011 was 90.6%

Of the students who left:

- 11 changed to another high school
- 1 enrolled in Trade College/TAFE/Private Provider
- 4 commenced a full time apprenticeship
- 2 commenced full time work
- 1 unknown

Professional Learning and Teacher Standards

Professional Learning	Number
2011 SC and HSC Feedback and Advice	1
7 Steps to Writing Success Program	1
Accredited Modified Coaching Course and League Safe	1
ACEL Conference	1
Adobe CS 5.5 Roadshow	1
AIS Annual English Teacher's Conference 2011	1
AISNSW VET IT Teacher Training	1
Apola- School Surfing Supervisor Award Inservice	5
Apple Learning Tour	3
Applying Neuroplasticity to Mathematics Education	1
Australian Curriculum in NSW Consultation Meetings	2
Beyond Chalk	2
Careers Advisor Meeting	1
Careers officers collegiate meeting	1
Child Protection Investigation Course	3
Complete 12 shifts in industry for Step Program	1
Comprehension Workshop	2
Creating, Collaborating, Communicating- 21st Century Digital Learning Environment	1
Differentiated Teaching in the Inclusive Classroom	1
Effective Writing	1
Emerging Trends in Music Education (Yr 7-12)	1
ETA HSC Paper/ Student Day	1
EUS Sampling	1
Explicit Teaching of Reading	2
Explicitly Teaching Writing	1
Extension 1- Crime Writing (EIGOO)	1
Senior First Aid Program	38
Focusing on stakeholder engagement	2
Guiding behaviour in secondary school	3
Hill's Pastoral Care Program and Implementation	1
Hospitality Food & Beverage	1
HSC Webinars	1
ICT Managers Conference	2
Interactive Teaching and Learning	1
K-10 English Consultation	2
Literacy for your Kindergarten Classroom	1
Literacy through Music	3
Make your own swimwear (5.30-8pm x 8wks)	1
NAPLAN- Writing 2011	1
National Curriculum Day at Ballina	1
National Quality Framework- NQF Ready	1
North Coast Union Reps Training	1
PD 4 Maths re 2 Unit Math	1
Peer Support Australia Workshop	3
Personal Development with Mike Hogan for Directors	10
Preparation for Principalship Programme	1
Programming English	8

Professional Learning	Number
Providing enriching learning experiences for gifted children	5
Review of Draft History syllabus	2
Review of HSC solutions for IPT, SDD and IT	1
Supervising New Scheme Teachers	1
Symposium on Assessment: Teach, Survive, Thrive	2
Teachers as brain surgeons: plasticity research & learning	3
Teachers Engineering Day at UTS	1
Teachers' Workshop Identifying Gifted Children in your Classroom	2
The Accidental Counsellor	1
The Australian Curriculum in NSW	2
Theatre performances of Ruby Moon (HSC study).	1
TVET Planning 2011/12	1
Welcome to Music 2011 PLAYshop	1

Teacher Standards

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	79
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.	-

Teaching Staff Composition

There were fifty-nine (59) female teaching staff and twenty (20) male teaching staff employed at the school in 2011. There were no teaching staff who have self-identified as being of Indigenous background. There was one (1) teacher with a disability.

Reporting Area 5: Teacher Attendance and Retention Rate

In 2011 the average daily staff attendance rate was 95.8%. The proportion of staff retained from 2011 is approximately 82%.

Secondary Student Outcomes

98.55% of the Year 12 cohort (68 of 69 students) in 2011 received their NSW Higher School Certificate qualification. Of these 69 students, 36% of all students received VET qualifications.

Vet courses delivered by the School:

Entertainment Industry	24%
Hospitality	48%
Total	72%

TAFE qualifications delivered by the local TAFE colleges:

Tourism	16%
Construction	4%
Electro Technology	4%
Business Services	4%
Total	28%

Post School Destinations

Lindisfarne had 69 students graduate Year 12 in 2011.

Their destinations in 2011 are:

University Studies	68%	(Including 6% who deferred to travel or work)
TAFE or private providers	6%	
Employment	25%	
Unknown	1%	
Total	100%	

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 at the specific Campus must be notified (07 5590 5099 – main reception or 07 5590 5927 – Years 5 to 12, 07 5523 1143 – Years P to 4) by 8:45am each day or by email to the absentee address for each campus or by fax 07 5590 4962. When the student returns to School, he/she should bring a note explaining the absence, as required by The Board of Studies (NSW) 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 co-operate with this requirement and time holidays so as to avoid conflict between family and School.
3. Students requiring other leave during term time must obtain permission from the Principal. A letter requesting such leave must be submitted directly to the Principal. A student requiring unavoidable leave or an appointment during class time will report to their Head of School with a note from his/her parents.
4. Any student arriving after 8:20am (Years 5 – 12); 8:45am (Years K – 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 organized school event e.g. 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 convenor of the event. If the convenor 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 e.g. school sores, head lice, viral bacterial meningitis, etc.
8. Staff will be on duty from 8:00am 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 8:25am at the Sunshine Avenue Campus will be taken to Before School Care and charges will apply for the session.

Rate of Attendance

Year	Rate of Attendance (%)
12	92
11	92
10	93
9	92
8	93
7	91
6	90
5	93
4	93
3	93
2	92
1	91
K	94
P	98
Total School	93

Post School Destinations

Lindisfarne had 71 students graduate Year 12 in 2011.

Their destinations in 2011 are:

University Studies	54%
TAFE or private providers	14%
Employment	17%
Travel followed by further study	13%
Defence Force Training	1%
Unknown	1%

ENROLMENT POLICY

Lindisfarne Anglican Grammar School is one of New South Wales leading co-educational day schools catering for boys and girls from Preschool/Kindergarten through to Year 12. The School has a comprehensive enrolment process to ensure that we cater for the required current and future needs of students to provide a proactive educational partnership.

Our enrolment framework encompasses the following:

- Lindisfarne will not be academically selective but will cater for boys and girls of all abilities. Preference for enrolment will be given in the following order:
 - siblings of students currently enrolled at the school
 - the date order in which Enrolment Applications are received
- The School has an Anglican Christian ethos and welcomes applications from students regardless of their ethnic origin, religious beliefs and chosen future career pathway.
- Children entering the Preschool must be 4 years of age by 30 April in the year they are entering the program. It is an expectation that children enrolled in Preschool will advance through to Kindergarten. Parents whose children do not proceed to Kindergarten are required to provide one term's notice, in writing, to the Principal. The penalty for non-compliance will be payment of one term's fees being charged in lieu of notice.
- Children entering the 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 (conducted by either senior Lindisfarne staff or external professionals) 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/s or guardian/s prior to offering an enrolment place.
- Failure to disclose information or the provision of misleading information during the enrolment process will result in an enrolment being declined.
- The School reserves the right to offer or decline to offer 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.
- When accepting a place at Lindisfarne Anglican Grammar School parents are giving their agreement to the School's program, 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.
- A Student Withdrawal Form must be completed and returned to the Principal giving one full term's notice in advance or an additional term's fees will be charged.

POLICY ADMINISTRATION

This Policy will be reviewed periodically, or in the event of any information or incident that indicates the need for a review, or following relevant legislative or organisational change.

Date of Policy Formulation	
Date of Adoption	
Date of Last Review	
Date of Next Review	
Signature	
Position Held	

Student Population

Lindisfarne Anglican Grammar School has a total of 1031 students from P – 12. The students are positioned in the following numbers:

P = 68
K – 6 = 445
7 – 12 = 518

There are 511 females and 520 males in the school. Our students come from a wide range of backgrounds, including a small percentage of children with special needs.

A. 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 2011/Proposed Changes in 2012	Access to Policies
<p><i>Child Protection Policy</i></p> <p>This policy encompasses:</p> <ul style="list-style-type: none">Definitions and ConductLegislative requirements.Preventative strategies.Reporting and Investigating Reportable Conduct".Investigation processes.Documentation.	<p>All policies are reviewed annually.</p>	<p>Full text available on:</p> <p>School Intranet</p> <p>Available upon request for parents.</p>

<p>Security Policies</p> <p>These policies include:</p> <p>Procedures for security of the grounds and buildings. Use of the security/alarm system. Use of grounds and facilities. Emergency Procedures. Lockdown Procedures. Critical Incident Management Plan. Bushfire Evacuation Plan.</p>	<p>All policies are reviewed annually.</p>	<p>Full text available on:</p> <p>School Intranet.</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 all Contractors. Appropriate outlines are available in the Student Guide and the School Diary.</p> <p>Available upon request for parents.</p>
<p>Supervision Policies:</p> <p>These policies include:</p> <p>Duty of Care Sun Safe Policy** School Excursion Requirements. Duty of Care. Traffic Procedures Safe and Supportive Environment Policy**.</p>	<p>All policies are reviewed annually.</p>	<p>Full text or appropriate outlines available on:</p> <p>School Intranet. School Website**</p> <p>Appropriate outlines are available in the Student Guide and the School Diary.</p> <p>Available upon request for parents.</p>

<p>Codes of Conduct Policies:</p> <p>These policies include:</p> <p>Code of Conduct for Students** Code of Conduct for Staff Code of Conduct – Volunteers** Code of Conduct on Buses** Student Management and Discipline Policy – Secondary** Behaviour Management and Discipline Policy – Primary** Anti-Bullying Policy – Primary** Harassment and Bullying (Safe School Policy). Safe and Supportive Environment Policy** Bus Driver Policy and Procedure Casual Teaching Staff Routine Code of Ethics – Computer Use** Code of Social Conduct Suspension and Expulsion of Students Policy **</p>	<p>All policies are reviewed annually.</p> <p>Code of Ethics – Computer is targeted as for a major review in 2012</p>	<p>Full text or appropriate outlines available on:</p> <p>School Intranet School Website**</p> <p>Appropriate outlines are available in the Student Guide and the School Diary.</p> <p>Available upon request for parents.</p>
<p>Pastoral Care Policies:</p> <p>These policies include:</p> <p>Pastoral Care Program. Attendance and Absences for Students. Health Procedures. Homework Policy. Reporting Procedures. Assessment Policy. Award System. Critical Incident Management Policy. Student Leadership System. Admission of Medication Policy** Availability to special services such as Counselling and Learning Support Policy.</p>	<p>These policies and procedures are being constantly reviewed in line with Board of Studies requirements and legislative requirements.</p> <p>Major change in the structure of pastoral groups and leadership roles will be undertaken in 2012</p>	<p>Full text:</p> <p>School Intranet School Website**</p> <p>Appropriate outlines are available in the Student Guide and the School Diary.</p> <p>Available upon request for parents.</p>

<p>Communication Policies:</p> <p>These policies encompass:</p> <p>Formal and informal mechanisms in place for facilitating communication between the School and those with an interest in the student's education and well-being.</p>	<p>These policies and procedures are being constantly reviewed.</p>	<p>Full text:</p> <p>Staff Intranet. School Website</p> <p>Appropriate outlines are available in the Student Guide and the School Diary.</p> <p>Available as a Handout to interested parties.</p>
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B. 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 Management and Discipline Policy – Years 7-12
- Behaviour Management and Discipline Policy – Years K-6
- Suspension and Expulsion Policy
- Grievances and Disputes 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 Student Diary
- The Student Guide
- School Intranet
- School Website

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.

C. 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. Statement on Procedural Fairness is available in the Student Diary.

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

In 2011 School Council re-evaluated the seven key strategic themes and their priority for achievement over the next 4 years.

		Priority 1 - 3			
		2012	2013	2014	2015
ST1.	Anglican Ethos and Identity	2	2	2	1
ST2.	Student Attainment and Learning	1	1	1	1
ST3.	Teaching Practice & Teacher Development	1	1	1	1
ST4.	Business Management	1	3	2	3
ST5.	Governance & Principal Relationship	2	1	2	2
ST6.	Stakeholder Relationships	1	2	2	2
ST7.	Capital Raising & Facility Development	2	1	2	2

Student Attainment and Learning

In 2011 the priority of Student Attainment and Learning was further leveraged by the continuation of the “Helping Students Excel” mission and the focus of Senior Leadership Group to lead and support it. Academic reform has continued with brain-based professional development in the Junior School and more staff in the Senior School taking part in the Quality Teacher Program which is being rolled out for all staff over a four year time frame. This has included introduction of an intensive literacy program in the Junior School, the appointment of Learning Support Aides in the Junior School, continued teacher learning support time in Years 5 – 8, a review of the faculty structure more in line with the KLAS, consolidation of elective course structures, support for students undertaking VET and TVET subjects, and closer articulation with universities, with students completing tertiary subjects and gaining early entry. An emphasis on recruitment, performance management and professional development has been central to this aim. The performance of our Years 3, 5, 7 and 9 students in the second NAPLAN assessments placed the School ‘above’ and ‘substantially’ national averages.

Business Management

Cost control, financial reporting, debt structure and cash management conform with the relevant benchmarks and auditing standards. A ten-year financial model developed in 2007 and reviewed in 2011 projects the School to be operating in a sound financial position, with operating surpluses and debt reduction enabling re-investment in future programs and facilities.

Marketing and Communication

2011 has seen a definite shift in the marketing strategy from a generalist approach to a more strategic and segmented focus to ensure internal and external stake holders are targeted to support the key elements of the Lindisfarne Grammar Strategic Plan.

This process involved examining the enrolment data from the previous five years to clearly map the key trends of enrolment and withdrawal at the School. From this data the strategy to move from a generalist Preschool – Year 12 marketing campaign to a more defined and targeted approach of concentrating on the key intake points of Preschool/Kindergarten and Year 7 was implemented.

Additionally, the data was also analysed in relation to the emerging post code trends of the suburbs students were traditionally coming from to ascertain any changes and identify areas from which the School was not currently drawing enrolments. This analysis together with a review of existing school bus services culminated in campaigns being launched into the market place within the identify post code surveys. This has been a very rewarding strategy resulting in additional and new enrolments from the identified areas.

The Principle Tours were reviewed and the launch of rebranding the Pre – Year 4 tour as The Little Learner’s Tour were both included in the new approach to opening the School up to the community. Additionally, the regularity of the tours was increased from twice per annum to four times per year, one each term, to increase the awareness and openness of the School to the community. These new additions have also resulted in an increase of attendees and awareness of seeing Lindisfarne in action on a normal school day.

Internal stake holders were also considered in the marketing approach with the launch of a new publication titled the Grammar Gazette being published twice per annum. This full colour ‘glossy’ magazine has greatly assisted with our internal communication and marketing strategy through showcasing and educating our school community members of the various academic, vocational, performing arts, sporting and student achievements that take place throughout the year.

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 implemented in 2006, and reviewed in 2007 and again in 2011, identifies 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.

Parent, Student and Teacher Satisfaction

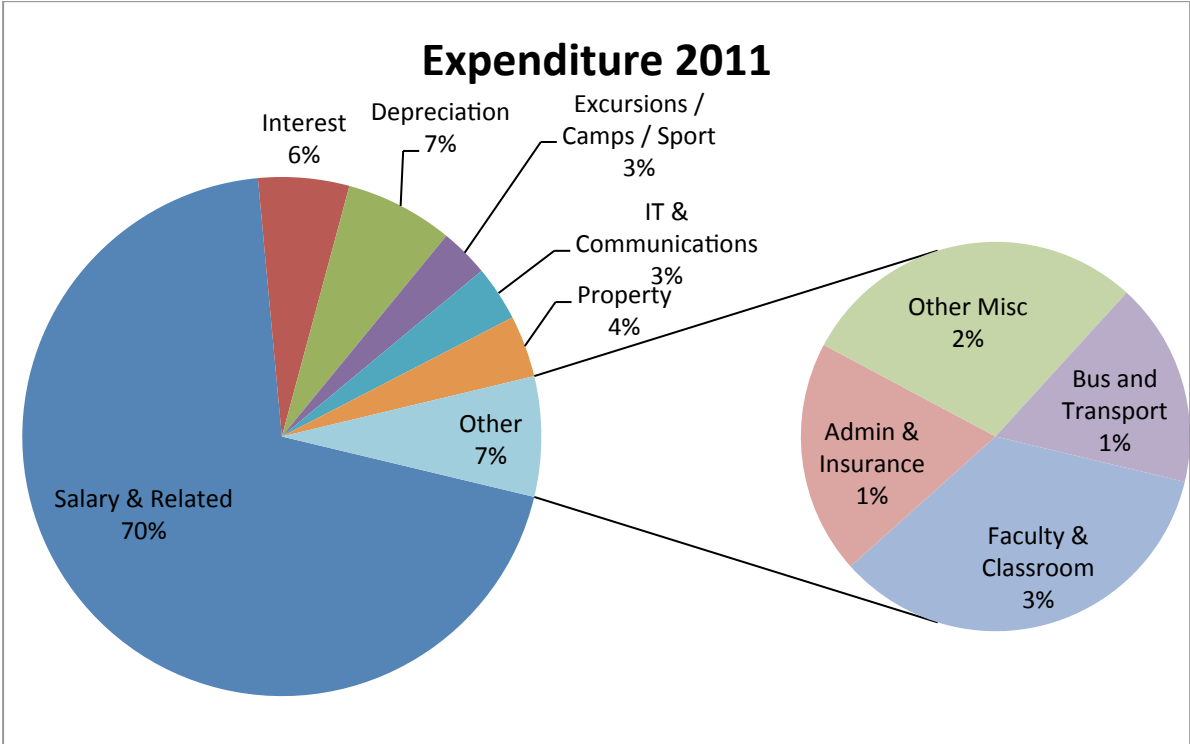
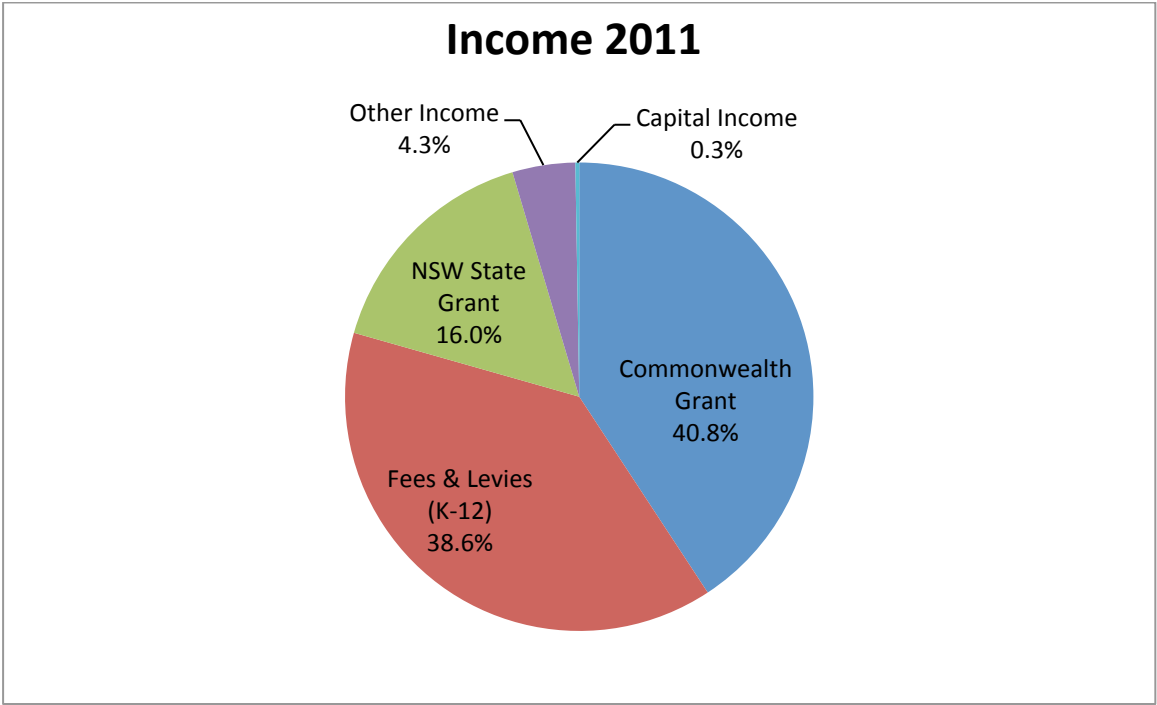
The School has a policy of open communication and is committed to involving parents in the wider life of the school community. The School has an active Parents and Friends Association involving parents at a grass roots level; The School has also developed a parent Champions group, a system of social networks among parents to promote communication, involvement and a strong sense of community. The level of parental activity within both of these groups indicates that parental satisfaction with the school is positive. Market research undertaken to measure parent perceptions, and the satisfaction levels of parents new to the School in 2011, confirms this, but also indicates areas where communication could be enhanced. The Responsive Communication Plan, reviewed annually, addresses this need.

The School publishes a fortnightly whole-school newsletter, and a fortnightly Primary School Bulletin 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.

The School has an active Pastoral Care program involving students in Years 7 – 12 to integrate during their scheduled pastoral care classes and the School has been a regular participant in the Mind Matters program from which we receive regular annual feedback about student well-being and mental health. This program indicates our student levels of well-being are comparatively high. The School also has an open communication policy so that parents are keenly involved in issues of welfare and pastoral care that affect their sons and daughters. At the end of 2009 an Assistant Principal (Pastoral Care) further developed this role, and a new School Chaplain appointed in 2010 enhanced student welfare and well-being, to lead ministry and further develop the Anglican life of Lindisfarne.

Feedback from executive staff, directors of faculty and interviews with sampled members of staff suggest that teachers enjoy working in the school, they value involvement in and relationship with students and they have been involved in a program to indicate their views on the School's strengths and weaknesses with suggestions about how the School can become more responsive to its students and parents. Staff turnover is low, less than 3 per cent in 2011.

Reporting Area 13: Summary Financial Information



The funding for supporting teacher accreditation and developing professional exchange and mentoring relationships with other schools allows us to support teachers in their professional work and build teacher capacity across the independent section in NSW.