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Both my children have settled in really well and feel part of the whole school community. They have the opportunity to express themselves and to be individuals while still upholding the values of the school.

Inaburra Parent
Inaburra is a significant ministry of Menai Baptist Church (MBC). Without the Church’s vision, the School would not have been established. Together with the Inaburra Preschool, MBC seeks to work hand in hand with the local community. At Inaburra, we therefore see ourselves as a learning community and not just a school in the traditional sense. Fundamental to this are Inaburra’s core values of Faith, Knowledge and Love.

Under Tim Bowden’s leadership, as the Principal, together with his executive team, the School continues to move forward on a number of fronts.

Standing upon its Christian foundation and in partnership with the school families, Inaburra seeks to shape life-long learners who are:

- Knowledgeable and resourceful thinkers
- Creative and critical inquirers
- Effective and confident communicators
- Relational and collaborative contributors
- Resilient and responsible risk-takers
- Engaged and aware global citizens
- Confident and discerning leaders

The new three year Strategic Agenda, developed during 2015 in consultation with the Board and commencing in 2016 seeks to further focus in on delivering this important learner profile.

The School continues to be an employer of choice in the Christian school sector. At the staff executive level, a major change occurred in 2015 when Gillian Powell resigned as Deputy for family reasons. Gillian however, will continue with the School in a part-time role commencing in 2016 as Director of Accreditation and Compliance. A robust job search was carried out for her replacement as Deputy considering both external and internal candidates. Pleasingly an internal candidate, David Collins the Director of Learning Innovation was offered and accepted the role. The flow on impacts have been that Karen Easton (Head of English) has moved to the role of Director of Teaching and Learning, which is a reshaped version of David’s position. Rachael Crawshaw (a Learning Coach) has been appointed as the new Head of English.

The staff at Inaburra work exceptionally hard both as educators and also as mentors. I wish to express my thanks on behalf of the Board and MBC for their continued dedication.

During 2015, the Principal met with over 200 individuals through a series of breakfasts, lunches and suppers promoting “Creating our Future” which is the School’s name for the next building program. The School has been gratified by the financial support it has received. I wish to personally thank those families who have contributed to the future of the School.

The new development which broke ground at the end of Term 4 includes:

- More playground space for the Junior School through the removal of the demountable classrooms.
- The establishment of a new Learning Commons for K-12 students, supplementing the existing libraries.
- The establishment of a central location for the K-12 Learning Enrichment Team and their activities.
- Additional central office, reception and meeting spaces, including the Principal’s office.
- The provision of additional on-site car parking.

Enrolments continue to be strong as Inaburra is recognized as being an exemplar school in the independent sector in NSW. During 2015 enrolments broke the 1000 student mark for the first time.

The full enrolment reflects the high standards set by the School. It also reflects the significant support for the School’s initiatives shown by our parent community. In particular, the P&F continued to work tirelessly raising funds for the School during 2015. The successful Fete & Open Day and the Trivia Night at Club Menai are examples of their significant input during 2015.

The Governance of the School is presided over by a Board of Directors. I would like to take this opportunity to thank my fellow Directors for their strong contribution, enthusiasm and dedication during 2015.

I commend all those involved in creating such a great learning environment at the School and I look forward to the achievements that I’m sure 2016 will bring.

MR ROBERT DOUGALL
CHAIR OF INABURRA COMMUNICATIONS LIMITED
Inaburra School is continuing to drive ahead as a Christ-centred learning community, pursuing excellence in education with every individual known and loved. Our focus continues to be on re-imagining the school’s educational offerings so that we build the capacities and characteristics of the Inaburra Learner Profile in our students. The Inaburra Learner Profile states: Standing upon our Christian foundation and in partnership with our families, Inaburra seeks to shape life-long learners who are:

- Knowledgeable and resourceful thinkers
- Creative and critical inquirers
- Effective and confident communicators
- Relational and collaborative contributors
- Resilient and responsible risk-takers
- Engaged and aware global citizens
- Confident and discerning leaders

2015 was the third and final year in 2013-15 iteration of our Strategic Plan. This plan identifies our starting points – our Mission and Values – and the outcomes for which we are striving – the Inaburra Learner Profile. More detail is provided elsewhere in this report regarding the school’s strategic priorities and the progress that is being made in these areas. The document that you are reading is produced in response to government requirements. Independent schools like Inaburra are required to provide this Annual Report according to guidelines specified in the Commonwealth Government’s School’s Assistance Regulations 2009 and in Section 3.10 of the Registered and Accredited Individual Non-government schools (NSW) Manual. These guidelines are specific, requiring the public reporting of the information contained herein. The information is deemed to be of potential interest both to those inside and outside the present school community.

I trust that this will be the case and this document is of assistance to you in finding out about Inaburra School. More about the school can be found at www.inaburra.nsw.edu.au, including the 2016-2018 Strategic Directions document.

MR TIM BOWDEN
PRINCIPAL, INABURRA SCHOOL
In reflecting on our time at Inaburra, it’s safe to say the last six years have been an unforgettable experience for the Year group as a whole. These six years have seen many opportunities arise and be realised in sporting, academic and creative fields. From the profound experiences of Global Education, Work Experience (and for a select few, Music, Art and Mandarin tours) to the memories and friendships developed on camps and excursions alike, there has been no shortage of times to develop friendships that will live on even after school.

We would like to thank our Year 12 homegroup teachers - Mr Li, Mrs Gordon, Mrs Goodwin, Mrs Balderston, Mrs Hinton, Mrs McMullen, Mr Snowball and Mr Mannow - as well as our year advisor Mr Larson, for the unrelenting support and encouragement shown to us in our years at school.

From the early morning breakfasts and Year group assemblies, to the prayer meetings that delayed roll call because he was so devoted to our wellbeing, Mr Larson is a reminder of the type of teachers Inaburra offers students. So many of us have had teachers who, like Mr Larson, are passionate about what they are doing. Teachers who force us to try harder, be better, who work to bring out the best within each of us. On behalf of the Year, we cannot give enough thanks for the love and leadership demonstrated by Mr Larson over his time as our Year director, and we wish him the very best for the future as both a teacher and as a father to his new daughter.

We would like to express our gratitude to Mr Bowden for the immense privilege of School Captaincy this year, and for the profound knowledge shared with not just the both of us, but the Year group as a whole. It was a privilege to serve alongside both Mr Bowden and some of our closest friends in the prefect team, and we would like to thank them also for their dedication throughout 2015.

Inaburra has given us the opportunity to look beyond ourselves and to demonstrate God’s love and compassion by serving others. Inaburra is a school that encourages students to be smart, to be brave, and to think of others before ourselves. To say “we” instead of “I” and “us” instead of “me”. Our schooling at Inaburra has been a memorable experience.

EMI CHIBA AND JOSHUA HACKFATH
INABURRA SCHOOL CAPTAINS 2015

“"The sense of community and good spirit towards one another. The peace of mind knowing that my children are being educated in a nurturing environment that allows for the individual to grow and develop a sense of self, a sense and respect for others while also encouraging them to become resourceful, resilient and independent.

Inaburra Parent
Inaburra School is a K-12 co-educational Christian school situated in southern Sydney that was started by Menai Baptist Church in 1982. The mission of the school is to be a Christ-centred learning community, pursuing excellence in education with every individual known and loved. The school motto is ‘Faith, Knowledge, Love’. Starting from a foundation of faith, our core business is the cultivation of knowledge and skills that will manifest in lives characterised by love.

We aim to educate the whole child, recognising the importance of spiritual, academic, physical, emotional and social development. Inaburra is committed to developing excellence in all aspects of school and student life. Inaburra has a proud record of assisting students to achieve excellent academic outcomes; the vast majority of our students proceed to study at university.

The Inaburra Strategic Directions 2016-2018 document is now available on the school website. Standing upon our Christian foundation and in partnership with our families, Inaburra seeks to shape life-long learners who are: knowledgeable and resourceful thinkers; creative and critical inquirers; effective and confident communicators; relational and collaborative contributors; resilient and responsible risk-takers; engaged and aware global citizens; and confident and discerning leaders. As the current strategic plan draws to a close we see these characteristics becoming embedded in the meta-language of the School community and playing a significant role in the teaching and learning programs of all classes K to 12.

Inaburra has an open enrolment policy, welcoming students from a wide range of backgrounds and levels of academic aptitude. There are around 1030 students in the school, coming from approximately 650 families. Most of these families live locally in the Sutherland Shire. The school has an SES score of 114.

Inaburra has implemented a Bring Your Own Technology program for students in Years 5-12 that facilitates students utilising ICT as a tool for their learning. Students in K-4 are also well-resourced with tablets and laptops and there is a robust wireless network throughout the campus.

Inaburra has an extraordinarily strong tradition in the creative and performing arts, both in the classroom curriculum and in co-curricular activities. Our Performing Arts Centre provides state-of-the-art facilities to support the achievement of excellence in Music, Visual Arts, Drama and Media studies. The PAC houses a number of specialist and general classrooms, including a well-equipped television studio, recording facilities, drama studio and a 650 seat auditorium. The Music and Drama programs emphasise the importance of performance for learning and our students relish the many opportunities to showcase their developing skills.

There are a number of other distinctive elements to our academic program. We offer a very wide range of subjects in Years 9-12, including traditional and more progressive subjects. We teach Chinese as a mandatory subject from Years 1-6 and Year 8 and it is offered as an elective through to HSC level. Inaburra also has a Learning Enrichment team, comprising staff with expertise in Gifted and Talented Education and Learning Support, whose focus is the development of a deeper and broader learning experience for all students.

Inaburra is well-known for its pastoral care of students. The Christian worldview, held in common by our staff, understands that each individual person is made in the image of God; therefore, each of our students is of inestimable value, regardless of ability, appearance, achievement or behaviour. This conviction undergirds our approach to the care and nurture of our students. The resources and structures that support our students include welfare directors, Year advisors, home-room teachers, counsellors and chaplains. Recognising the importance of relationships in the community, our management of student behaviour focuses on the cultivation of an environment of mutual respect.

Inaburra participates in a broad range of sporting programs, including participation for Year 7-10 students in regular competition against local schools, athletics and swimming carnivals, and an after-school sporting program for Junior School students. Representative sport takes place through the channels of the Christian Schools Sporting Association, the Combined Independent Schools, and the NSW All Schools competitions. Students from Inaburra regularly represent the school or their local clubs at national level; the School community is very supportive of our elite sportspeople.

Students at Inaburra are provided with opportunities to explore, understand, critique and espouse the Christian faith. All students in Years K-10 participate in Biblical Studies classes and students in Years 11 and 12 engage in the fortnightly Senior Theology and Philosophy Forum. There are a number of voluntary Bible studies run at lunchtime that are led by staff and senior students; these are mostly grouped by Year and gender.
There are many other aspects to life at Inaburra. Students have the opportunity to participate in co-curricular activities such as debating and public speaking; the school also offers the Duke of Edinburgh award. There are avenues for student leadership in a range of formal and informal contexts, including a Student Representative Council. Students participate in a number of camps during their time at Inaburra, culminating in the Year 12 study camp shortly before the HSC Trials. Inaburra has developed a Global Education program that seeks to lift students’ eyes beyond the horizon of their own experiences by providing students with opportunities for service learning elsewhere in Sydney, in remote Australia and overseas.

See www.myschool.edu.au
See www.inaburra.nsw.edu.au
In May 2015, national literacy and numeracy assessments were administered to students in Years 3, 5, 7 and 9 throughout Australia. The literacy assessments measured student achievement in reading, writing and language conventions. The numeracy assessments measured student achievement across number and measurement. Questions in all assessments required students to apply knowledge, skills and understandings in a variety of contexts. The results of all NAPLAN testing can be found at www.myschool.edu.au.

The graph opposite outlines the average performance of Inaburra students compared to the averages of statistically similar schools (SIM) and all Australian schools (ALL).
### 2015 RESULTS

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### HOW TO INTERPRET THIS CHART

SIM schools serving students from statistically similar backgrounds
ALL Australian schools’ average
- Student population below reporting threshold
- Year level not tested

Selected school’s average is
- substantially above
- above
- close to
- below
- substantially below

Selected average
- Colour shows if the selected school’s average is above or below statistically similar schools’ average
- Average and margin of error at 90% level of confidence for statistically similar schools
- Australian schools’ average
- Margin of error at 90% level of confidence
- Colour shows if the selected school’s average is above or below the Australian schools’ average
Inaburra School has a strong tradition of pursuing excellence in education; this is demonstrated in part through student achievements in state and national testing. As a non-selective school, Inaburra is proud of the commendable results achieved by our students.

The Higher School Certificate is the highest award in secondary education in New South Wales; approximately 72,000 students sat the HSC examinations in 2015. It is important to remember that the HSC is properly understood as a credential gained by individual students; HSC results are an indirect, rather than a direct, reflection on the calibre of a school’s teaching and learning program. As such, HSC results are most meaningful when they are interpreted in the light of individual students’ strengths, needs, progress and story. Different families will measure academic success by different gauges.

At Inaburra in 2015, 104 students sat for the HSC across a range of 35 subjects. This broad range of subjects included, among others, the highest levels of English and Mathematics, the four major HSC Science courses and a number of creative and practical courses. Student achievement in the HSC is reported in six bands; as can be seen in the table below, Inaburra students achieved results above the State mean and above the State benchmarks for the top two bands in the vast majority of courses that were offered.

The following table contains results data for each subject sat at Inaburra in 2015 comparing the mean results with the 2014 cohort and the State in 2015. The percentage of students attaining one of the top two bands (5 or 6) is also provided for each subject and compared with the State for 2015.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Inaburra School Student Numbers 2015</th>
<th>Inaburra School HSC Examination Mean 2014 (%)</th>
<th>Inaburra School HSC Examination Mean 2015 (%)</th>
<th>State HSC Examination Mean 2015 (%)</th>
<th>% in top two bands at Inaburra 2015</th>
<th>% in top two bands in State 2015</th>
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<td>77.6</td>
<td>72.7</td>
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<tr>
<td>Visual Arts</td>
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<td>81.6</td>
<td>79.2</td>
<td>66.7</td>
<td>53.4</td>
</tr>
</tbody>
</table>
As can be seen in the above table, the following subjects all recorded averages that exceeded the State average by more than 10%: Food Technology and Industrial Technology Multimedia. The following subjects all recorded averages that exceeded the State average by more than 5%: Ancient History, Drama, Earth and Environmental Science, Engineering Studies, Information Processes and Technology, Mathematics General 2 and Music 1.

Other notable aspects of the HSC results for 2015 include:
- 38% of Inaburra students achieved at least one result in the top band.
- A total of 77 Band 6 results were recorded.
- One student was selected for ART RULES — the Sutherland Shire HSC Visual Arts showcase.
- The top Australian Tertiary Admissions Rank (ATAR) received by an Inaburra student in 2015 was 98.15.

RECORD OF SCHOOL ACHIEVEMENT (ROSA)
In 2015, one hundred and four students were issued with a RoSA from the NSW Board of Studies as they concluded their secondary schooling.

SENIOR SECONDARY OUTCOMES
All one hundred and four Year 12 students from 2015 attained a Higher School Certificate (100%).

Two of these Year 12 students also undertook VET courses and achieved the associated qualifications (1.9%).
TEACHER QUALIFICATIONS AND PROFESSIONAL LEARNING

In 2015 there were 97 teachers at Inaburra who were responsible for delivering the curriculum. These teachers fall into the following categories:

i) Having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines – 96 teachers

ii) Having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lacking formal teacher education qualifications – 0 teachers

iii) Not having qualifications described in i) and ii) but having relevant successful teaching experience or appropriate knowledge relevant to the teaching context – 1 teacher

Twenty-five Inaburra teachers have Masters Degrees, one has a doctorate and a number more are undertaking ongoing formal study.

All Inaburra teachers participate in professional learning. In 2015 the school-generated professional learning included:

- Training with reference to child-protection legislation and related school policies and practices, including WH&S, first aid, anti-bullying/harassment and grievances

- A two day workshop conducted by Simon Breakspear which focussed on the implementation of the Inaburra Learner Profile in the classroom and the development of related assessment strategies.

- The further development of Project-Based Learning methodologies to enhance student learning.

- Provision of courses to enable teachers to meet individual student needs. These included The Development of Questioning Strategies for Higher Order Thinking, Planning A Differentiated Unit of Work and Differentiated Learning for Support and Extension.

- Strategies and activities for leading a great home group

- A webinar developed by Dr Long on the annual Nationally Consistent Collection of Data (NCCD)

- The utilisation of Google Docs and Flipped Learning in the classroom to enhance learning through the innovative use of Information and Communication Technology.

- The provision of a Foundational Course and Extension Course in ICT skills for learning and teaching.

- The development of programs ready for the implementation of the New South Wales syllabus for the Australian Curriculum in 2016.

- The development of individual staff professional learning goals based on SMART Goal setting

- Growth Coaching sessions for all staff in a leadership position to enable leaders to empower their staff through improved conversation and mentoring skills

- Provision of information sessions for staff wishing to achieve accreditation at the level of Proficient Teacher or Experienced Teacher

Inaburra teachers are also given the opportunity to attend external professional development courses, conferences and seminars. In 2015, 53 teachers from K-12 went to at least one external professional development opportunity. The topics included:

- Identifying and catering for individual student needs including students with disabilities, autism and particular extension needs.

- Coaching and mentoring skills for ensuring a Growth Mindset in staff and students

- Designing high-quality tests and assessment tasks

- Legal and duty of care obligations

- Promoting critical thinking and higher order thinking in the classroom

- Subject-specific courses and Annual Conferences including: Ancient History, Business Studies, Chinese, Dance, Economics, English, Geography, History, Legal studies, Library, Maths, Media, Physical Education, Science, TAS and Visual Arts

- STEM education and skills outcomes

- Educational research and the use of data to enhance teaching and learning

“I feel the staff know each of my children, especially their home group teacher.”

Inaburra Parent
I feel confident that I can approach their home group teacher or year advisor knowing they will take the problem very seriously.

Inaburra Parent
STUDENT ATTENDANCE AND RETENTION RATES AND POST-SCHOOL DESTINATIONS IN SECONDARY SCHOOLS

For whole school student attendance rates please refer to the school’s data on the My Schools website:  www.myschool.edu.au

AND

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Attendance Rate %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
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</tr>
<tr>
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</tr>
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</tr>
<tr>
<td>Year 11</td>
<td>95</td>
</tr>
<tr>
<td>Year 12</td>
<td>96</td>
</tr>
</tbody>
</table>

Ninety-five per cent of students attended school on average each school day in 2015. This was a decline in comparison to the daily attendance in 2014 (96%).

MANAGEMENT OF NON-ATTENDANCE

The school implements policy and procedures for the management of student non-attendance. An SMS is sent to parents of students who are absent. The school follows up where an SMS response or written explanation of absence is not received from the parents. Absences are monitored and parent and student conferences are held to resolve the non-attendance. Mandatory reporting procedures apply where absences are extended or the student may be at risk.

STUDENT RETENTION RATES AND POST SCHOOL DESTINATIONS

Eighty seven percent of the 2013 Year 10 cohort completed Year 12 in 2015. The retention rates over the past two years have been 81% and 87%. Based on the information provided to the school when students leave it would appear that only a minority of the students who leave the school at the end of Year 10 or during Year 11 do so because of family circumstances or to pursue employment or vocational training. Most appear to leave because they want a change of environment for the final years of their schooling. The increasing availability of coeducation in the senior years in comparable schools has played a significant role in this. In 2015 following the completion of their school education more than 90% of Year 12 continued on to University, TAFE or pursued full-time employment.

It is evident that the overwhelming majority of students completing Year 12 at Inaburra intend to continue their formal studies at university and thus receive an offer from the University Admission Centre in January. A significant number of students had already secured university places through various early entry schemes or are pursuing alternative avenues to further study.
ENROLMENT POLICIES

Inaburra School was established by Menai Baptist Church as an outreach to the community. The vision of the school is to provide a dynamic Christ-centred school, providing excellence in education for every individual within a community of care.

The enrolment policy gives guidance to those within the school community and to those who would join it. Within the boundaries of this policy, the Principal has the discretion to manage enrolments as he deems best. This policy is to be read in conjunction with the document *Guidelines for Enrolment at Inaburra School* which describes the enrolment process.

Inaburra has an open enrolment policy, welcoming applications from families who are seeking the kind of education that Inaburra offers.

The following pieces of legislation are relevant to Inaburra’s enrolment policy and practice.

- *Disability Discrimination Act*
- *Race Discrimination Act*
- *Anti-Discrimination Act*

These Acts make it unlawful to discriminate against a person on the grounds of their disability or race by refusing to enrol them at the school. The school is committed to fulfilling its obligations under the law in this Enrolment Policy.

Inaburra reserves the right not to offer any student a place at the school or to defer the offer of a place to any child in its discretion but particularly when the parents, having been aware of their child’s specific educational needs, decline to declare those needs or choose to withhold relevant information pertaining to their child.

The Principal of Inaburra School is ultimately responsible for all offers of enrolment at Inaburra School. This responsibility may be delegated from time to time as needed. The Head of the Junior School usually has delegated responsibility from the Principal for offers of enrolment in the Junior School. The staff of the Enrolments Office are responsible for the management of the enrolment process from initial contact through to the offer and acceptance of a place.

See [www.myschool.edu.au](http://www.myschool.edu.au) for the characteristics of the student body. See [www.inaburra.nsw.edu.au](http://www.inaburra.nsw.edu.au) for the *Terms and Conditions of Enrolment*

As a parent I value the relationship that my child has with his teachers, in particular the Learning Support Team and Chaplaincy Team. Over the years at the school he has experienced a great level of care and understanding from his class and subject teachers who have taken the time to know him.

Inaburra Parent
GUIDELINES FOR ENROLMENT AT INABURRA SCHOOL

This document contains information regarding the procedures and guidelines for managing the process of enrolments at Inaburra School. These guidelines are advisory in nature and the School reserves the right to modify its procedures from time to time. The Inaburra Enrolment Policy is available from Inaburra School on request.

1. NEW ENQUIRIES

The Registrar will respond to enquiries about enrolment at the School by providing

- Information and publications concerning the School
- A current Fee Schedule
- An initial Application for Enrolment Form
- A copy of Terms and Conditions of Enrolment
- A copy of Guidelines for Enrolment at Inaburra School

In addition, the School will hold regular “Meet the Principal” tours and Information Mornings. Prospective applicants are encouraged to attend one of these events in order to find out more about Inaburra School and the education that it offers. The Enrolments Office will administer these events.

2. APPLICATIONS FOR ENROLMENT

Applications for Enrolment will be registered when the following items are received by the Enrolments Office:

- A completed and signed copy of the Initial Application for Enrolment Form.
- A non-refundable application fee of $200.
- A copy of the child's birth certificate.

3. ENROLMENT PROCESS

I. KINDERGARTEN

Applications for enrolment in Kindergarten are dependent on students having turned 5 years of age by 31 March of the year of commencement at school. The parents of a child whose birthday is in February or March of that year may be contacted by a member of the Junior School Leadership Team, prior to the formal assessment process. The nature of the contact will be a preliminary discussion related to the individual child’s age and readiness for entry into school.

Students will not normally be considered for enrolment if their 5th birthday falls after 31 of March in the year of commencement. If parents wish to pursue this option for their child, they must make a separate written application to the Head of Junior School who will consult with the Principal.

In Term 1 of the year preceding commencement at Inaburra, the School will contact the families of prospective students to confirm interest in proceeding with the enrolment process. Having received confirmations of interest, the School will issue invitations to attend a Kindergarten Information Session which will be held in March.

Preparing your Child for Kindergarten and Student Readiness for School Assessment sessions will be held during Term 3. An invitation to attend these sessions will be issued to all students seeking kindergarten enrolment and does not constitute an offer of a position at Inaburra. These sessions take place concurrently in Term 3 of the year preceding commencement at Inaburra. There is presently strong interest in enrolment at Inaburra; therefore, not all students attending Student Readiness for School assessment sessions will receive the offer of a position. Families will be notified before the end of Term 3 if it appears unlikely that they will be considered for enrolment. Families in this situation are at liberty to leave their name on a list awaiting casual vacancies.

Before the end of Term 3 kindergarten letters of offer will be issued. When considering making an offer of enrolment the Principal or his delegate may give priority to:

- Existing connections with Inaburra, including siblings of currently enrolled students, children of currently employed staff and children of ex-Inaburra students.
- The date of receipt of the application for enrolment.
- The gender balance of the cohort and the whole school.

During the student sessions, Student Portfolios will be compiled for each prospective student. In order to assist the creation of these portfolios, parents are required to provide a recent photograph of their child and any recent medical or professional reports that may have a bearing on the child’s educational and schooling needs. It is vital for the wellbeing of students that their individual needs, diagnoses and conditions are disclosed to the School at this point in the process.

II. YEAR 7

Inaburra School offers a small number of music, all-rounder and academic scholarships for students entering Year 7. Information about these scholarships is available from the Enrolments Office.

In the year preceding entry to Year 7, the School will, at its discretion, invite a prospective student and his/her parent/s to attend an interview...
at the School with the Principal or his delegate. At the interview, the parent/s will be required to provide the School with:

- The child’s two most recent school reports.
- The child’s most recent NAPLAN report.
- Any other information pertaining to the child’s specific educational and medical needs.

At the interview the School will:

- inform the parents of their responsibility to the School in relation to fees and will ascertain their ability to afford the current fees;
- seek to establish that the expectations and commitments of the parents are consistent with the vision, values, goals, policies and resources of the School;
- provide information to the parents regarding the School’s anti-bullying policy and the School’s expectations with reference to parental involvement in the School community.

III. CASUAL VACANCIES

In the event that a place at Inaburra becomes available other than via the usual intakes, the School may, at its discretion, invite a prospective student and his/her parent/s to attend an interview at the School with the Principal or his delegate. At the interview, the parent/s will be required to provide the School with:

- The child’s two most recent school reports.
- The child’s most recent NAPLAN report (for students in Years 4 and above).
- Any other information pertaining to the child’s specific educational and medical needs.

At the interview the School will:

- inform the parents of their responsibility to the School in relation to fees and will ascertain their ability to afford the current fees;
- seek to establish that the expectations and commitments of the parents are consistent with the vision, values, goals, policies and resources of the School;
- provide information to the parents regarding the School’s anti-bullying policy and the School’s expectations with reference to parental involvement in the School community.

4. CONSIDERATIONS IN MAKING AN OFFER OF ENROLMENT

When considering making an offer of enrolment, the Principal or his delegate may give priority to:

- Siblings of currently enrolled students.
- Children of currently employed staff.
- Children of ex-Inaburra students.

The Principal or his delegate may also take into account:

- The date of receipt of the application for enrolment.
- The gender balance of the cohort and the overall school body.
- The academic balance of the cohort.

In considering all prospective enrolments, the School may ask parents to authorise the Principal or his delegate to contact:

- the Head of the student’s previous school/pre-school to confirm information pertaining to the student;
- any medical or other personnel considered significant for providing information pertaining to the needs of the student.

Inaburra reserves the right not to offer any student a place at the School or to defer the offer of a place to any child in its discretion but particularly when the parents, having been aware of their child’s specific educational needs, decline to declare those needs or decide to withhold relevant information pertaining to their child.

The School also reserves the right to terminate an enrolment where there are not sufficient resources to deal with a child’s needs and where the parents have not declared or have withheld known information pertaining to their child’s needs.

5. ENROLMENT OF STUDENTS WITH DISABILITY

Where information obtained by the School indicates that the child has a disability, the Principal or his delegate will seek to identify the exact nature of the child’s needs and the strategies required to address them. Having obtained this information, the Principal will determine whether the child, if enrolled, would require some measures or actions to assist the child to participate in the School’s courses or programs or to use the School’s facilities or services that are not required by students who do not have the child’s disability. Where the Principal determines that the child would require some such measures or actions, the Principal will seek to identify whether those measures or actions required are reasonable in that they balance the interests of all parties affected. In assessing whether a particular measure or action for a particular child is reasonable, the Principal will have regard to all the relevant circumstances and interests, including:

- the child’s disability;
- the views of the child or the child’s parents about:
  - whether the particular measure or action is reasonable
  - the extent to which the particular measure or action would ensure that the child was able to participate in the School’s courses or programs or to use the School’s facilities or services on the same basis as a child without the disability;
• the effect of the adjustment on the child, including the effect on the child’s:
  • ability to achieve learning outcomes; and
  • ability to participate in courses or programs; and
  • independence;
• the effect of the particular measure or action on anyone else affected, including the School, its staff and other students.

The School will take measures and actions that are reasonable but will not necessarily take measures or actions that are unreasonable or that would impose unjustifiable hardship on the School. In determining whether taking the required measures or actions, even though they are reasonable, would impose unjustifiable hardship on the School, the Principal will take into account all relevant circumstances of the case, including:
• the nature of the benefit or detriment likely to accrue or be suffered by any persons concerned (including other students, staff, the School, the child, the family of the child, and the School community); and
• the effect of the disability of the child; and
• the School’s financial circumstances and the estimated amount of expenditure required to be made by the School.

Where the Principal determines that the enrolment of the child would require the School to take unreasonable measures or actions to ensure that the child is able to participate in the School’s courses or programs, or to use the School’s facilities and services, on the same basis as a student without a disability, or would cause unjustifiable hardship, the Principal may decline the offer of a position or defer the offer.

6. OFFERS OF ENROLMENT

In the event that the Principal decides to offer a place for enrolment, this will be formally indicated to the prospective family in a letter from the Principal. This letter will be accompanied by:
• An Offer of Enrolment at Inaburra Form.
• The Terms and Conditions of Enrolment.
• A Current Fee Schedule.
• A number of other data and permission Forms required by the School.

The offer will be considered to have been accepted when the following documents have been returned to the School:
• A completed copy of the Offer of Enrolment at Inaburra Form signed by both parents (as applicable).
• A copy of the Terms and Conditions of Enrolment, signed by both parents (as applicable).
• A completed Student Data Form.
• A completed Data Collection Form.
• The enrolment acceptance fee of $1000.
• An Immunisation Certificate.
• Any relevant legal documents that are pertinent to the name or family situation of the child.
• Signed copies of the Media Release Form and the Parental Support Form.

If payment and all the required documents are not returned to the School within three weeks of the date of offer, the offer will be deemed to have lapsed and the place may be offered to another student.

Community spirit. Nurturing students. Growing together with students and associated families. Always looking to change and adapt. Never say no attitude, hence encourage minds to look to change and better themselves, the school and society.

Inaburra Parent
OTHER SCHOOL POLICIES

SUMMARY OF STUDENT WELFARE POLICY

The principal policy relating to student welfare in 2015 was the Safe and Supportive Environment Policy K-12. A safe environment for students is one where the risk of harm is minimised and students feel secure. Harm relates not only to dangers in the built environment, involving such matters as architecture and construction, lighting, space, facilities and safety plans, but also refers to violence, physical threats, verbal abuse, threatening gestures, sexual harassment and racial vilification.

A supportive environment facilitates and enhances the social, academic, physical and emotional development of students. A supportive environment strives to be one in which:

• Students are treated with respect and fairness by teachers, other staff and other students.
• Members of the school community feel valued.
• Effective teaching and learning takes place.
• Positive support and encouragement are provided by members of staff and students.
• Non-discriminatory language and behavioural practices are defined, modelled and reinforced by members of the school community.
• Consultation takes place on matters relating to students’ education and welfare.

Student welfare encompasses the mental, physical and emotional well-being of the student. The provision of student welfare policies and programs is essential in developing a sense of self-worth and fostering personal development. Student welfare policies need to include the following:

• Programs that the school provides to meet the needs of the students.
• Effective discipline.
• Early intervention programs for students at risk.
• Student, family and community support networks.

The Safe and Supportive Environment Policy K-12 was unchanged during 2015.

SUMMARY OF ANTI-BULLYING POLICY

Inaburra School is strongly opposed to bullying and harassment and seeks to provide a safe, supportive and caring environment for all its students. The principal policy relating to anti-bullying, the Anti-bullying/Harassment of Students Policy and the associated procedures was extensively reviewed in 2015 to encompass the changing nature of bullying in a society where communication is ever more technology based. Clear pathways have been developed for responding to incidents of bullying.

The Welfare programs at Inaburra are built on the dual principles of respect and responsibility and seek to apply the principles of natural justice and procedural fairness. Therefore, Inaburra is committed to:

• educating students as to the importance of mutual respect in the community, especially in shaping the way that we treat one another
• informing students and the wider school community as to the nature, forms and consequences of bullying/harassment, including cyber-bullying
• providing students with means of seeking help, advice and support with reference to bullying, including avenues by which possible bullying behaviours can be reported to the School
• investigating allegations of bullying/harassment according to principles of natural justice and procedural fairness
• instituting processes and/or consequences designed to: prevent bullying/harassment from taking place; deter students from engaging in bullying; and protect the vulnerable members of the School community
• aiming to restore relationships, where possible, through genuine repentance, reformation and forgiveness
• training staff to recognize and respond to incidents of bullying/harassment amongst students

Parents should encourage their child to report the harassing/bullying behaviour by speaking to a staff member with whom they are comfortable if they are feeling bullied. This will empower the student to take the initiative themselves rather than relying on a parent for action. If the problem seems particularly serious or ongoing then the parent should contact the Year Advisor or Stage Coordinator – even if the child is unwilling to take action.

Any allegation of bullying/harassment will be investigated according to principles of natural justice and procedural fairness. The processes
and/or consequences that may be initiated are designed to prevent bullying/harassment from taking place, deter students from engaging in bullying, protect the vulnerable members of the School community and restore relationships where possible. The actions taken and pathway followed to respond to an incident involving bullying will depend on the nature and severity of the offence not just on the number of incidents.

Resources to do with bullying, including contact details for the local police School Liaison Officer can be found on the school website.

**SUMMARY OF STUDENT DISCIPLINE POLICY**

The principal policy relating to student discipline in 2015 was the *Discipline Policy K-12*.

The goal of all discipline is restorative – to assist students to learn how to achieve their best in learning and to enable others to learn effectively.

The implementation of discipline policies relies on close communication between home and school. The Director of Welfare, Year Advisors and Stage Coordinators are responsible for establishing positive relations with students and parents so that communication about discipline issues may occur effectively.

Inaburra School affirms that:

- disciplining an individual involves the positive aspects of training, instruction and reward as well as the negative aspects of reproof, correction and punishment.
- disciplining is a process of enabling students to assume responsibility for their own behaviour;
- community aspects of love, tolerance, cooperation, honesty and respect for authority and property be highly regarded in all interactions and relationships

This policy states that the school does not permit corporal punishment of students or sanction corporal punishment of students by non-school persons.

The policy also states that it is based on principles of procedural fairness and that parents will be involved in any processes potentially leading to suspension or expulsion.

The *Discipline Policy K-12* was unchanged during 2015.

**SUMMARY OF COMPLAINTS AND GRIEVANCES POLICIES**

The principal policy relating to grievances with reference to parents and students is the *Grievance Policy – Parents and Students*.

Inaburra School is committed to seeking a resolution to grievances according to principles of procedural fairness and natural justice. Grievances shall be handled sensitively, impartially, and in an appropriate time-frame. Insofar as it is possible, given the nature of the grievance, privacy and confidentiality shall be observed by all parties to the grievance and its resolution.

Resolution of the grievance shall be as close as possible to the source, unless it is serious, unlawful or not practical. All persons involved in a grievance should use reasonable endeavours to ensure that the communication of a grievance and all discussions in relation to it are conducted on a confidential basis. It is generally presumed that the investigation of a grievance will lead to an identifiable outcome, even if the particular outcome does not satisfy each individual party. Complainants and respondents will be informed of the outcomes.

Guidance as to the procedures by which parents and students can raise grievances is provided in the parent manuals on the school website.

The *Grievance Policy – Parents and Students* was unchanged during 2015.

The full text of these policies are available on request from the Principal.
SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT

2015 was the third year in the current iteration of Inaburra’s Strategic Plan. As such, the focus of school improvement during the course of the year remained focused on the strategic priorities identified in the Plan as well as the development of Inaburra’s Strategic Directions for the next triennium 2016-2018. These strategic priorities, along with some of the noteworthy progress that was made in 2015, are listed below:

1. STUDENT LEARNING

Our priority is that every student will achieve rich and deep learning outcomes. To this end we will:

- Utilise Information and Communication Technology as a tool to advance student learning
- Reviewing, evolving and refining the BYOT program for students in Years 5-12
- Ongoing professional learning and training for teachers in the area of ICT – including flipped learning & the Google suite of apps
- Continued support for teachers through the “at the shoulder” work of ICT Integrators
- Differentiate the curriculum to deliver appropriate levels of challenge and support to all students
- Extensive professional learning and allocation of staff time focussed on differentiation within specific units of work
- Implement the National Curriculum according to the timetable provided by ACARA and the NSW Board of Studies and Teacher Education Standards (BOSTES)
- Extensive planning and preparation time, along with professional learning, to implement the new curriculum with particular emphasis on History and Geography and the new Technologies syllabus.

2. HOLISTIC LEARNING

Our priority is to educate the whole person. To this end we continue to:

- Reshape our programs, assessment and reporting processes in light of the soft skills of the Inaburra Learner Profile
- Enhance, develop and promote our sporting programs, infrastructure and activities
  - Continue to increase the resource available to support co-curricular sport
- Establish service-learning in the School community
- Consolidate involvement in the Duke of Edinburgh program
- Provide opportunities for student volunteering in a range of community service contexts
- Expand the Year 10 Global Education program with reference to service-learning both nationally and internationally

3. PROFESSIONAL LEARNING

Our priority remains to establish the staff as a professional learning community. To this end we will:

- Continue to develop our shared understanding of the School mission, values, goals and excellent pedagogical practice
  - Use shared time to initiate conversations around the nature of world class teaching and learning.
  - Embed the process of professional goal setting amongst all staff
- Establish a culture of feedback amongst staff that is oriented towards professional performance and development
  - Consolidate the process of classroom observations by the school leadership staff
  - A team of staff developed a student survey to be used by teachers to solicit feedback from their classes on a regular basis throughout the year
- Embed programs and structures of professional learning that incorporate individual and organisational goals
  - Use the strategic priorities to set the agenda for shared professional learning time, as well as individual professional learning opportunities.

4. LEARNING SPACES

Our priority is to provide physical and virtual spaces that are suitable for learning in the 21st century. To this end we will:

- Refurbish existing spaces so that they become modern, flexible, functional and appealing
  - In 2015 the school commenced construction of a new building designed to enhance Stage-based co-teaching and independent learning.
  - The gymnasium was significantly refurbished to enhance the PDHPE and Sporting programs for all students K to 12.
- Provide appropriate and innovative technology, furniture and equipment
  - New styles and forms of furniture are continuing to be rolled out throughout the school.
• A 1:1 Chromebook program was introduced for Years 3 and 4 on a two year trial basis
• All staff were provided with Macbook Air laptops to support the preparation and curation of a range of digital teaching and learning resources for all students

In 2016 Inaburra will implement the Strategic Directions document for the next triennium. The three key goals are:
• To establish a culture of evidence-informed teaching and learning;
• To build our teachers’ individual and collective capacity for continuous and sustainable professional improvement; and
• To develop student agency in their learning, as expressed in the Inaburra Learner Profile.

“The principal, Tim Bowden, his leadership. The caring nature of the whole school. They certainly provide a safe learning environment which helps the children learn more efficiently. Love the school.”

Inaburra Parent
Inaburra School values every student enrolled in the school, regardless of their background, race, skills or interests. The Inaburra School Values provide a firm ground for respect and responsibility by affirming the importance of both the individual and of the community.

In Years 7 to 12, the School operates a distinct home-group and biblical studies program where concepts of respect and responsibility are inculcated. The school has a team of teachers specifically dedicated to student welfare. These teachers work with students, both individually and in groups, to promote Christian values positively throughout the school. In particular, they aim to promote respect and responsibility.

Inaburra School is accredited as an eSmart school which works to help students to be smart, safe and responsible in their use of technology.

Inaburra School also provides a great number of opportunities for students to engage in various forms of community service and engagement, including: the 40-Hour Famine; the Red Shield Appeal; the Katoke Trust for Overseas Aid; Samaritan’s Purse; and the Oaktree Foundation.

In the Junior School, respect and responsibility are articulated in and through the following framework.

Respect should be shown to:
- Others
- Self
- Learning and ideas
- Property
- Positions of authority
- Environment

By ‘Respect’, we mean the ‘Choose Respect’ statements:
- Treat others with respect, no matter how they treat you.
- Treat yourself with ‘respect’
- Forgive others who do not treat you with respect
- Apologise when you do not treat others with respect
- Resist your natural desire to pay back or take revenge
- Support others who are not treated with respect
- Ask for support when others do not treat you with respect

The establishment of this shared framework is a powerful factor in the positive school culture at Inaburra.

I am very proud as a parent when I tell people my child goes to Inaburra. The school provides a fantastic pastoral care facility, caring teachers and genuinely cares for their students’ wellbeing.

Inaburra Parent
PARENT, STUDENT AND TEACHER SATISFACTION

Inaburra School is committed to listening to the views and expectations of its stakeholders and in 2015 conducted parent (whole of school) and student (Years 6 & 12) surveys to provide performance feedback on a wide range of related topics.

The feedback from these surveys greatly assists the School with both its operational and strategic planning and its determination to continually improve the educational experience offered to the students.

In 2015, 400 parents, 51 Year 6 students and 73 Year 12 students, participated in surveys and provided views on such areas as academic performance, pastoral care, Christian education, co-curricular non-sport, sport, communications, reputation and facilities.

PARENT VIEWS

A selection of the parents’ top level findings is detailed below, ranked in order of the importance the parents placed on reasons for choosing a school for their child:

- 87% of parents’ expectations were met or exceeded with the quality of teaching
- 93% of parents’ expectations were met or exceeded with the focus on student welfare
- 93% of parents’ expectations were met or exceeded with the Principal’s leadership
- 96% of parents’ expectations were met or exceeded with the School’s values
- 97% of parents’ expectations were met or exceeded with the balanced education

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**2015 INABURRA PARENTS - EXPECTATIONS MET/EXCEEDED - TOP 10 RANKED IN IMPORTANCE (n=400)**

<table>
<thead>
<tr>
<th>Reason</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of teaching</td>
<td>87%</td>
</tr>
<tr>
<td>Focus on student welfare, providing a safe &amp; caring environment</td>
<td>93%</td>
</tr>
<tr>
<td>Principal’s leadership</td>
<td>93%</td>
</tr>
<tr>
<td>The School’s values</td>
<td>96%</td>
</tr>
<tr>
<td>Balanced education</td>
<td>97%</td>
</tr>
<tr>
<td>The School’s reputation &amp; tradition</td>
<td>96%</td>
</tr>
<tr>
<td>Academic standards</td>
<td>86%</td>
</tr>
<tr>
<td>Good education at reasonable expense</td>
<td>86%</td>
</tr>
<tr>
<td>Facilities &amp; resources</td>
<td>96%</td>
</tr>
<tr>
<td>Co-curricular Program</td>
<td>95%</td>
</tr>
</tbody>
</table>
YEAR 12 STUDENT VIEWS

A selection of the Year 12 students’ top level findings are detailed below, ranked in order of the importance the parents placed on reasons for choosing a school:

- 81% of Year 12 students’ expectations were met or exceeded in relation to quality of teaching
- 71% of Year 12 students’ expectations were met or exceeded in relation to focus on student welfare
- 87% of Year 12 students’ expectations were met or exceeded in relation to Principal’s leadership
- 82% of Year 12 students’ expectations were met or exceeded in relation to the School’s values
- 84% of Year 12 students’ expectations were met or exceeded in relation to balanced education

2015 INABURRA YEAR 12 STUDENTS - EXPECTATIONS MET/EXCEEDED - TOP 10 RANKED IN IMPORTANCE (n=73)

Parents and students were asked to provide open responses to the most valued aspects of Inaburra School. The most frequently nominated aspects are:

<table>
<thead>
<tr>
<th>2015 Inaburra Parents</th>
<th>2015 Inaburra Year 12 Students</th>
<th>2015 Inaburra Year 6 Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very good pastoral care</td>
<td>Friendships</td>
<td>Friends</td>
</tr>
<tr>
<td>High quality teaching</td>
<td>The learning environment/culture</td>
<td>Opportunities for students</td>
</tr>
<tr>
<td>Very good relationships between teachers and students</td>
<td>Bonds with staff members</td>
<td>Staff at the School</td>
</tr>
<tr>
<td>A caring, inclusive and safe environment and community</td>
<td>Opportunities provided</td>
<td>Co-curricular activities</td>
</tr>
<tr>
<td>The focus on each students’ academic, social and spiritual welfare</td>
<td>Co-curricular program</td>
<td>Sport activities</td>
</tr>
</tbody>
</table>
PARENT QUOTES ON WHAT THEY VALUE ABOUT INABURRA

The sense of community and good spirit towards one another. The peace of mind knowing that my children are being educated in a nurturing environment that allows for the individual to grow and develop a sense of self, a sense and respect for others while also encouraging them to become resourceful, resilient and independent.

The principal, Tim Bowden, his leadership. The caring nature of the whole school. They certainly provide a safe learning environment which helps the children learn more efficiently. Love the school.

Community spirit. Nurturing students. Growing together with students and associated families. Always looking to change and adapt. Never say no attitude, hence encourage minds to look to change and better themselves, the school and society.

As a parent I value the relationship that my child has with his teachers in particular the Learning Support Team and Chaplaincy Team. Over the years at the school he has experienced a great level of care and understanding from his class and subject teachers who have taken the time to know him.

Feel that the staff know each of my children, especially their home group teacher. I also feel confident that I can approach their home group teacher or year advisor knowing they will take any problem very seriously.

How both of my children have settled in really well and feel part of the whole school community. They have the opportunity to express themselves and to be individuals while still upholding the values of the school.

I am very proud as a parent when I tell people my child goes to Inaburra. The school provides a fantastic pastoral care facility, caring teachers and genuinely cares for their students’ wellbeing. I will truly miss not attending the musical nights etc.

YEAR 6 STUDENT QUOTES ON WHAT THEY VALUE ABOUT INABURRA

Every day there’s something new going on around in the playground and it makes the day interesting for everyone.

Having good friends.

That there is a good balance between learning and fun.

That everything is fair and equal.

That everybody is nice and concerned about your well-being.

I love the perfect balance between friends and education. I believe I have made very established and strong relationships with people who have taught me very much and are still continuing to teach me currently.

I like the opportunities that we get to do e.g. Production, sport, visual arts, music, drama, choir, one-on-one lessons, band.

I really like how I can learn to the best of my ability.

I liked production. Not that many schools do a production. The experience was great and I loved it. I also like the musical things at this school.

The opportunities to be included in extension groups and/or lower groups that can improve our success in certain areas and subjects of school. I also enjoy the program the school sets up for Year 6 that prepares them for Year 7 and treats them as if they are already in Year 7 by handing out more homework and having different teachers for different classes like media and art.

YEAR 12 STUDENT QUOTES ON WHAT THEY VALUE ABOUT INABURRA

Friendship, the teachers and being a part and acknowledged within the school.

I really appreciate the teacher support I have received from the school. The teachers I have had over Years 11 and 12 have been really great and are a real testament to the quality of the school.

I value the academic achievement I have obtained whilst at Inaburra. I also value the relationships I have formed with many of my teachers and the ability I have to communicate with them and share my opinions.

My association with the school has placed me in a career, provided me with skills and grown me. Due to Inaburra, and specifically the media program, and Mr Glenn Snowball, I have built significant foundations for a career. Discussion regarding the Media aspect of my education during a job interview essentially guaranteed my part-time job, which will expand into full time post-HSC. The media faculty at Inaburra has absolutely changed my life, and I am so thankful for it.

My teachers from Kindergarten onwards have never been anything less than completely caring and in most cases understanding of needs I’ve had, and teachers such as Mrs Fiona O’Neill and Mrs Karen Easton have bent over backwards to help. The staff have also set an amazing example of how to maintain Christ-like attitudes and values in a workplace, without forcing the point in anyway. I am so thankful for Inaburra and consider this place a blessing. It’s the place I would send any kids of my own, and I look forward to hopefully being involved in the media aspect in the future.

I value the environment of the school most, and the way that it has been a safe and encouraging time for me. This has been done especially in my engagement of the music department and the way the school thrives in this area, allowing me to really excel in my passion and have the resources available.

The culture of the school, and the ability to receive valuable help in most areas.
SUMMARY FINANCIAL INFORMATION

2015 Recurrent / Capital Income

- Fees and Private Income: 61%
- State Government Recurrent Grants: 11%
- Australian Government Recurrent Grants: 24%
- Government Capital Grants: 0%
- Capital Income: 4%

2015 Recurrent / Capital Expenses

- Salaries Allowances and Related Expenses: 73%
- Capital Expenditure: 7%
- Non Salary Expenses: 20%
INABURRA VALUES

We commend and cultivate FAITH in God, who makes himself known to us in and through his Son, Jesus Christ.

We pursue KNOWLEDGE, delighting in the gift of learning to live well in God’s world.

We commit to LOVE, because Christ first loved us.

We strive for EXCELLENCE in thankful response for all that God has provided.

We treasure each INDIVIDUAL, recognising and respecting the image of God in every person.

We cherish COMMUNITY, knowing that relationships are at the heart of living and learning.