

INABURRA FAITH
KNOWLEDGE
LOVE

INABURRA SCHOOL ANNUAL REPORT 2017



INABURRA SCHOOL
A Project of Menai Baptists

CONTENTS

THEME ONE

A message from key school bodies	2-4
----------------------------------	-----

THEME TWO

Contextual information about the school and characteristics of the student body	6
---	---

THEME THREE

Student outcomes in standardized national literacy and numeracy testing	8
---	---

THEME FOUR

Senior secondary outcomes (student achievement)	10
---	----

THEME FIVE

Teacher qualifications and professional learning	12
--	----

THEME SIX

Workforce composition	13
-----------------------	----

THEME SEVEN

Student attendance and retention rates and post-school destinations in secondary schools	14
--	----

THEME EIGHT

Enrolment policies	15
--------------------	----

Guidelines for Enrolment at Inaburra School	16-19
---	-------

THEME NINE

Other school policies	20
-----------------------	----

THEME TEN

School determined priority areas for improvement	22
--	----

THEME ELEVEN

Initiatives promoting respect and responsibility	24
--	----

THEME TWELVE

Parent, student and teacher satisfaction	25-26
--	-------

THEME THIRTEEN

Summary financial information	28
-------------------------------	----



“

What I value about Inaburra -

A safe and caring environment where my children are encouraged and supported to grow as individuals while being caring and respectful to others. Inaburra Parent

A MESSAGE FROM KEY SCHOOL BODIES



Inaburra is a significant project of Menai Baptist Church (MBC). Together with Inaburra Preschool, MBC seeks to minister to the local community in a relevant and practical way. Inaburra is a learning community and not just a school in the traditional sense. Fundamental to this are our core values of FAITH, KNOWLEDGE and LOVE.

2017 was a milestone year in the life of the School as we celebrated its 35th Anniversary. A Masquerade Ball was held on Saturday 20 May 2017, which was an outstanding event and very well attended by the school community. This was followed by a School Birthday

Celebration on Wednesday 24 May 2017 and a Thanksgiving Service with MBC on Sunday 28 May 2017. There was a lot to thank God for as we reflected back over the 35 year history of the School.

2017 also marked the completion of a substantial building project with the new facilities being officially opened on Friday 21 July 2017 by the Hon. Scott Morrison MP, Member for Cook and the Federal Treasurer. The project included:

- More playground space for the Junior School, through the removal of the demountable classrooms
- The establishment of a new Learning Commons for Years 7-12 students, supplementing the existing Reading Room
- 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

The Inaburra precinct is now more cohesive and I would again like to thank the School Community for its patience in working around some of the disruptions that such a large project causes.

The staff at Inaburra work hard both as educators and also as mentors. At times the effort they put in, that makes a real difference, can go unrecognised. I wish to take this opportunity on behalf of the Board and MBC to thank them for their continued dedication.

Mr Tim Bowden tendered his resignation as Principal of Inaburra School, with effect from the end of the 2017 school year as a consequence of being offered and accepting the Headmastership of Trinity Grammar School from the beginning of 2018. A number of leaving events, with the school community, were held in the final term to celebrate Tim's seven years at Inaburra and his significant contribution and godly leadership over that time. We all wish him well in his new role.

Following a successful executive recruitment process, Dr James Pietsch will take up the role of Principal from the beginning of 2018. His previous position was the Dean of Professional Development and Learning at St Luke's Grammar School in Dee Why. We look forward to James joining us in 2018.

Enrolments are strong as Inaburra is recognized as being an exemplar school in the independent sector in NSW. Enrolments at the end of 2017 totalled 1,009. This will increase in 2018 with an additional 28 students in Year 7 as a response to the huge demand for High School places. This is consistent with 2017 where we also added an additional 28 places to Year 7. Work continues by the School Executive monitored by the Board on how best to grow the High School to meet this ongoing demand.

I would like to thank the School's parent community. In particular, the P&F who continued to work hard raising funds for the School during 2017. The successful Fete & Open Day and the Trivia Night at Club Menai are examples of their significant input.

The Governance of the School is presided over by a Board of Directors. This year was particularly busy as we undertook a restructuring of Inaburra Communications Limited with the School moving to its own separate legal entity "Inaburra School Limited" from 1 January 2018. Also, with Mr Tim Bowden's resignation the Board established a Recruitment Panel to oversee the recruitment process with all Directors attending the final round interviews. So I would like to take this opportunity to express my gratitude and thanks to my fellow Directors for their individual contributions and the great enthusiasm and dedication they bring to the role.

2017 was a significant milestone year in so many ways that has set us up well for the future. I look forward to all that is before us in 2018 and the many highlights that I'm sure the year has in store.

MR ROBERT DOUGALL
CHAIR OF INABURRA COMMUNICATIONS LIMITED



Inaburra School continues to pursue vigorously its mission as a Christ-centred learning community, pursuing excellence in education with every individual known and loved.

Our focus continues to be on reconstructing the School's educational offerings in order to build the capacities and characteristics of the Inaburra Learner Profile in our students and staff. 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

2017 was the second year of our current Strategic Direction document. This plan identifies our starting points – our Mission and Values – and the outcomes for which we are striving – the Inaburra Learner Profile. It also articulates our goal for the three years 2016-2018, which is to be a school where every student experiences world-class teaching and makes real progress in learning. More detail is provided elsewhere in this report regarding the School's strategic priorities and the progress that is being made in these areas.

Many of our memories of 2017 will have to do with discovering how to live and learn in the new Stage 3 Learning Centre and Learning Commons and the Junior School playground and the official opening of these facilities. As welcome as the new facilities are, we have striven never to lose sight of the fact that the real building that takes place in a school has to do with the character, the capabilities and the future of the students. Under God's good hand, we are thankful for the year that has been.

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

THEME ONE

Firstly, we would like to thank our principal, Mr Bowden. You have been smiling at us for 7 years straight; you have learnt all of our names and our stories and have supported us as unique individuals and students. You have encouraged us to value our high school experience as one which shapes our futures and helps us determine who we are as people in our ever-changing world. The example you set for the students in your speech, conduct and faith is an incredibly inspiring and encouraging one. You are always reminding us that life comes to us in seasons. For both you and Year 12, our season at Inaburra has come to an end, and we are grateful that we could spend this time learning and growing under your mentorship.

We also extend our thanks to Mr Collins, the Head of Senior School. Over the past few years, Mr Collins has helped to coordinate many of the programs that have aided in our growth both as learners and as people. He has helped lead students and the greater school community through times of great construction and change. Mr. Collins is always involved in all aspects of school life, and we are grateful for his enthusiasm and the example of leadership he provides.

To our parents, grandparents, and extended families, thank you for all of your support. You have made financial sacrifices to provide us with an excellent education. You have been our shoulder to cry on, and the voice in our ear that reassures us the world won't end even if life or school doesn't happen as expected. Although we often forget to express it, we love you greatly.

We are extremely grateful to the Inaburra staff for their role in influencing our education experience and subsequently our knowledge, values and perceptions. Every teacher we have had over the years, especially in 2017, have taught us not just the syllabus, but skills that are essential for life outside of school. We know that each teacher cares deeply for their students, encouraging us with a genuine enthusiasm to see us grow and achieve our goals. We are so thankful for the work you do for us, and will always remember you as the people who made a difference in our lives.

We'd like to give a special thank you to our homegroup teachers. Over the course of our time at Inaburra, you have effectively been our 'school parents', providing us with your time, support and care. We know by the way you pray for us each morning and greet us with a smile that you want us to be the very best we can be. You've watched us grow, guiding and mentoring us through various challenges, and we can say confidently we have loved every minute of homegroup. We are going to miss seeing your faces every morning.

To the Class of 2017, it has been the highest of honours to serve you this year. Your energy, conduct and support has greatly encouraged us and has made our role relatively relaxed. As a year group, we've experienced many highs and lows, but we have stuck together since that first day of Year 7, and we will continue to stick together until the very end. 'The Golden Year' is a title that we will remember for the rest of our lives.

Finally, to Mr Pegg. Even though some of our homegroup teachers have changed, you have been with us since the very beginning. The first time that most of us met you was on Year 7 Camp, where many people were led to give their lives to Jesus after hearing you speak. Six years later, you still have so much love and enthusiasm for our year group. You genuinely know each and every one of us. Your passion for God and his Word is infectious and inspirational to ourselves and many of our peers. We are the first group you have led to graduation and we are so honoured that you have stuck with us - we couldn't be 'The Golden Year' without you.

Inaburra has not only gifted us with a world-class education. It has encouraged us to consider the Christian faith and the values this school is built upon. Reflecting back on our time at Inaburra, we can genuinely say that every student is known, loved and cared for. It's one of the things that makes this school unique, and one of the things we will remember most about our time here. There are so many great examples of Christian love at this school: teachers pray for us, understand our lives and are devoted to helping us grow in our faith. We have been so blessed to experience such a loving and supportive environment, and this is something that we will be eternally grateful for.

**GRACE EASTON AND HAMISH WILSON
INABURRA SCHOOL CAPTAINS 2017**



2017 Inaburra School Captains
Grace Easton and Hamish Wilson

THEME TWO

CONTEXTUAL INFORMATION ABOUT THE SCHOOL AND CHARACTERISTICS OF THE STUDENT BODY

Inaburra School is a K-12 co-educational Christian school situated in Southern Sydney that was started by Menai Baptist Church in 1983. 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 be 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 on to study at university.

The Inaburra Strategic Directions 2016-2018 document is available on the newly redesigned 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 a foundational element of Inaburra's focus on the development of the whole person we see these skills becoming embedded in the meta-language of the School community and playing a significant role in the teaching, learning and assessment 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 1045 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 113.

Inaburra continues to support an integrated 'Bring Your Own Technology' program for students in Years 5-12 that facilitates students regularly 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 within 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 (Mandarin) as a mandatory subject from Years 1 to 6 and again in 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 across K to 12.

Inaburra is well known for its pastoral care of students. The Christian worldview, held in common by our staff, recognises that each individual 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 and Assistant 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 competitive and recreational sports as well as 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 across K to 12 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 them with opportunities for service learning elsewhere in Sydney, in remote Australia and overseas.

See www.myschool.edu.au

See www.inaburra.nsw.edu.au



THEME THREE

STUDENT OUTCOMES IN STANDARDIZED NATIONAL LITERACY AND NUMERACY TESTING

In May 2017, 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).



2017 RESULTS										
	Reading		Writing		Spelling		Grammar and Punctuation		Numeracy	
Year 3	466 447 - 485		457 441 - 473		457 440 - 475		563 546 - 580		436 420 - 452	
	SIM 476 467 - 485	ALL 431	SIM 444 436 - 452	ALL 414	SIM 450 441 - 458	ALL 416	SIM 534 525 - 544	ALL 499	SIM 447 439 - 455	ALL 409
Year 5	550 534 - 566		515 500 - 530		553 538 - 568		563 546 - 580		517 503 - 531	
	SIM 540 531 - 548	ALL 506	SIM 502 494 - 510	ALL 473	SIM 527 519 - 535	ALL 501	SIM 534 525 - 544	ALL 499	SIM 526 518 - 534	ALL 494
Year 7	577 566 - 587		550 538 - 562		574 563 - 585		574 562 - 586		601 590 - 612	
	SIM 581 574 - 589	ALL 545	SIM 547 539 - 556	ALL 513	SIM 572 564 - 580	ALL 550	SIM 577 568 - 586	ALL 542	SIM 592 584 - 600	ALL 554
Year 9	620 618 - 631		624 611 - 638		605 594 - 617		628 616 - 639		637 627 - 647	
	SIM 618 611 - 626	ALL 581	SIM 596 587 - 606	ALL 552	SIM 611 604 - 619	ALL 581	SIM 610 602 - 619	ALL 574	SIM 636 629 - 643	ALL 592

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

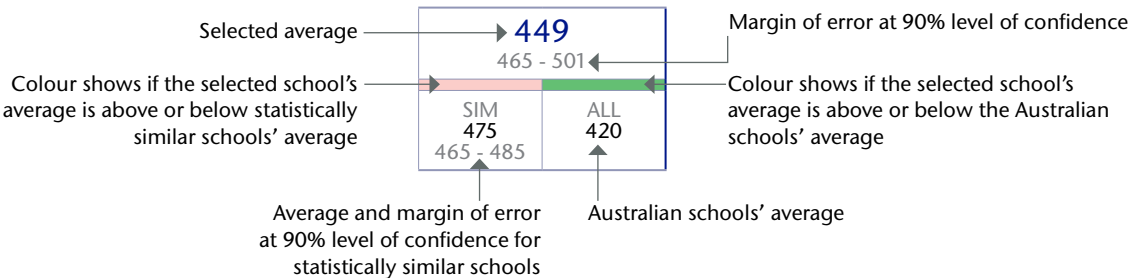
■ substantially above

■ above

□ close to

■ below

■ substantially below



THEME FOUR

SENIOR SECONDARY OUTCOMES (STUDENT ACHIEVEMENT)

THE HIGHER SCHOOL CERTIFICATE

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; almost 78,000 students sat the HSC examinations in 2017. 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 2017, 117 students completed HSC subjects across a range of 31 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 completed at Inaburra in 2017 comparing the mean results with the 2016 cohort and the State in 2017. The percentage of students attaining one of the top two bands (5 or 6 for 2 Unit courses and 3 or 4 for 1 unit courses) are also provided for each subject and compared with the State for 2017.

Subject	Inaburra School Student Numbers 2017	Inaburra School HSC Examination Mean 2016 (%)	Inaburra School HSC Examination Mean 2017 (%)	State HSC Examination Mean 2017 (%)	% in top two bands at Inaburra 2017	% in top two bands in State 2017
Ancient History	5	74.4	87.7	71.7	80.0	36.0
Biology	26	79.4	82.7	74.3	69.2	39.3
Business Studies	46	77.6	81.4	73.2	58.7	36.1
Chemistry	15	72.7	74.9	75.3	20.0	42.7
Chinese Continuers	2	82.0	87.4	85.6	100	79.7
Community and Family Studies	20	76.6	79.9	72.7	60.0	29.6
Design and Technology	12	83.9	78.5	76.8	50.0	43.2
Drama	7	81.0	80.5	77.7	71.4	42.1
Earth and Environmental Science	9	76.1	76.8	74.6	22.2	36.0
Economics	14	78.4	79.4	76.6	64.3	49.0
English Standard	24	71.0	66.4	69.2	4.2	15.9
English Advanced	78	77.6	78.7	81.0	43.6	63.6
English Extension 1	14	86.4	84.2	82.5	100	93.3
English Extension 2	5	85.2	82.2	77.4	100	77.4
Food Technology	4	81.1	89.3	71.5	100	29.7
Geography	26	84.8	76.3	74.9	42.3	41.9
History Extension	4	80.0	83.8	77.5	100	79.6
Industrial Technology (Multimedia)	9	79.4	81.3	67.5	77.8	22.3
Legal Studies	13	87.1	86.2	75.9	76.9	43.6
General Mathematics	62	77.4	80.2	68.5	58.1	25.5
Mathematics	31	75.1	80.3	78.0	58.6	53.5
Mathematics Ext 1	14	70.0	72.8	81.1	57.1	81.6
Mathematics Ext 2	3	81.0	83.3	81.2	66.7	84.0
Modern History	12	80.1	76.4	73.7	25.0	38.8
Music 1	3	84.2	95.6	81.5	100	65.2
Music 2	5	85.4	86.5	86.7	80.0	89.2
Music Extension	3	75.8	75.5	88.4	100	94.9
PDHPE	35	80.0	77.8	71.0	45.7	30.6
Physics	17	73.3	71.3	73.5	23.5	33.8
Software Design and Development	4	73.2	82.0	73.7	60.0	35.5
Studies of Religion 1 Unit	13	84.9	87.5	77.6	84.6	49.9
Textiles	6	89.2	86.7	77.3	100	50.5
Visual Arts	22	84.2	82.8	79.7	72.7	54.6

As can be seen in the table opposite, the following subjects all recorded averages that exceeded the State average by more than 10%:

Ancient History, Food Technology, Industrial Technology (Multimedia), Legal Studies, General Mathematics and Music 1.

The following subjects all recorded averages that exceeded the State average by more than 5%:

Biology, Business Studies, Community and Family Studies, History Extension, PDHPE, Software Design and Development, Studies for Religion 1 Unit and Textiles Technology.

Other notable aspects of the HSC results for 2017 include:

- 49% of Inaburra students achieved at least one result in the top band
- A total of 94 Band 6 results were recorded
- One student was selected for ART RULES HSC Visual Arts showcase
- The top Australian Tertiary Admissions Rank (ATAR) received by an Inaburra student in 2017 was 99.6
- One student received a perfect score in Mathematics Extension 2

A total of seven students completed HSC courses at another institution or with an external course provider. These included Studies of Religion 2 Unit at Sydney Distance Education High School; Dance through external tutors; Tourism, Travel and Events and Construction through TAFE NSW.

Record of School Achievement (RoSA)

In 2017, 102 students who completed the Year 12 Higher School Certificate were issued with a RoSA from the NSW Board of Studies as they concluded their secondary schooling.

Senior Secondary Outcomes

All 102 Year 12 students from 2017 attained a Higher School Certificate (100%).

Five of these Year 12 students also undertook TVET courses and achieved the associated qualifications (4.9%).



TEACHER QUALIFICATIONS AND PROFESSIONAL LEARNING

In 2017 there were 103 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 – 102 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 – 1 teacher
- iii. Not having qualifications described in i) and ii) but having relevant successful teaching experience or appropriate knowledge relevant to the teaching context – 0 teachers

Twenty-four 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 2017 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
- The mid-year conference included 2 days of workshops which focused on further development of the Inaburra Learning Design with a focus on assessment and feedback practices. One session centered on changes to Stage 6 assessment and NAPLAN. Junior School teachers completed a 7 Steps to Writing course during the Stage 6 presentation
- Using the Inaburra Learning Design to plan a unit of work
- Provision of courses to enable teachers to meet individual student needs. These included opportunities for staff development through an AIS grant for the IGNITE project organized by Dr Long and presented by guest UOW lecturer Ruth Phillips. Other courses offered included: Analysing Data for Differentiation, Using ICT effectively in the classroom and developing Co-Teaching skills
- Strategies and activities for leading a great home group
- The utilisation of Google Docs and Flipped Learning in the classroom to enhance learning through the innovative use of Information and Communication Technology

- Developing Effective and Confident communicators in the classroom
- 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
- An aspiring leadership course
- 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 2017, 73 teachers from K-12 went to at least one external professional development opportunity. The topics included:

- Mindsets – Developing a growth mindset
- Seven Steps to Writing Success – strategies for use in the K-6 classroom to support student compositions
- STEM and Digital technologies – innovation in cross faculty collaboration and 21st Century capabilities, including presenting at EdTECH
- Enrichment opportunities in Gifted Education and support – Dyslexia awareness and strategies for the educational environment
- Re - Conceptualizing Assessment for Stage 6
- Accidental Counsellor Training and Careers development
- Supporting Teacher Accreditation practices
- Subject-specific courses and Annual conferences including: Chemistry, Economics, English, Geography, History, ICT, Languages – Chinese, Legal Studies, Music, PDHPE, Physics, TAS and Visual Arts
- New HSC Syllabus familiarisation including: English, History, Mathematics and Science
- Legal requirements of schools
- Timetabling Solutions

WORKFORCE COMPOSITION

School Staff 2017	
Teaching staff	99
Full-time equivalent teaching staff	89.1
Support Staff	56
Full-time equivalent support staff	37

No staff have self identified as Aboriginal or Torres Strait Islanders.

“What I value about Inaburra -
The caring nurturing
environment which has helped
my child excel mentally
and emotionally into a well
adjusted resilient adult, ready
for her next step.
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

Year Level	Attendance Rate %
Year Level	Attendance Rate %
Kindergarten	95
Year 1	95
Year 2	95
Year 3	95
Year 4	96
Year 5	96
Year 6	96
Year 7	96
Year 8	94
Year 9	94
Year 10	94
Year 11	97
Year 12	97

95% of students attended school on average each school day in 2017. This was the same average result as the daily attendance in 2016 (95%).

MANAGEMENT OF NON-ATTENDANCE

The school implements policies 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

85% of the 2015 Year 10 cohort completed Year 12 in 2017. The retention rate over the past two years has been 88% for each year. 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. Following the completion of their school education 94% of Year 12 students from the 2017 cohort continued on to University, TAFE or apprenticeships and 6% pursued full-time employment.

THEME EIGHT

ENROLMENT POLICIES

Inaburra School was established by Menai Baptist Church as an outreach to the community. Inaburra exists to be a Christ-centred learning community pursuing excellence in education with every individual known and loved.

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 at 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 for the characteristics of the student body.

See www.inaburra.nsw.edu.au for the *Terms and Conditions of Enrolment*.

“ What I value about Inaburra -
The relationships I have had
with my teachers and the skills
I have been equipped with to
move forward with my life in
the future.

Inaburra Student

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 (bookable via the School website) 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 an offer being made. The nature of the contact will be a 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 Term 1.

Preparing your Child for Kindergarten (parents) and *Student Readiness for School Assessment* sessions (the child) will be held during Term 3. An invitation to attend these sessions will be issued to all families 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 of the whole school

During the student sessions, *Student Portfolios* will be compiled for each prospective student. In order to assist in 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 any and all 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 to 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 and all 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 and all 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 at 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 particular disability. Where the Principal determines that the child would require some

THEME EIGHT (CONTINUED)

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
- A current *Immunisation Certificate*
- Any relevant legal documents that are pertinent to the name or family situation of the child
- Signed copy of the *Media Release* 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.

“ What I value about Inaburra -
I value the teachers conduct
and presentation as excellent
role models for my children.
Inaburra Parent



OTHER SCHOOL POLICIES

SUMMARY OF STUDENT WELFARE POLICY

The umbrella policy relating to student welfare in 2017 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 (both online and offline).

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
- Regular consultation takes place on matters relating to students' education and welfare.

Student welfare encompasses the mental, physical, emotional and spiritual 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 continue 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 reviewed and changed extensively in March 2016 (reviewed bi-annually) to reflect changing legislative requirements as well as changing management structures and procedures.

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, is the *Anti-bullying/Harassment of Students Policy*. The associated procedural document *Anti-bullying/Harassment of Students Procedures* provides clear pathways 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 both formally and informally
- 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 vulnerable members of the School community
- aiming to restore relationships, where possible, through genuine repentance, reformation and forgiveness (restorative justice)
- 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 in taking the initiative themselves rather than relying on a parent to initiate 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.

The *Anti-bullying/Harassment of Students Policy* and associated procedural document *Anti-bullying/Harassment of Students Procedures* remained unchanged in 2017.

SUMMARY OF STUDENT DISCIPLINE POLICY

The principal policy relating to student discipline in 2017 was the *Discipline Policy K-12*.

The goal of all discipline is restorative – to assist students to discover 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 Student Welfare, Year Advisors and Stage Coordinators are responsible for establishing positive relations with students and parents so that communication about discipline issues may occur in a timely and effective manner.

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; and
- community aspects of love, tolerance, cooperation, honesty and respect for authority and property are to 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 2017.

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 are to be handled sensitively, impartially, and within an appropriate time-frame. Insofar as it is possible, given the nature of the grievance, privacy and confidentiality will be observed by all parties to the grievance and its resolution.

Resolution of the grievance shall occur 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 relevant Parent Handbooks on the school website.

The *Grievance Policy – Parents and Students* was reviewed and updated in May 2016.

The full text of these policies are available on request from the Principal.

SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT

2017 was the second year in the current iteration of Inaburra's Strategic Directions (2016 – 2018). As such, the focus of school improvement during the course of the year continued to revolve around shaping learning experiences for all students that allowed them to experience world class teaching and identifying ways in which teachers might best assess whether students were making real (measurable) progress in their learning (a year's worth of progress for a year's worth of learning).

1. STUDENTS

Our priority is that every student will achieve rich and deep learning outcomes. To this end we will strive to develop student agency in their learning, as expressed in the Inaburra Learner Profile:

- *Students are active participants in their learning, not passive recipients. The ILP describes the non-cognitive capabilities that will enable young people to thrive as life-long learners. Inaburra will increasingly incorporate these capabilities as key learning intentions, alongside the NESA curriculum outcomes.*

2. TEACHERS

Our priority is to build our teachers' individual and collective capacity for continuous and sustainable professional improvement:

- *The quality of teaching is the single biggest factor in shaping the learning outcomes for students. In the increasingly demanding world of school education, investment in and focus on the professional growth and development of teachers is essential in the quest for improved student learning outcomes. Teacher capacity includes the domains of professional knowledge, practice, engagement, performance and wellbeing.*

3. EVIDENCE

To establish a culture of evidence-informed teaching and learning:

- *Education must be informed by evidence. We need to habitually ask the evaluative question, "What evidence is there that this activity, approach, program or practice has an impact on student learning outcomes?" Evidence of learning comes from a wide range of sources; outstanding teaching considers the evidence and adapts accordingly.*

In an effort to bring these three key initiatives together in a purposeful framework, under the guidance and leadership of the Director of Teaching and Learning, all teaching staff from K to 12 continued to plan (on a term by term basis) specific units of work based on the Inaburra Learning Design (ILD). This framework is cyclical and core to it is generating evidence to demonstrate student progress during the course of the unit and then ensuring that ongoing teaching and learning experiences are informed by and adjusted according to the evidence generated.

“What I value about Inaburra -
My kids love going to school. They have pride in their school and are proud to be students of Inaburra. Above all they are happy, and that is of most importance to my family.

Inaburra Parent



INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

Inaburra School values every student enrolled in the school, regardless of their background, race, skills or interests. The Inaburra School Values provide a firm foundation for promoting 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 with staff trained and resourced to help students to be smart, safe and responsible in their use of technology. Specialists in online safety come and speak to staff, students and parents on an annual basis.

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; Cancer Council (World's Greatest Shave); the Duke of Edinburgh Award Scheme and the Love Mercy 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 formation of a positive school culture at Inaburra.

“ What I value about Inaburra -

Having been at another high school for over a year before coming to Inaburra, I have nothing but praise for this school. Quite simply, the standards of resources, facilities and teaching are incredible. The culture of strong positive relationships between teachers and students is by far the best quality of the school. Teachers often communicate and engage with students in a peer to peer manner whilst still maintaining the authority they need to effectively lead students in their learning. This has been a fantastic school.

Inaburra Student

PARENT, STUDENT AND TEACHER SATISFACTION

Inaburra School is committed to listening to the views and expectations of key stakeholders and commissions independent surveys to provide performance feedback on a wide range of related education 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 2017, 100 parents and 153 students from Years 6 and 12 participated in surveys and provided views on such areas as academic performance, pastoral care, Christian education, co-curricular sport, co-curricular non-sport, communications, reputation and facilities.

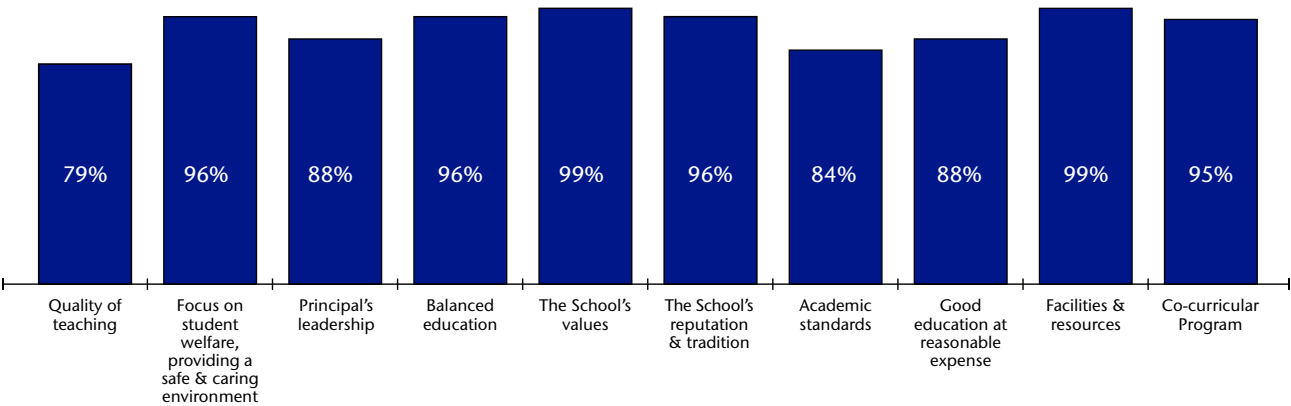
YEAR 12 PARENT VIEWS

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.

In relation to the top five areas parents noted as most important, expectations met/exceeded are:

- 79% of parents’ expectations were met or exceeded in relation to the quality of teaching
- 96% of parents’ expectations were met or exceeded in relation to the focus on student welfare, providing a safe and caring environment
- 88% of parents’ expectations were met or exceeded in relation to the Principal’s leadership
- 96% of parents’ expectations were met or exceeded in relation to a balanced education
- 99% of parents’ expectations were met or exceeded in relation to the School’s values

2017 INABURRA YEAR 12 PARENTS - PERCENT EXPECTATIONS MET/EXCEEDED - TOP 10 (n=77)



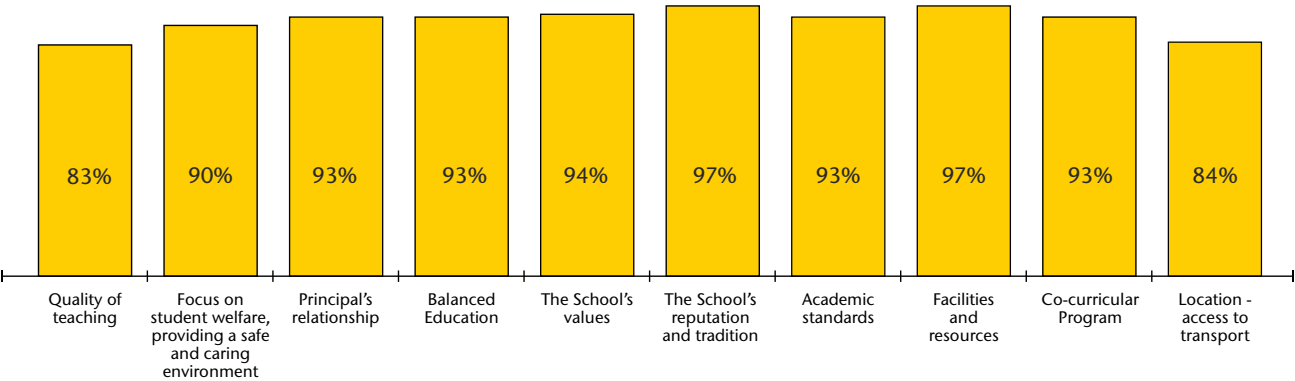
YEAR 12 STUDENT VIEWS

A selection of the Year 12 student top level findings are detailed below; ranked in order of the importance parents placed on reasons for choosing a school.

In relation to the top five areas parents noted as most important, expectations met/exceeded are:

- 83% of students’ expectations were met or exceeded in relation to the quality of teaching
 - 90% of students’ expectations were met or exceeded in relation to the focus on student welfare, providing a safe and caring environment
 - 93% of students’ expectations were met or exceeded in relation to the Principal’s leadership
- 93% of students’ expectations were met or exceeded in relation to a balanced education
 - 94% of students’ expectations were met or exceeded in relation to the School’s values

2017 INABURRA YEAR 12 STUDENTS - EXPECTATIONS MET/EXCEEDED - TOP 10 (n=98)



Year 12 parents and students were asked to provide open responses to the most valued aspects of Inaburra School. The most frequently nominated aspects are:

2017 Inaburra Year 12 Parents	2017 Inaburra Year 12 Students
Safe, caring environment	Positive student-teacher relationships
Child’s development	Friendships made
Dedicated staff	Quality of education
Quality of education	Safe, caring enviroment
Sense of community	Overall positive experience

PARENT QUOTES ON WHAT THEY VALUE ABOUT INABURRA

That when it mattered most, the staff whom I had to lean on, made themselves available to us for our children needs both personal and professionally.

A great environment for the kids to complete their schooling. They will have many fond memories. Programs such as Global Education are life changing and memorable events.

I value that my children are happy in their schooling and have made friends with students from families with similar values to our own family. They all appear to have benefited from a well rounded education, they are aware of people not as fortunate as themselves, they are well mannered and know how to behave in public and have a good work ethic, they support each other and help each other through difficult times.

Pastoral care, school values, have helped us shape an independent, respectful young adult. Small, close and more attention to students.

Inaburra School has been a blessing for our daughter and she has developed into a wonderful woman ready to take on life's challenges and adventures. We are grateful to Inaburra for their holistic approach in creating a safe and challenging school environment.

I believe that she is getting a good education with up to date/ visionary practices. I like the fact that she will not be seen as a number like in a public school where too many kids go under the radar.

Its belief in being a nurturing centre for students in their journey of life and being aware of modern teachings (from either primary, secondary and tertiary involvement), whilst not being afraid to implement it within the school.

I value that Inaburra has a good name and reputation. I value that it does provide a safe learning environment for my children. I value that the teachers are approachable, caring and invested in our children's welfare. I value that under the current principals leadership, Inaburra has moved forward in strides from the church/community insular run school it was when my eldest started in Kindergarten to where it is today.

Great education in a loving and caring environment. Children that are comfortable in their surroundings will excel!

Christ centred school which promoted excellence in education.

STUDENT QUOTES ON WHAT THEY VALUE ABOUT INABURRA

I have thoroughly enjoyed my time at Inaburra. I greatly value the friendships I have made at this school and the mentoring I have received from teachers. I have been able to pursue many opportunities to further my education and overall high-school experience. I have come to greatly value the school and its ability to produce well-rounded students.

That I was involved in as many co-circular activities as I could and represented the school in my passions for debating, public speaking, gymnastics, choir, productions and other performances. I also value my role as a Flourish and Bible Study Leader over the years, and this has encouraged me to continue to do so in my church.

The strong student teacher relationships I have developed.

I value the support given to me by my classroom teachers. I have very high goals for the HSC and they have been nothing but supportive in me achieving these goals and understanding the extra aid and resources that I want to be able to achieve this goal.

I like how we get to make our own choices and we have a chance to play about three time a day. But I also like how we have crunch and sip for relaxation and then we go on with our last activity.

I like most is how everyone is kind and caring to me and never doubt being at this school. All my classmates and teachers never let me down.

My life here at Inaburra school has been great here at this school because it's going great and it is going the way how I like it.

I like the friendship part of my life at school. I have really fun encouraging friends that are always there for me and never leave me out.

I love the friendliness, the support and learning.

I like playing with my friends on the new playground and making up fun games.

The thing I like most about Inaburra is the environment and the facilities and opportunities we get here!!!

What I most like about my life at the school would be making great friends, the education that they give us and the sporting events that we do.

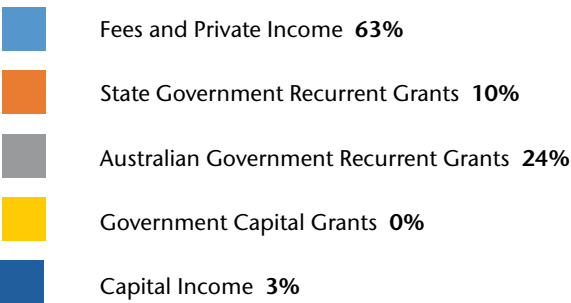
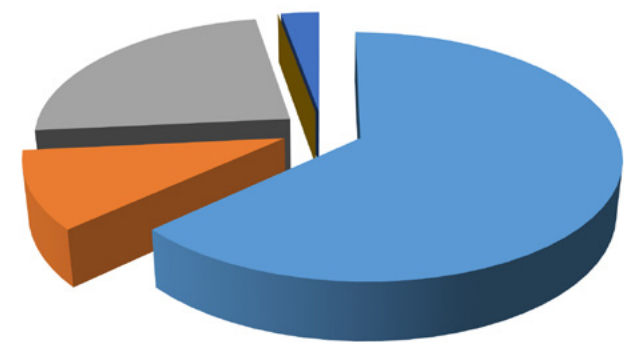
That my teachers are always there for me.

The new playground, the support from the teachers and the field.

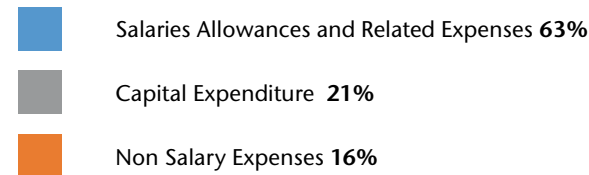
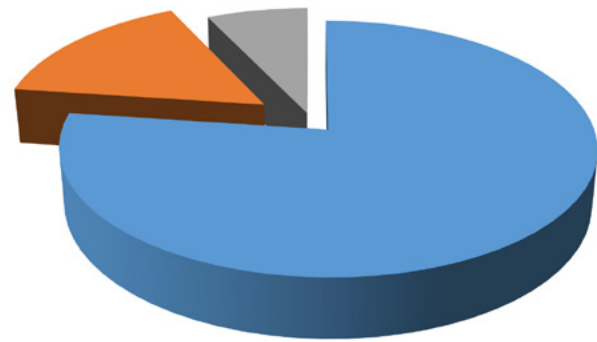
I like the education the most at Inaburra because it is has helped me improve dramatically.

SUMMARY FINANCIAL INFORMATION

2017 Recurrent / Capital Income



2017 Recurrent / Capital Expenses





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.



INABURRA SCHOOL

A project of Menai Baptists



www.inaburra.nsw.edu.au
75 - 85 Billa Road Bangor, NSW, 2234

 (02) 9543 2533  school@inaburra.nsw.edu.au
 www.facebook.com/inaburra  www.twitter.com/inaburra