

INABURRA FAITH
KNOWLEDGE
LOVE



INABURRA SCHOOL

2022 ANNUAL REPORT

INABURRA SCHOOL

CONTENTS

THEME 1

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

THEME 2

Contextual information about the school and characteristics of the student body	10
---	----

THEME 3

Student outcomes in standardised national literacy and numeracy testing	12
---	----

THEME 4

Senior school outcomes (student achievement and post school destinations)	14
---	----

THEME 5

Professional learning and teacher standards	17
---	----

THEME 6

Student attendance and retention rates	20
--	----

THEME 7

Enrolment policies	22
--------------------	----

THEME 8

School policies	24
-----------------	----

THEME 9

School determined priority areas for improvement	26
--	----

THEME 10

Initiatives promoting respect and responsibility	28
--	----

THEME 11

Parent, student and teacher satisfaction	30
--	----

THEME 12

Summary financial information	34
-------------------------------	----



“

What I value most about Inaburra School - Everything. I am so extremely grateful for the partnership we have had over the years to help shape our beautiful sons into caring, respectful and intelligent adults. We will be forever thankful. Inaburra Parent 2022

THEME 1 - A MESSAGE FROM KEY SCHOOL BODIES

CHAIRMAN'S REPORT

Menai Baptist Church (MBC) operates two significant projects on the Inaburra Precinct, the Inaburra School and Inaburra Preschool. MBC seeks to serve its local community by providing Christian based learning from Preschool through to Year 12.

Well, 2022 was a landmark year as the School celebrated its 40th year and we returned to a more normal operating rhythm following the removal of the COVID restrictions.

I'd like to thank our Principal, Dr James Pietsch for his leadership and the additional activities he and his Executive team managed to celebrate the School's 40th Anniversary. Some of the highlights were:

- The inaugural Inaburra Founders Lectures;
- The Generations Concert;
- Thanksgiving Service with MBC; and
- The Celebrations week in September which included lunchtime activities, a photo challenge, historic timeline reveal and the final event being the Twilight Open Evening.

The School remains financially sound and continues to seek to improve both the learning environment as well as educational outcomes. As well as completing a number of important refurbishment activities a DA was lodged with Sutherland Shire Council on 28 September 2022 to expand the playground to the corner of Billa Road and Bodalla Crescent. This will involve the demolition of houses at 71 and 73 Billa Road and 6 Bodalla Crescent. I'm particularly excited about the playground project as it will provide much need additional outdoor space to the Junior School.

Enrolments remain strong and at the end of 2022 total 1,179. This will increase in 2023 to over 1,200 as the School increases the Stage 3 intake.

During Term 4, the Strategic Plan for 2022-2025 was finalised and released to the School Community. The various aspects of the plan will be unpacked over the next few years.

Inaburra is recognised as an employer of choice in the Christian school sector. This provides a high degree of staff stability, although scheduling long service leave and maternity leave provides its challenges at times for the Principal.

With the growth in student numbers organisational changes continue to be implemented to support students and ensure staff are not overstretched.

I know the School staff are tired and looking forward to the end of Term 4. There has been a lot of activity this year particularly around the Anniversary events.

I wish to take this opportunity on behalf of the Board and Menai Baptist Church to thank them for all their commitment and hard work in 2022.

I would also like to acknowledge and thank the School's parent community for your continued support.

The governance of the School is provided by way of a Board of Directors that meets regularly throughout the year. The Board continued to be renewed this year with the appointment of Elizabeth Mansour on 9 May 2022 and the resignation of Phillipa Herman on 21 November 2022. I would like to thank Phillipa for her contribution to the Board for over eight years and wish her well for the future.

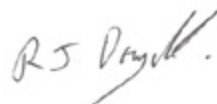
I would like to thank the Directors for their continued service and dedication to the School.

Reflecting on the timeline, that is now on the front of the Performing Arts Centre, I spoke about "Strong Foundations" at the end of year presentation events. The key passage was from 1 Corinthians 3:11:

For no one can lay any foundation other than the one already laid, which is Jesus Christ.

Looking back over the 40 years of achievements there is no doubt in my mind that the School has been greatly blessed.

Sadly, this will be my last report, as after 13 years on the School Board and nine years as Chairman, I am stepping down at the 2023 AGM. It has been an honour and privilege to serve and to be a part of the "Timeline" and I will continue to pray for the School's ongoing success.



Mr Robert Dougall
Chair of Inaburra School Limited



THEME 1 (CONTINUED)

PRINCIPAL'S REPORT

In 2022 we saw many of our regular school activities return after the lockdowns and restrictions associated with COVID-19. Sporting competitions returned, although there were still some restrictions associated with who could be in attendance. Debating competitions restarted, some via Zoom, others in person. Professional Development opportunities started to reappear for staff, with many of these now becoming online only. We also even managed to put on a Senior School Musical, although performances were impacted by illness and different students featured at each of the five performances. Some events did not return in 2022, such as our Global Ed program, although we expect to see this return in full in 2023. There were no international trips in 2022 due to the risks associated with having to bring students back midway through the trip if they were diagnosed with COVID-19. Again, we look forward to seeing some of these regular trips be run in 2023.

A significant milestone for the School was also celebrated in 2022 with the School taking time in Term 3 to celebrate its 40th anniversary. A range of activities took place as part of these celebrations including the revealing of a timeline on the PAC, a whole-school photo, a Service of Thanksgiving with Menai Baptist Church and lunchtime activities for Junior and Senior School. Inaburra also ran its inaugural Twilight Evening at which Alumni were invited to return to the school to meet staff and look at the memorabilia on display in the Learning Commons. As well, 2022 saw the inaugural Founders Lectures series which explored the topic of 'Art, Beauty and the Transcendent'.

At the beginning of 2022, the Executive team, working with members of staff, developed our new Strategic Directions (SD) document. This document outlines our key focus area for the next four years – we will seek to be a kingdom-of-God shaped community, an academic community and a flourishing community. Within each of these three areas, there are five sub-goals that we have been working towards achieving. As we look ahead to the next four years, we will be focusing on building these three aspects of our community. We will seek to be:

1. A kingdom-of-God shaped community – in which students, parents and staff are encouraged to put on the virtues of grace, humility, kindness and compassion. Towards this end, we will look to:

- 1.1 Promote an explicit focus on the virtues of the new creation outlined in the New Testament such as love, grace, forgiveness, patience, kindness and compassion.
- 1.2 Celebrate through the year the hope of new life and the restoration of all things that are central to the Christian worldview.

- 1.3 Continue to provide opportunities for service and support to other communities.
- 1.4 Develop our awareness of what it means for Inaburra School to be on Dharawal country.
- 1.5 Build respect for diversity within our community.

2. An academic community – in which students engage regularly in rigorous and challenging learning activities designed to build learning character and understanding. Towards this end, we will look to:

- 2.1 Focus professional development for staff on the embedding of the Inaburra Learner Profile (ILP) and how to provide appropriate academic challenge for every student.
- 2.2 Develop ways of measuring students' learning in terms of the attributes of the ILP and use this data to engage students in a conversation about learning how to learn.
- 2.3 Encourage staff to develop their expert knowledge of learning, their subject-specific knowledge, and their understanding of how these areas of knowledge interact with different philosophical and theological perspectives.
- 2.4 Continue to build a strong learning support and enrichment program.
- 2.5 Provide students with alternate learning pathways that they can pursue at school.

3. A flourishing community – in which students and staff are supported so they might flourish as lifelong learners. Towards this end, we will look to:

- 3.1 Continue to focus on the PERMA Plus model and its implications for staff and students and provide opportunities for parents to engage with the PERMA Plus model.
- 3.2 Further develop our records management system and other systems that contribute to the effective operation of the school.
- 3.3 Provide professional development opportunities related to career progression, the School's strategic priorities and best practice in the workplace.
- 3.4 Continue to ensure that our facilities enable the development of this tripartite learning community.
- 3.5 Provide responsible financial management and long-term planning in light of changes to government funding models.

Over the course of 2022, many sub-committees were established to meet and discuss how we might best achieve these goals, identifying desirable outcomes for each sub-goal, steps we can take to achieve these goals and ways of measuring success. In 2023, members of the School Leadership team will meet regularly to provide an update on what progress has been made in relation to the achieving of these different goals.

We have continued to review the support structures for the development of a mentoring and collaborative teaching culture which has allowed us to create a new Teaching and Learning team which commenced at the start of 2022. We also reviewed our Learning Enrichment resources, to ensure that access to support was available for students with additional needs. These areas of our school have a deep connection to our mission of “every individual known and loved” and we will continue to review and refine how this can assist all students with their learning progress.

Ongoing upgrades to our facilities have seen renovations to the Year 2 classrooms, and additional classroom spaces were provided in the form of Food Technology demountables. We have made significant progress toward digitising all of our records moving forwards with InShare being used as the repository for all student records by all staff and we now have a functioning online application portal for new enrolments. We appointed a new Archivist in 2022 and continue to put effort into digitising our archives as well.

In 2022 we saw the first of the larger year cohorts graduate. The student population now sits just under 1200 students with each year group in the Senior School now sitting around 140 students.

The document 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 that this document is of assistance to you in finding out about Inaburra. More about the school can be found at www.inaburra.nsw.edu.au, including the Strategic Directions 2022 – 2025 document.



Dr James Pietsch
Principal, Inaburra School



What I value most about Inaburra -
I think the school has a solid reputation. I find Dr Pietsch is always happy to hear positive and negative feedback about the school and attends to all enquiries promptly.

Inaburra Parent 2022

SCHOOL CAPTAINS' REPORT

Never-ending joy – such was the theme of our high school Mission Week this year. However, in reflecting over the last twelve months, these words can also be said to have framed 2022. Emerging out of the “unprecedented and tumultuous times” of the COVID-19 pandemic, the blessing of lifting restrictions and the return to a more ‘normal’ rhythm of life allowed the Inaburra community to continually live joyfully once again. At the beginning of the year, we invited the student body to consider how they would find joy as the school sprang back after lockdown. Our world was given hope as the pandemic concluded– revitalising after it had been stagnant for so long, offering a second chance, to use and apply everything we learned about ourselves and others during the lockdown in our lives.

Under the flag of inspiring and promoting a sense of hope within the school and community, we geared our charity efforts as a prefect team in fundraising for the Zoie Moore Foundation, a charity created by the Moore family with the noble object of funding research into more accessible, gentle and humane treatments for leukaemia. With generous donations from the Inaburra staff, student body and the community at large, we fundraised nearly \$6000 through a combination of food stalls and donation boxes amongst other school-wide events. We would like to thank the Inaburra community for making this possible, and it is our prayer that this sum will achieve our aim of inspiring hope both within our school family and beyond.

Dr Piestch, we thank you so much for your sincerity and graciousness in leading our school. We are so grateful for the privilege it has been to hear from you in assembly, forum and even in the classroom. Your wisdom in philosophy, maths and faithful care for others has been ever inspiring and encouraging and we are so grateful for your humble leadership of our school.

Mr Collins, we would like to share our immense gratitude for your service and leadership in the Senior School. Your job is not always an easy one, yet you have taken it in your stride and humbly modelled leadership of the finest calibre and we thank you for your continuous hard work to support the student body.

We would like to thank Mrs Clarke, who oversees the welfare of both students and staff, emboldening and strengthening all of us. You are such a tremendous support, always being present and calm when students need it most.

We would like to deeply thank our Year Advisors, Mr Stuart Jones and Mrs Kylie Croucher. Mr Jones, we are ever so grateful for your generosity, care and compassion for us, and the inclusive and loving ethos that permeates your pastoral position. Your dry humour, passion and commitment will always stay with us, and for these things we are extremely thankful.

Mrs Croucher, thank you for being such a caring and loving light for all of us and guiding us in such fabulous style. We are so thankful that you have been a part of our high school journey, and we hope that you know how dearly we will miss you.

We wanted to extend our thanks to the wonderful team of homegroup teachers who have supported Year 12 students through the year. The compassion and kindness that they demonstrate each morning has been an integral part of the vessel of faith, knowledge and love that all graduating students have appreciated, especially during the turbulence of the pandemic.

Similarly, we recognise and deeply appreciate the efforts of our classroom teachers in dealing with us, tolerating our post-COVID restlessness and adapting to the seemingly ever-changing learning landscape that has shifted so drastically since the beginning of the pandemic. The endless work you put in in creating online resources for us, adapting your classroom activities and learning to use fun backgrounds in Zoom not only made our lockdown experiences a little more enjoyable, but (most importantly) kept us engaged and learning.

On behalf of Year 12, we would like to extend our greatest thanks to all of the parents. Your love, support, compassion and dedication to each and every one of us in our final years has been a mammoth task. We are all so thankful and humbled by your generous provision of time, emotional support, physical support ... and of course school fees.

We wanted to share our immense gratitude for the privilege and pleasure of leading alongside and representing our Year 12 cohort. Throughout our leadership tenure, we have often heard and born witness to a fact that has been repeated to us many times: That this cohort was not “normal”. In a recollection of our year group, we are thrilled to recognise that ours was a year group without cliques and without (much) drama – an inclusive and good-hearted cohort by every metric, united under the banner of friendship by the hardships we all faced as one unit. We wish you all the very best on your journey beyond the ‘burra’ and we hope that you will all treasure your best memories from high school and the important lessons we have all learnt along the way, just as we treasure our time spent leading with you all.

This year the School celebrated its 40th anniversary and it was filled with spectacular celebrations of the School's foundations, milestones and the enduring legacy of Christ-centred education. The Inaburra community recollected the School's history at the Timeline Reveal Ceremony, and enjoyed the achievements and opportunities of the school at the Twilight Open Evening. One of the highlights of our week

of celebration was giving thanks for the school at the Thanksgiving Service with Menai Baptist Church where we got to cut the birthday cake - as gloriously adorned as it was delicious! The 40th anniversary will be one of many milestones that the School will continue to celebrate with its current and former students and their families. It is the enduring relationships and faith in this school community which we celebrate today and wish to continue for future generations. As such, we may celebrate this 40th anniversary, and rightly so, but for us, the truest revelry lies in seeing this school reach not just its 40th year, but in knowing it will reach its 80th and beyond.

As we welcome the new Year 12 cohort and their wonderful prefects and captains into a (hopefully more normal) year filled to the brim with as many challenges, tears and hardships as laughs, friendships and joys, we would like to share a couple of verses from Psalm 27:13-14 as our last encouragement as the captains of 2022—one that, for us, has guided us in the spirit of hope:

I remain confident of this: I will see the goodness of the Lord in the land of the living. Wait for the Lord; be strong and take heart and wait for the Lord.

Abbey Parkes and Mark Russell
Inaburra School Captains 2022



40th Anniversary Thanksgiving Service



40th Anniversary Thanksgiving Service



40th Anniversary Timeline Reveal - with Mr David Collins

THEME 2 - CONTEXTUAL INFORMATION ABOUT THE SCHOOL

CHARACTERISTICS OF THE STUDENT BODY

Inaburra School is a K-12 co-educational Christian school situated in Southern Sydney that was founded 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'. Building 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 and other tertiary institutions.

Inaburra's Strategic Directions 2022-2025 document is available on the school website. Under the leadership of senior members of staff, working groups drawn from teaching staff and support staff across the School are now refining and implementing strategies designed to meet the overarching goals identified in each of the three target areas.

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 (the development of character) we see these future-focused skills becoming embedded in the meta-language of the school community and playing a significant role in the teaching, learning, assessment and awards 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 1180 students in the school, drawn from approximately 799 families. Most of these families live locally in the Sutherland Shire. The school has an CTC score of 121.

Inaburra School continues to support an integrated BYOT (Bring Your Own Technology) program for students in Years 5-12 that facilitates students regularly utilising ICT as a tool for learning. Students in K-4 are also well-resourced with tablets, laptops and a range of other digital technologies and a robust wireless network is supported 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 (PAC) provides state-of-the-art facilities to support the achievement of excellence in Music, Visual Arts, Drama, Dance 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, Dance 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 electives in Years 9-12 that give students opportunities to explore areas of particular interest. We teach Chinese (Mandarin) as a mandatory subject from Years K 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, understands 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 underpins our approach to the care and nurture of our students. The resources and structures that support our students include Wellbeing Directors, Year Advisors, Stage Coordinators (Junior School), Home Group 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 engages in a broad range of sporting programs. Years 7-10 students take part in competitive and recreational sports as well as Athletics and Swimming carnivals. There is a separate 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's International 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 (particularly

aimed at Year 10) 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](http://www.myschool.edu.au)

[See www.inaburra.nsw.edu.au](http://www.inaburra.nsw.edu.au)



THEME 3 - STANDARDISED TESTING OUTCOMES

STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

In May 2022, 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 understanding in a variety of contexts. The results of all NAPLAN testing can be found at www.myschool.edu.au.

The chart opposite shows the average student results for Inaburra School for the selected year. The cell colour shows how the School's results compare to students with a similar background (SIM) and those of all students nationally (ALL).



2022 RESULTS										
	Reading		Writing		Spelling		Grammar		Numeracy	
Year 3	480 462 - 498		438 422 - 454		451 435 - 468		465 445 - 484		438 422 - 453	
	SIM 482	ALL 438	SIM 450	ALL 422	SIM 453	ALL 418	SIM 478	ALL 433	SIM 436	ALL 400
	Online		Paper		Online		Online		Online	
Year 5	537 521 - 552		507 491 - 523		515 500 - 531		505 487 - 523		514 500 - 529	
	SIM 539	ALL 510	SIM 512	ALL 484	SIM 528	ALL 505	SIM 528	ALL 499	SIM 516	ALL 488
	Online		Online		Online		Online		Online	
Year 7	559 548 - 569		558 546 - 570		572 561 - 583		559 547 - 571		575 564 - 585	
	SIM 576	ALL 543	SIM 566	ALL 530	SIM 579	ALL 547	SIM 571	ALL 533	SIM 589	ALL 546
	Online		Online		Online		Online		Online	
Year 9	613 602 - 623		593 580 - 607		597 586 - 608		604 592 - 616		630 620 - 640	
	SIM 620	ALL 578	SIM 603	ALL 560	SIM 608	ALL 577	SIM 621	ALL 573	SIM 624	ALL 584
	Online		Online		Online		Online		Online	

How to interpret this chart:

SIM Students with similar background

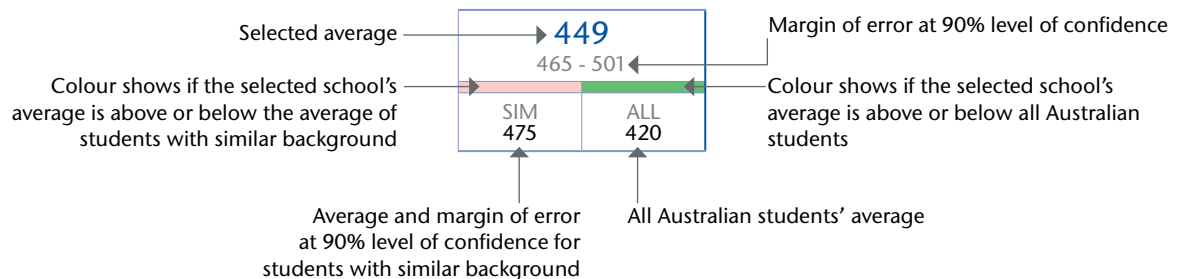
ALL All Australian students

▢ Student population below reporting threshold

▢ Year level not tested

Selected school's average is:

- well above
- above
- close to
- below
- well below



THEME 4 - SECONDARY SCHOOL OUTCOMES

RESULTS OF 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 (HSC) is the highest award in secondary education in New South Wales; about 67,000 students completed the HSC in 2022. All Inaburra students are encouraged to work towards gaining their HSC and as a non-selective school, our students have a range of ambitions for their final results, and post-school plans that include work and TAFE pathways as well as commencement of university studies. HSC results are most meaningful when they are interpreted in the light of each individual student's strengths, needs, progress and story. Different families will measure academic success by different gauges.

In 2022, 133 Inaburra students completed HSC subjects across 36 courses in STEM subjects, languages, the creative arts, human society and its environment, personal development, health and physical education and VET courses. This included 32 Year 11 students who were accelerated in Mathematics Advanced and Extension 1 and/or completed Studies of Religion 1 in a compressed curriculum delivery.

Student achievement in the HSC is reported in six bands; as can be seen in the table opposite Inaburra students achieved results above the State mean and above the State benchmarks for the top two bands in the majority of courses that were offered.

The table opposite contains results data for each subject completed at Inaburra in 2022 comparing the mean results with the 2021 cohort and the State. 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) is also provided for each subject and compared with the State for 2022.



SUBJECT	Inaburra School included Students 2022	Inaburra School HSC Examination Mean 2021 (%)	State HSC Examination Mean 2021 (%)	Inaburra School HSC Examination Mean 2022 (%)	State HSC Examination Mean 2022 (%)	% in top two bands at Inaburra 2022	% in top two bands in State 2021
Ancient History	6	74.17	71.06	81.93	71.98	50%	34%
Biology	26	75.43	73.38	72.94	70.03	31%	27%
Business Studies	42	77.44	73.32	78.51	73.95	45%	35%
Chemistry	16	73.04	74.37	73.79	72.51	38%	33%
Chinese Continuers	1	80.13	84.06	71.2	84.87	0%	75%
Community and Family Studies	18	78.57	74.28	78.4	74.79	56%	33%
Dance	4	86.4	79.42	82.15	82.12	75%	66%
Design and Technology	8	84.8	79.11	76.65	77.62	38%	47%
Drama	12	84.58	78.7	85.45	80.71	100%	59%
Earth and Environmental Science	4	75.73	72.02	76.15	73.77	50%	32%
Economics	30	77.28	77.66	76.91	77.26	33%	49%
Engineering Studies	11	80.4	74.2	77.05	72.64	27%	30%
English Standard	31	70.48	70.47	69.69	69.88	16%	15%
English Advanced	96	78.56	81.93	79.85	81.53	57%	67%
English Extension 1 (*out of 50)	13	41.78*	42.07*	42.55*	41.79*	100%	93%
English Extension 2 (*out of 50)	2	37.5*	39.56*	34.65*	39.89*	50%	85%
Food Technology	31	87.03	73.36	80.29	71.78	67%	22%
Geography	10	72.13	75.75	76.84	75.19	50%	41%
History Extension (*out of 50)	3	36.49*	38.69*	40.17*	39.47*	100%	49%
Industrial Technology (Multimedia/Timber)	24	75.98	69.42	77.17	70.32	33%	29%
Legal Studies	37	75.88	74.72	80.91	73.78	59%	34%
Mathematics Standard 2	62	71.39	69.15	76.16	70.87	39%	29%
Mathematics Advanced	53	78.93	78.41	77.65	78.31	45%	49%
Mathematics Ext 1	36	76.86	78.21	70.84	77.45	56%	74%
Mathematics Ext 2	10	89.56	83.07	79.86	81.43	80%	85%
Modern History	32	75.17	72.85	77.38	73.67	47%	38%
Music 1	4	87	81.34	89.25	81.88	100%	41%
Music 2	7	85.9	87.57	82.51	86.4	71%	54%
Music Extension (*out of 50)	2	46.25*	44.47*	48.05*	45.75*	100%	66%
PDHPE	35	77.89	72.19	76.02	69.75	51%	74%
Physics	15	78	75.34	73.53	74.25	33%	85%
Science Extension (*out of 50)	4	41.33*	37.05*	36.18*	37.5*	100%	97%
Software Design and Development	7	78.47	74.15	76.37	74.45	29%	84%
Studies of Religion 1 Unit (*out of 50)	18	41.04*	37.38*	41.38*	37.91*	83%	79%
Textiles and Design	7	85.13	78.39	87	78.05	100%	93%
Visual Arts	18	84.41	80.99	82.59	81.36	72%	85%

THEME 4 - SENIOR SCHOOL OUTCOMES

HSC Notable Achievements

Subjects that Achieved Above-State Averages

The following subjects recorded averages that exceeded state averages by more than 5%: Ancient History, Textiles and Design, Food Technology, Music 1, Legal Studies, Industrial Technology, PDHPE and Mathematics Standard 2.

100% of students achieved a Band 5 or Band 6 Result

Drama, English Extension 1, History Extension, Mathematics Extension 2, Music 1, Music Extension, Science Extension, Studies of Religion 1, Textiles and Design

Other notable aspects of the HSC results for 2022

- A total of 80 Distinguished Achiever results were listed on the 2022 HSC Honour Roll where students had achieved a mark of 90 or above (Band 6) in specific subjects.
- A total of 289 Band 5 results were recorded where students had achieved a mark between 80 and 90, hence, more than 50% of the results earned by Inaburra students were either Band 5 or 6.
- 25 Year 11 students completed an HSC course in one or more of Mathematics Extension 1, Mathematics Advanced and/or Studies of Religion 1.

HSC All-Rounders and ATAR Achievers

Three of our students were recognised on the 'All Round Achievers' list with results in the highest possible band across 10 units of study – Jizelle Issa, Abbey Parkes and Mark Russell.

Congratulations to Mark Russell for gaining 5th place in the state in English Extension 1.

Recognition of HSC Major Works

Jacob Elias, Jaiden Ritchard and Vincent Vangi were nominated for possible inclusion in 'Shape 2022' (Industrial Design).

Jacob Elias, Jaiden Ritchard and Vincent Vangi were also nominated for possible inclusion in 'InTech', an exhibition of outstanding Major Projects from HSC Industrial Technology students.

Mackenzie Fogg was nominated for possible inclusion in 'Shape 2022', an exhibition featuring a selection of students' exemplary HSC major projects from Design and Technology, Industrial Technology and Textiles and Design. Mackenzie was also nominated and selected for 'TEXStyle', an exhibition of a selection of exemplary Textiles and Design projects from the HSC.

Anjeline Balis and Bronson Ballantine-Jones were nominated for possible inclusion in 'ENCORE', a showcase of performances and compositions by HSC Music students.

Amber Laplanche, Nicole Moss and Sophie Taylor were nominated for possible inclusion in 'OnSTAGE', a showcase of performances and projects by HSC Drama students, for their individual performances.

Abby Leong and Alicia Gladman were nominated for possible inclusion in 'CALLBACK', a showcase of exemplary performances and compositions from HSC Dance. Abby was nominated for all three components of the HSC Practical Examination: Core Performance, Core Composition and Major Study Performance. Alicia was nominated for two components: Core Performance and Major Study Performance.

Record of School Achievement (RoSA)

In 2022, 133 students who completed the Year 12 Higher School Certificate (HSC) were issued with a RoSA from the NSW Educational Standards Authority as they concluded their secondary schooling.

Senior School Outcomes

Every Inaburra HSC 2022 candidate achieved their Higher School Certificate. This included two students who completed Life Skills courses.

32 Year 11 students sat between one and three HSC examinations in 2022 and were successful in the attainment of those Year 12 courses. These will accrue towards their HSC and ATAR in 2023.

Post-School Destinations

Out of 129 students, 109 chose to pursue university studies. 96% of the students who applied through UAC received offers.

Name of Institution	% of cohort that accepted
Western Sydney University	4%
University of NSW	16%
University of Wollongong	20%
University of Technology Sydney	24%
University of Sydney	8%
University of Notre Dame	8%
University of Newcastle	3%
Torrens University	2%
SAE	3%
Macquarie University	8%
International College of Management Sydney	2%

THEME 5 - TEACHER STANDARDS AND PROFESSIONAL LEARNING

NESA Teacher Accreditation

Level of Accreditation	Number of Teachers
Graduate Teacher	6
Proficient Teacher	125
Professional Excellence	1

Teachers Postgraduate Qualifications

Level of Qualification	Number of Staff
Masters Degrees	29
Doctorate	1

Workforce Composition

School Staff 2022	Number of Staff
Teaching Staff	123
Full-time equivalent teaching staff	106.9
Support Staff	67
Full-time equivalent support staff	46.6
Staff self-identifying as Aboriginal or Torres Strait Islander	0

THEME 5 - TEACHER STANDARDS AND PROFESSIONAL LEARNING

Professional learning is integral to Inaburra School's ability to achieve our Strategic Directions. Professional learning in 2022 involved internal and external professional development for all teachers in alignment with teachers' professional goals.

Professional goals were set at the start of the year in consultation with Learning Leaders and Stage Co-ordinators. These goals were designed to align with relevant NESA/ISTAA standards, teachers' interests, and the School's Strategic Directions. Subsequent external professional development throughout the year was guided by these initial goals.

Internal professional development was primarily focused on supporting teachers to develop their ability to teach for learning character in alignment with the School's Strategic Directions. This included several sessions designed to facilitate teachers' understanding of the language of the Inaburra Learner Framework (ILF) and to shift their teaching practice in such a way as to help students practise and habituate behaviours consistent with learning character. The following sessions were designed and implemented to target teaching for learning character:

- ILF: Teaching Principles (NESA Accredited PD)
- ILF: A Subtle Shift in Teaching (NESA Accredited PD)
- ILF: Teaching Strategies (NESA Accredited PD)
- ILF: Introduction to the new language
- ILF: THINK
- ILF: QUESTION
- ILF: COMMUNICATE

In addition to a focus on teaching for learning character, teachers also engaged with a variety of other internal professional development courses and experiences, including:

- Thinking about Formative Assessment (NESA Accredited PD)
- Learning intentions
- Differentiation
- NSW Curriculum Reform Introduction
- NSW Curriculum Reform Masterclass
- Effective and engaging use of Google Classroom
- Behaviour Management #1 – Effective classroom management strategies
- Behaviour Management #2 – Utilising language to build positive culture in your classroom

- Inaburra Design for Learning
- Christian education and Inaburra with John Collier (current Headmaster at Shore)
- Career progression with John Collier (current Headmaster at Shore)
- First Aid training
- Coaching training

2022 was also a year of planning and change for professional learning at Inaburra. Throughout 2022, a sub-committee comprised of teaching and support staff met regularly to design a vision for professional learning. The sub-committee identified that professional learning should be characterised by unity, excellence, innovation, growth, collaboration and passion as well as being embedded in the daily rhythms of school life.

In line with the sub-committee's vision, several changes were planned throughout 2022 for 2023, including:

- Professional Learning Teams (teachers meeting regularly in groups of 3-4 for professional development throughout 2023)
- Teacher Mentors (new teachers to Inaburra being supported with a Teacher Mentor to help orient them to Inaburra and our approach to teaching and learning)
- Significant refinement of the goal setting process for teachers and support staff
- Professional Learning Portfolios (teachers sharing what they've learned in PL Teams with other teams)

Inaburra teachers are also given the opportunity to participate in professional development courses, conferences and seminars, both in-person and online. In 2022, 32 Junior and 78 Senior teachers participated in one or more external professional development opportunities. Some of the topics included:

- 2022 CLTANSW Annual Conference
- 2022 Stage 6 Conference
- Aboriginal and Torres Strait Islander Perspectives in Creative Arts
- AHISA Director of Studies Conference 2022
- Approaches to Structuring & Sequencing Music Learning in the Orff Schulwerk Classroom
- ASET NSW Annual Conference 2022
- Aspiring Women Leaders Conference

- AUSTA 2022 National Conference
- Autism Awareness and Strategies for the Educational Environment
- Becoming Accredited at Experienced Teacher
- Bringing Maths to Life
- Careers Conference 2022
- Chaplaincy in Educational Settings
- CONASTA Conference
- Dealing with Difficult Parents in Schools
- Debating and Public Speaking Pedagogy
- Duke of Education Level 2 Course
- Early Career Teachers Big Day
- EBE Annual Conference 2022
- English: Studying Fiction
- Fibre Workshop for Pattern & Process
- First Time Teaching Stage 6 PDHPE
- Governance Symposium 2022: School Wellbeing: Complexities, Issues and Directions
- Growth Mindset: Improving Teaching and Learning
- History Conference 2022
- HSC English Paper 1 Section 1 - Becoming a Better Teacher and Marker of Unseen Texts
- Inter-nation Conference on Physics Education 2022
- Investigations Masterclass: Workplace Investigation
- ITE Technology Conference
- Lawsense Employment Law - Mental Health Adjustments, Claims
- Legal Studies Annual Conference 2022
- Literacy Strategies for Dance
- Mathematics Heads of Department Day
- NAPLAN Coordinator Training
- NSW Curriculum Leadership Conference
- Numeracy Pilot Conference

- PDHPE Leadership
- Positive Schools 2022 Conference
- Premiere Pro Fundamentals
- Programs, Ideas and Engaging Tools for English Teachers
- Purposeful Programming & Assessment for K-6 Languages
- Relationships, sex education and consent, Mentoring and development - interpersonal skills for life
- Risk Assessment & Management in Schools: Child Protection & Mental Health
- Science Heads of Department Day
- Student Collaboration and Learning Conversations Toolkit
- Students with Autism & Complex Needs
- Teaching the Preliminary Course in Business Studies
- The Leading Edge: Women in Education Conference
- Theory for Science Extension Teachers
- Women in Leadership
- Youth Mental Health First Aid
- ACER - Research Conference 2022
- Behaviour Management Resource Pack with Bill Rogers
- Bringing Maths to Life: Building Strong Foundations for Critical & Creative Thinking K-8
- Building efficacy through the Learning Pit with James Nottingham
- Building Learning Ecosystems
- First Nations Histories & Cultures In Schools
- Great Teachers Give Great Feedback
- Introduction to Narrative Therapy
- IPSHA - T-L Term 1 'Collaborate, Motivate & Inspire'
- Leading the Implementation of the New Mathematics K-2 Syllabus
- Maintenance of HA Accreditation & Professional Commitment Requirements
- NCCD: An Introduction for School Teams

THEME 6 - STUDENT ATTENDANCE AND RETENTION

STUDENT ATTENDANCE RATES YEARS 1-10

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

Year Level	2022 Attendance Rate %
Year 1	95.0
Year 2	92.2
Year 3	90.4
Year 4	91.4
Year 5	92.5
Year 6	88.9
Year 7	89.7
Year 8	88.5
Year 9	90.7
Year 10	91.7

Mean attendance rates Years 1-10

Year	Year Level	Mean Attendance Rate %
2022	Year 1-10	90.7
2021	Year 1-10	93.9
2020	Year 1-10	94.2
2019	Year 1-10	94.2

Student retention rates Years 10 -12

Year	Year Level	Retention Rate %
2022	Year 10-12	92
2021	Year 10-12	86
2020	Year 10-12	84
2019	Year 10-12	94

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 instances of non-attendance. Mandatory reporting procedures apply where absences are extended or the student may be at risk.

“What I value most about Inaburra -
The staff and peers at the school are
kind and caring, who endeavour
to create a wonderful space for
me to learn and make friends.
Inaburra Student 2022

THEME 7 - ENROLMENT POLICIES

ENROLMENT AT INABURRA

Founded by Menai Baptist Church as an outreach to the community, Inaburra is a Christ-centered learning community pursuing excellence in education with every individual known and loved.

Inaburra is a non-selective, co-educational, independent school offering education for students from Kindergarten through to Year 12.

The *Enrolment Policy* provides the framework by which enrolments are managed across the school. Within the boundaries of this policy, the Principal has discretion to manage enrolments as he deems best. This policy should be read in conjunction with the *Enrolment Procedure* and the *Conditions of Enrolment*, which form part of the enrolment contract.

Inaburra School's enrolment practices comply with State and Federal legislation, including, but not limited to:

- Disability Discrimination Act 1992;
- Disability Standards for Education 2005;
- Race Discrimination Act 1975;
- Anti-Discrimination Act (NSW) 1997; and
- Privacy Act 1988.

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 student at its discretion, 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. This responsibility may be delegated on an 'as needs' basis. The Head of the Junior School usually has delegated responsibility from the Principal for offers of enrolment in the Junior School. The Enrolments Officer is responsible for the management of the enrolments process for students from Kindergarten to Year 12.

Visit www.myschool.edu.au for the characteristics of the student body.

Visit www.inaburra.nsw.edu.au for the *Enrolment Guidelines for Parents*.

GUIDELINES FOR ENROLMENT AT INABURRA SCHOOL

The following information outlines the process for parents enrolling their child at Inaburra. These guidelines are advisory in nature and the School reserves the right to modify them as required. The Inaburra Enrolment Policy is available from the school on request.

1. New Enquiries

The Enrolments Office will respond to enquiries about enrolments at the school by providing relevant brochures and documentation. Regular 'Meet the Principal' events are held throughout the year for prospective parents. More information and registration for one of these events is available on www.inaburra.nsw.edu.au via links- 'Meet the Principal' or 'Book a Tour'.

2. Applications for Enrolment

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

- A completed and signed Waitlist Application Form.
- A non-refundable application fee of \$200.
- A copy of the child's *Birth Certificate*. For children born overseas a copy of either their *Australian Certificate of Citizenship* or *Australian Passport* or relevant visa is also required.

3. Enrolment Process

i. Kindergarten

Applications for enrolment into Kindergarten are dependent on students having turned five years of age by 31 March of the year of commencement at school. Students will not normally be considered for enrolment if their fifth birthday falls after 31 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.

Positions of enrolment, and priority of enrolment, will be based on the same considerations as listed below for Year 7, the exception being that enrolment into Kindergarten will also take into account the results of a Kindergarten Readiness Assessment Morning which

THEME 7 - ENROLMENT POLICIES (CONTINUED)

will be conducted with each prospective student in August of the year prior to entry. This is aimed at determining school readiness for each student from a social, developmental and academic perspective.

ii. Year 7

The school will contact families of students who desire to start at Inaburra in Year 7 when their child is in Year 4 or 5 to re-affirm their interest in proceeding with the enrolment process. Interviews for Year 7 will be conducted during Year 5 and Year 6.

Invitations for enrolment into Kindergarten and interviews for Year 7 will be extended as per the following:

- Demonstrated willingness by the student to share fully in the life of the school, including the devotional activities and religious education.
- Diagnostic reports on the student including, but not limited to, medical, psychological and learning needs. Reports must be current i.e. less than 12 months old.
- Gender balance within each Year as Inaburra is a co-educational school.
- Our ability to meet the needs or abilities of the student.
- Date of receipt of application, in conjunction with the following priorities:
 - Siblings of enrolled students (current or former)
 - Children of ex-students
 - Children of staff
 - Returning students

For the interview for Year 7, parents will be required to provide the School with:

- The student's two most recent school reports;
- The student's most recent NAPLAN report;
- Any other information pertaining to the student's specific education and medical needs including, but not limited to, any diagnostic reports for medical, psychological and learning needs. Reports must be current i.e. less than 12 months old; and
- If custody orders apply, these must also be provided at this stage.

iii. Casual Vacancies

In the event that a position at Inaburra becomes available in Years other than Kindergarten and Year 7, the School may at its discretion, invite a prospective student and their parents to attend an interview with the Principal or his delegate. The process will then be the same as outlined above for Year 7.

iv. Scholarships

Inaburra offers a range of scholarships for students entering Year 7, Year 9 and Year 11. The scholarships are awarded across four categories: All-rounder, Music, Indigenous and Academic.

For further information regarding our Scholarship Program, please refer to the Inaburra School website: www.inaburra.nsw.edu.au

4. Considerations in Making an Offer of Enrolment

In addition to the considerations for enrolment listed above, the School may ask parents to authorise the Principal or his delegate to contact:

- The Principal 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.

The Principal has sole discretion in determining whether to offer a position of enrolment.

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 insufficient resources to support a student's learning needs, where the parents have not declared or have withheld known information pertaining to their child's needs, or where a student and/or their parents do not adhere to the School's policies and procedures.

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 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 Enrolment at Inaburra Form;
- The Conditions of Enrolment;
- A current Fee Schedule; and
- 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 *Enrolment at Inaburra Form* signed by both parents (as applicable)
- A copy of the *Conditions of Enrolment*, signed by both parents (as applicable)
- The enrolment acceptance fee of \$1,000
- A current *Immunisation History Statement*
- Any relevant legal documents that are pertinent to the name or family situation of the student
- Signed copy of the *Student Personal Information - Public Disclosure Permission Form*

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

THEME 8 - SCHOOL POLICIES

SUMMARY OF STUDENT WELFARE POLICY

The umbrella policy relating to student welfare in 2022 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 was reviewed in 2022 to ensure alignment with NESA requirements.

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 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* were reviewed in March 2022 updating the responsibilities of members of the wellbeing team to reflect changes in the organisational structure (4.3).

SUMMARY OF STUDENT DISCIPLINE POLICY

The principal policy relating to student discipline in 2022 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 Staff and Student Wellbeing K-12, the Directors of Student Wellbeing 7-8, 9-10 and 11-12, 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 consequence;
- 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 discipline 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* and *Discipline Procedure* for 2021 remain unchanged in 2022.

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 Parent Portal.

The *Grievance Policy – Parents and Students* was reviewed in March 2022 which added definitions (5.4 Natural Justice and 5.5 Informed Processes).

Other additions were made to clarify the principles that underpin the procedure to deal with a grievance (6.1 General Principles, 6.3 Assessing a grievance and 6.4 Formal Process).

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

THEME 9 - SCHOOL DETERMINED IMPROVEMENT TARGETS

STRATEGIC DIRECTION 2022 - 2025

At the beginning of 2022, the Executive team, working with members of staff, developed our new Strategic Directions document. The table below outlines our key focus areas for the next four years – we will seek to be a kingdom-of-God shaped community, an academic community and a flourishing community. Within each of these three areas, there are five sub-goals that we will work towards achieving and which will be the primary focus of our community.

1 A kingdom-of-God shaped community – in which students, parents and staff are encouraged to put on the virtues of grace, humility, kindness and compassion. Towards this end, we will look to:

- 1.1 Promote an explicit focus on the virtues of the new creation outlined in the New Testament such as love, grace, forgiveness, patience, kindness and compassion
- 1.2 Celebrate throughout the year the hope of new life and the restoration of all things that are central to the Christian worldview
- 1.3 Continue to provide opportunities for service and support to other communities
- 1.4 Develop our awareness of what it means for Inaburra School to be on Dharawal country
- 1.5 Build respect for diversity within our community

2 An academic community – in which students engage regularly in rigorous and challenging learning activities designed to build learning character and understanding. Towards this end, we will look to:

- 2.1 Focus professional development for staff on the embedding of the Inaburra Learner Profile (ILP) and how to provide appropriate academic challenge for every student
- 2.2 Develop ways of measuring students' learning in terms of the attributes of the ILP and use this data to engage students in a conversation about learning how to learn
- 2.3 Encourage staff to develop their expert knowledge of learning, their subject-specific knowledge, and their understanding of how these areas of knowledge interact with different philosophical and theological perspectives
- 2.4 Continue to build a strong learning support and enrichment program
- 2.5 Provide students with alternate learning pathways that they can pursue at school

- 3** **A flourishing community** – in which students and staff are supported so they might flourish as lifelong learners. Towards this end, we will look to:
- 3.1 Continue to focus on the PERMA Plus model and its implications for staff and students and provide opportunities for parents to engage with the PERMA Plus model
 - 3.2 Further develop our records management system and other systems that contribute to the effective operation of the school
 - 3.3 Provide professional development opportunities related to career progression, the School's strategic priorities and best practice in the workplace
 - 3.4 Continue to ensure that our facilities enable the development of this tripartite learning community
 - 3.5 Provide responsible financial management and long-term planning in light of changes to government funding models

“ What I value most about Inaburra -
I value everything the school gives me, it provides a safe place for students,
with a great environment and has helped me with so much.
Inaburra Student 2022

THEME 10 - INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

Inaburra values every student enrolled in the school, regardless of their background, ethnicity, 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 promoted and practised. In the Junior School, pastoral care and the promotion of the School's core values are the primary responsibilities of the class or home group teacher. 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 life values positively throughout the school. In particular, they aim to promote respect and responsibility.

Inaburra School staff are trained and resourced to help students to be smart, safe and responsible in their use of technology. Specialists in online safety (including police youth liaison officers) come and speak to staff, students and parents on an annual basis.

Inaburra also provides a wide variety 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; Mission Australia and the Duke of Edinburgh Award Scheme.

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 influence on the formation of positive school culture at Inaburra.

“ What I value most about Inaburra School -
Amazing teachers who are really passionate about what they teach and the care for their students. I feel so lucky to have my daughter attend such an amazing school and the opportunities this creates for her future.
Inaburra Parent 2022



THEME 11 - PARENT, STUDENT AND TEACHER SATISFACTION

PARENT, STUDENT AND TEACHER SATISFACTION - TOP LEVEL FINDINGS

Inaburra 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 2022, 154 parents and 283 students from selected year groups participated in surveys and provided views on areas such as academic performance, pastoral care, Christian life, sport, extra-curricular activities, communications, reputation and facilities.

Importance placed on reasons for choosing a school - Parent/Student comparison

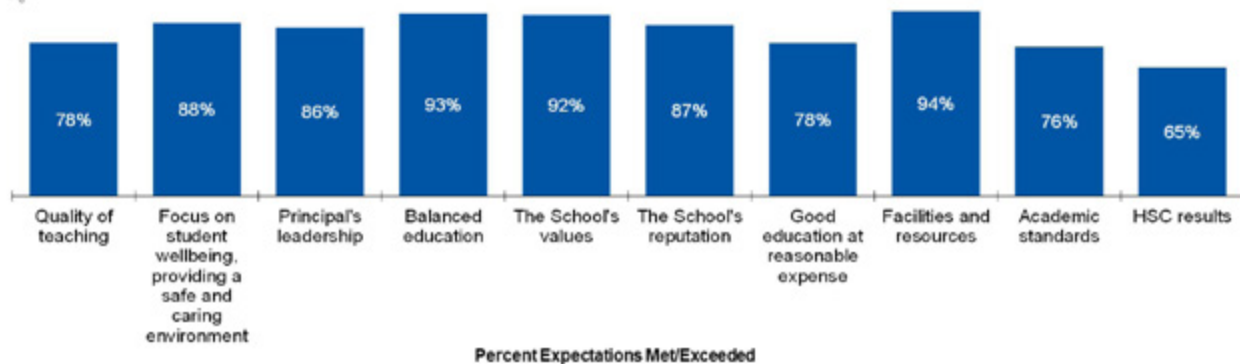
	2022 Inaburra Years 6/9/12 Parents - Top level findings ranked in order of the importance the parents placed on reasons for choosing a school for their children (top five areas).	2022 Inaburra School Students - Years 9 to 12 top level findings ranked in order of the importance the parents placed on reasons for choosing a school (top five areas).
1	78% of parents noted their expectations were met or exceeded in relation to the quality of teaching	84% of students noted their expectations were met or exceeded in relation to the quality of teaching
2	88% of parents noted their expectations were met or exceeded in relation to the focus on student wellbeing, providing a safe and caring environment	81% of students noted their expectations were met or exceeded in relation to the focus on student wellbeing, providing a safe and caring environment
3	86% of parents noted their expectations were met or exceeded in relation to the Principal's leadership	87% of students noted their expectations were met or exceeded in relation to the Principal's leadership
4	93% of parents noted their expectations were met or exceeded in relation to a balanced education	87% of students noted their expectations were met or exceeded in relation to a balanced education
5	92% of parents noted their expectations were met or exceeded in relation to the School's values	90% of students noted their expectations were met or exceeded in relation to the School's values

Parents and Students most valued aspects of Inaburra School

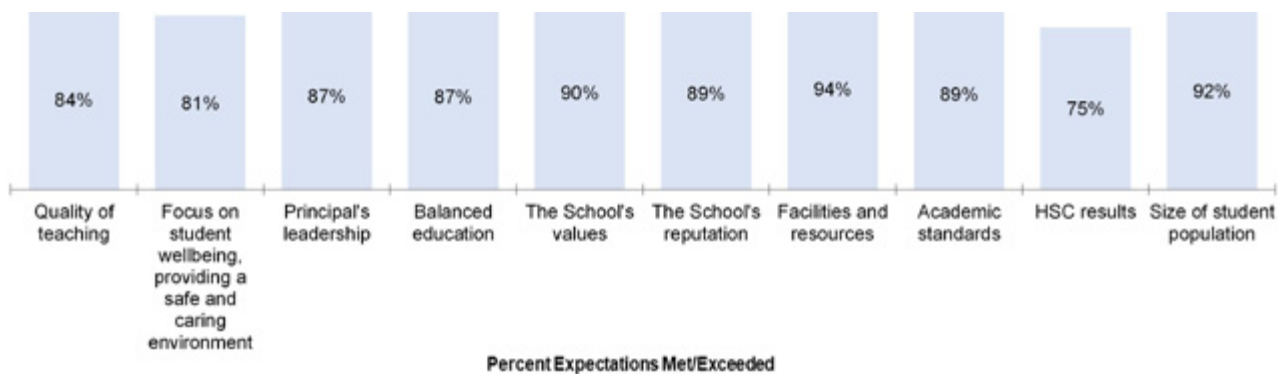
2022 Inaburra Years 6/9/12 Parents - What do you value most about your association with the School? (Top five areas)	2022 Inaburra Years 9/12 Students - What do you value most about your association with the School? (Top five areas)
Safe, caring and supportive environment, wellbeing of students	My friends
Quality of teachers and staff	Quality of teachers and staff
Friendships/connections developed between students, staff and parents	Academic curriculum and standards
The School community	Safe, caring and supportive environment
Academic curriculum and standards	The School community

Parent and Student expectations - met/exceeded

2022 Inaburra School Years 6/9/12 Parents - Expectations Met/Exceeded - Top 10 Areas (n=154)

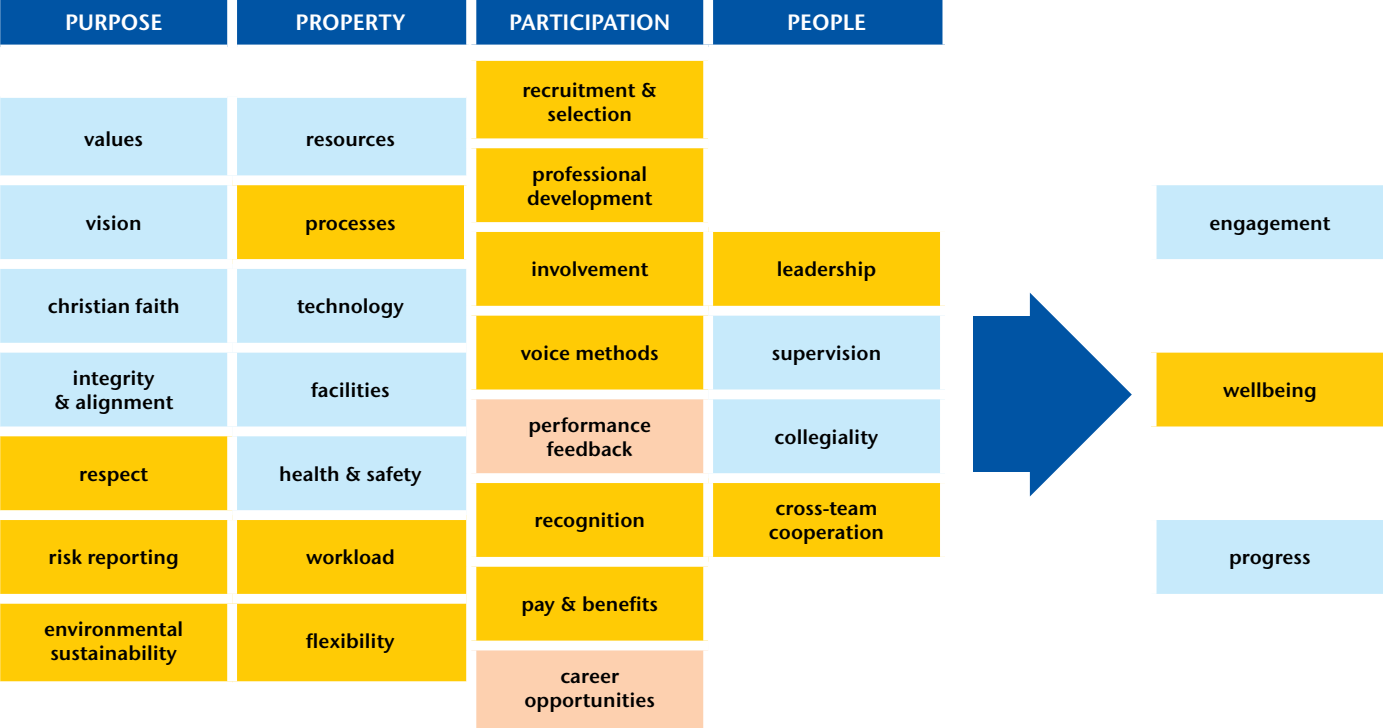


2022 Inaburra School Years 9-12 Students - Expectations Met/Exceeded - Top 10 Areas (n=236)

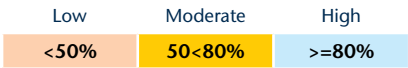


THEME 11 - PARENT, STUDENT AND TEACHER SATISFACTION

TEACHER VOICE SURVEY - PERFORMANCE REVIEW OF PRIORITY AREAS



Legend



Engagement

Engagement represents the level of job satisfaction and staff commitment to your school. Inaburra’s survey data shows that engagement for the school is high, with 87% of survey respondents indicating they are engaged. Compared to the Independent Schools benchmark, your results are 4% higher than is typical at other similar schools.

Wellbeing

Wellbeing reflects the emotional wellness of staff at work, and their ability to successfully manage job stress. Inaburra’s survey data shows that wellbeing in the school is moderate, with 63% of survey respondents indicating they feel well at work. Compared to the Independent Schools benchmark, your results are 4% lower than is typical at other similar schools.

Progress

Progress reflects staff perceptions about organisational performance. Inaburra’s survey data shows that progress for your organisation is high, with 86% of survey respondents indicating they are satisfied with the organisation’s progress and success in delivering outcomes. Compared to the Independent Schools benchmark, your results are 10% higher than is typical at other similar schools.

Parent quotes - What I value about Inaburra School

Amazing teachers who are really passionate about what they teach and the care for their students. I feel so lucky to have my daughter attend such an amazing school and the opportunities this creates for her future.

Being an ex-student and parent of current students is a good opportunity to share in the vision of Inaburra and common experiences.

Everything. I am so extremely grateful for the partnership we have had over the years to help shape our beautiful sons into caring, respectful and intelligent adults. We will be forever thankful.

I am an ex-student, my mother an ex-teacher, my sister an ex-student, my brother-in-law an ex-teacher, and the School is providing a well-balanced education in a caring and stimulating environment for my children.

I feel relaxed about my children having a good education. I most appreciate your strong stance on no tech in the playgrounds, and no phones during school hours.

I think the school has a solid reputation. I find Dr Pietsch is always happy to hear positive and negative feedback about the school and attends to all enquiries promptly.

Inaburra has provided beautiful facilities, a nurturing environment and good learning opportunities. Many thanks!

My child has made some wonderful friends and connections and has had an overall fairly positive school experience.

Student quotes - What I value about Inaburra School

I love how they care about their students and in my experience have provided a lot of support for me for my personal experience.

They support me/the teachers I have had try to support my wellbeing and educate me /the friendships and connections I have made.

The Inaburra reputation for producing students that are dignified, respectful and well-rounded in helping my job applications.

The community and people that I've met at the school are something I value highly, and will remember fondly in future.

The opportunities for sport. Personally, having the option to speak at the Year 12 graduation.

I value my association with the performing arts programs and all I have achieved and contributed within them.

The reputation and how I believe certain teachers and people within the school made me feel known and loved.

I am proud to be an Inaburra student because of the extensive ability to participate in school activities.

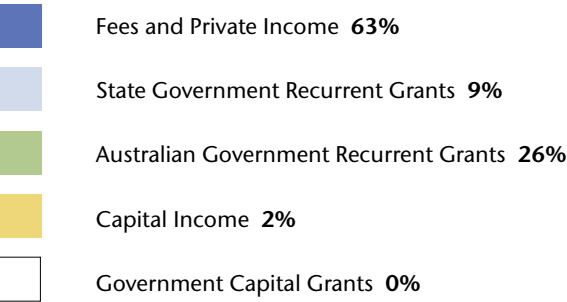
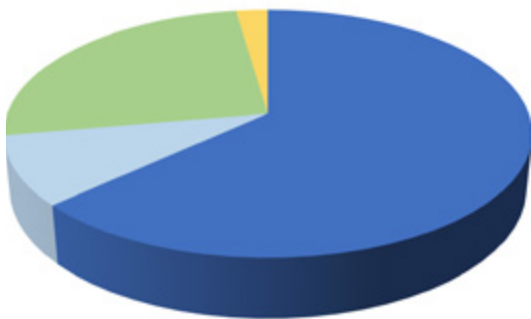
Its reputation for being generally nice (staff, students, grounds). Also, because it is a safe place for those who might not be accepted elsewhere.

I value everything the school gives me, it provides a safe place for students, with a great environment, and has helped me with so much.

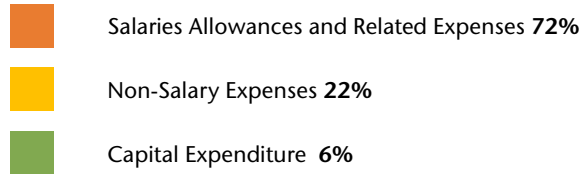
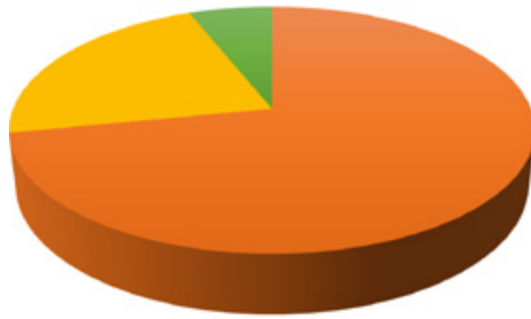
The staff and peers at the school are kind and caring, who endeavor to create a wonderful space for me to learn and make friends.

THEME 12 -SUMMARY FINANCIAL INFORMATION

2022 RECURRENT / CAPITAL INCOME



2022 RECURRENT / CAPITAL EXPENDITURE





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

75 - 85 Billa Road BANGOR NSW 2234

Phone (02) 9543 2533

Email school@inaburra.nsw.edu.au

www.inaburra.nsw.edu.au