

INABURRA FAITH
KNOWLEDGE
LOVE



INABURRA SCHOOL

2023 ANNUAL REPORT
INABURRA SCHOOL

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What I value most about Inaburra School -

I love that the children respect each other and their elders. I love that the Principal and other leaders know each child by name and are there to greet them as they arrive at school. I love the atmosphere when I walk around the school at school events and I love the amazing front office staff who are so welcoming and caring for my children. Inaburra Parent 2023

THEME 1 - A MESSAGE FROM KEY SCHOOL BODIES

CHAIR'S REPORT

Inaburra School commenced over 40 years ago as a project of Menai Baptist Church (MBC). The school has grown significantly since its initial student population of around 84 to over 1,200 today, but that initial vision of its founders and the continuing mission of MBC remains the same and is manifested in the school's mission statement: *to provide a Christ-centred learning community pursuing excellence in education with every individual known and loved.*

These are not only words, but an ethos which is truly put into action and is demonstrated in many and varied ways each day. The results come not only from providing each student with the best possible environment in which to reach their academic potential, but also to develop into well-rounded individuals, with skills and abilities beyond purely the academic.

2023 was a year where all school activities finally returned to normal after several years of disruption. There is no doubt that the distraction and uncertainty of the past few years were challenging for teachers and students alike, and everyone has benefited from a resumption of all programmes.

I would like to thank our Principal, Dr Pietsch for his continued leadership of the school and for his support, and that of the wider Executive, as I transitioned into the role of Chairperson mid-year. It is also important to recognise the great work of all Inaburra staff, for their continued excellence this year and dedication to making Inaburra the great school that it is.

The school remains financially sound, and a strong balance sheet position this year allowed for the purchase of a large parcel of land within the Inaburra site from MBC which will greatly simplify the school's relationship with the church and facilitate the move of the preschool to a new location. The ability for the school to utilise the area previously occupied by the preschool from 2024 will greatly improve the amenity of that area and completes a further step in the overall master plan for the site.

We are fortunate to be in a strong position at this time as Inaburra does face significant challenges in relation to changes to government funding models which have impacted the school, and will continue to adversely impact the school in years to come. These changes and other cost pressures have had a profound impact on our budget which we continue to work through. I must acknowledge the hard work of our Business Manager Mrs Louise Hambridge and her Finance team in addressing these challenges.

The governance of the school is provided by a Board of Directors which meets regularly throughout the year. I would like to thank the Board for their continued service to Inaburra and their dedication to its mission. This year saw the retirement of Robert Dougall from the Board after 13 years as a director and nine as Chairman. Rob's tireless service and his dedication to Inaburra over such a long period has been greatly valued. Emma Jonceski was appointed to the Board in early 2023 continuing the renewal that has been occurring over the past few years.

I am pleased to say that the school continues to execute well the 2022-25 strategic plan, which was announced to the school community in term four last year. The plan is delivering tangible outcomes, both in educational and broader terms for students and teachers. Many of the initiatives in that plan are new and wide-reaching and under the leadership of Dr Pietsch and the Executive, great things are happening at Inaburra.



Mr Steven Russell
Chair of Inaburra School Limited

Junior School Musical Production

Disney

FROZEN JR.



THEME 1 - A MESSAGE FROM KEY SCHOOL BODIES (CONTINUED)

PRINCIPAL'S REPORT

In 2023, the school's forty-first year of operation, there were many highlights for students throughout the course of the year. In the Junior School, our Stage Three students took part in the Junior School Musical, Frozen Jr. With an impressive digital backdrop, stunning costumes, a snow machine, lighting and sound to match any professional production and a team of committed parents who attended every single performance, the experience of Frozen Jr was memorable for all involved. In the Senior School, our Year 10 students had the opportunity to take part in our Global Education program which included trips to both domestic and international destinations. Music students in the Senior School also had the opportunity to take part in a trip to Japan at the end of the year.

Once again, the School hosted the local community at our Twilight event which included a Year 10 Business Studies market stall in the Learning Commons. Across the school, visitors had the opportunity to speak to staff from different areas of the school and enjoy our music, drama and dance performances in the PAC and underneath the Junior School COLA. Following on from our 40th anniversary celebrations, we also hosted Founders Lectures presented by Michael Anderson on collaboration, Leisa Aitken on hope and Max Jeganathan on pursuing success.

2023 also saw a major restructure of the School Executive which was finalised and implemented in Term 2 of 2023. This restructure has resulted in greater parallel structures between the Junior School and the Senior School as well as identifying key K – 12 roles across both schools. Both the Junior School and the Senior School now have a head of school and a deputy head of school. Across both schools the K – 12 Director of Teaching and Learning, the K – 12 Academic Dean and the K – 12 Director of Music provide leadership in their respective areas. Within both schools, there are now Stage Directors in each stage who look after wellbeing matters in Stage 1/Early Stage 1, Stage 2, Stage 3, Stage 4, Stage 5 and Stage 6.

In 2023, the meeting structure for the Executive team was also revised so that the Teaching and Learning Executive (comprised of the Principal, Heads of School, the K – 12 Director of Teaching and Learning and the K – 12 Academic Dean) met weekly, the Administrative Executive (comprised of the Principal, Heads of School, Deputy Heads of School and the Business Manager) met fortnightly and the Whole School Leadership Team (comprised of these two teams, as well as the HR team, the Director of Community Relations, the IT Manager, the Leader of Research and Innovation and the Bursar) meet monthly. Each meeting has its own unique agenda allowing for effective decision-making involving smaller groups on a regular basis.

At the beginning of 2022, the Executive team, working with members of staff, developed our new Strategic Directions document which we continued to use to guide our actions as a School in 2023. 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. 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.

“ What I value most about Inaburra - I love the connections our children are making with like-minded Christian families who are invested in giving their families the best well-rounded education in a nurturing environment. I love the level of community engagement.

Inaburra Parent 2023

Significant progress has been made in a number of these different areas. In 2023, there were meetings with our Combined Leadership team to reflect on the virtues of the kingdom and how we might promote these virtues across the school (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). As well, a sub-committee has met to identify the key virtues which we will look to promote within our community. These virtues are generosity, kindness, humility and integrity. The subcommittee discussed how our framework could be summarised as a two-dimensional framework which has as its two dimensions Wisdom (which includes the elements of the Inaburra Learner Framework) and Love (which includes these four virtues). We will start to develop ways of communicating what these virtues are amongst our students and consider how these virtues might be pursued within the classroom.

As part of Mission Week 2023, students were challenged to reflect on and respond to the Christian gospel (1.2 – Celebrate through the year the hope of new life and the restoration of all things that are central to the Christian worldview). In conjunction with the Chaplaincy team, plans are now in place to run Mission Week around 24 May in 2025 which is the date associated with the establishment of the school on its current site. This would also free up the Thursday prior to Good Friday for a number of assemblies or even services for students (and possibly even parents) which have a specific focus on the Easter events.

Once again, our students were involved in the Red Shield Appeal (1.3 – Continue to provide opportunities for service and support to other communities). In relation to this sub-goal, our Year 12 students also raised funds for Mission Australia.

We also continue to form links with local first nations people from the Dharawal nation (1.4 - Develop our awareness of what it means for Inaburra School to be on Dharawal country). In 2023, staff met with a representative from the Gujaga foundation who currently works with preschools and primary schools in Dharawal language education. We are looking to work with them in terms of developing a similar program for high school students. You can find out more about the Gujaga foundation at www.gujaga.org.au.

In 2023, through our professional development for all staff, there has been a focus on what it might mean for us to be inclusive of diversity as it presents itself in terms of students with different abilities, backgrounds and perspectives (1.5 – Build respect for diversity within our community). Our new Learning Leader

THEME 1 - A MESSAGE FROM KEY SCHOOL BODIES (CONTINUED)

for Learning Support, Vanessa Culbert, also addressed our Senior School staff to talk about what inclusion and respect for diversity looks like when it comes to students with disabilities. Staff also took part in a preliminary discussion around how we can be demonstrating respect for diversity at Inaburra. In 2023, there was a significant focus on celebrating Harmony Day which takes place on 21 March each year.

In 2023, we established a model of professional development focused on professional learning groups of four or five members of staff in each group (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). These groups share aspects of their practice and their experience embedding the Inaburra Learning Framework.

As well, the Lectures series is a key strategy for developing the expert knowledge of our staff (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). Principal-led devotions also focused on the virtues of the new creation, drawing together both the theological and pedagogical, reflecting on why these virtues should be a central focus for all staff at Inaburra.

In terms of building a strong learning support and enrichment program (2.4 – Continue to build a strong learning support and enrichment program), the following took place in 2023.

- Work has gone into making data accessible to teachers. All Student Learning Plans (SLPs) have been updated and uploaded onto InShare.
- There has been a refinement of our approach to collecting NCCD data – currently the learning support team are working with teachers to ensure programs reflect best practice in terms of adjustments for students and evaluation of how well the adjustment met the student's learning need.
- We have employed an administrative assistant to work with the Learning Support team who is largely responsible for Disability Provisions.

The final aspect of Strategic Direction 2 relates to alternative pathways for students (2.5 – Provide students with alternate learning pathways that they can pursue at school). We now have a non-ATAR course up and running (Sports Coaching) which is being taught by two members of staff trained to teach this course. Numeracy (a non-ATAR subject) and English Studies in Year 12 (a non-ATAR course) are also available to our students this year.

The wellbeing team continue to work collaboratively using the extended home group time to speak to students about the Inaburra

PERMA Plus wellbeing framework (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). A highlight for our wellbeing team and the school community more broadly, was the welcoming of Justin Coulson to speak to parents on managing anxiety in young people.

In 2023, progress was made on various building projects. The plan to move the Reading Room to the Hub took place in the middle of the year as did the refurbishment of the Year 1 classrooms. Bunyan's Land has also been upgraded to make it a more attractive option for students at recess and lunchtime (3.3 – Continue to ensure that our facilities enable the development of this tripartite learning community).

Furthermore, staff have been encouraged to pursue higher degrees as part of their ongoing professional development (3.4 - Provide professional development opportunities related to career progression, the School's strategic priorities and best practice in the workplace). In 2018, there was only one member of staff working towards their doctorate in education. In 2023, four members of staff were enrolled in doctoral programs. In addition to these four members of staff, two other staff are considering enrolling in a doctoral program in the next few years.

In 2023 we saw the second of our larger year cohorts graduate. The student population of the school now sits just over 1200 students with each year group in the Senior School now around 145 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



THEME 1 - A MESSAGE FROM KEY SCHOOL BODIES (CONTINUED)

SCHOOL CAPTAINS' REPORT

When each of us started Inaburra, the prospect of navigating such a new chapter of our lives was overwhelming. As each of us walked through those gates for the first time, we never thought we'd be walking out for the final time adorned with this many blessings. Yet, here we are, with an abundance of cherished connections, invaluable experiences and enduring friendships. We gained not only knowledge but also memories that we will treasure forever. However, none of this would have been possible without the constant support and love of our dedicated staff, teachers and parents.

We would firstly like to thank Dr Pietsch for your exceptional leadership and unwavering dedication to the betterment of our school. Your commitment to not only our academic studies, but also to our growth as individuals is something we are truly grateful for.

And to Mr Smith, whilst you joined us in the senior stages of our schooling, your impact has been such a meaningful one. We really appreciate the time you have invested in us and the genuine care that you showed towards us.

To Mr Pegg, you've been the foundation that our cohort has relied upon since the very beginning of Year 7. And throughout our time in high school, you've remained a steady and reliable source of love, wisdom and genuine kindness. We could not have done it without you.

Mrs Dawson, you supported us through the earlier years of high school and were pivotal in our formative years. Thank you for being so loving and reliable as we began our high school experience.

And Miss Willis, you continued to foster such a loving and supportive environment for our Year Group. We appreciate your servant heart and your genuine willingness to know, understand and be there for your students.

We also owe a huge thank you to our homeroom teachers who have been such strong pillars of support in our academic, personal and spiritual journeys. Thank you for walking alongside us and never failing to empower and encourage us to keep going even in the toughest of times. You made such a difference to our time at Inaburra.

To the rest of the staff who have taught us during high school, thank you for dedicating so much time and energy to us. Thank you for educating, mentoring and encouraging us in every way that you could. We are leaving as better learners, friends, and citizens because of you.

We want to say a special thank you to Mrs Clement and Mrs Hunziker; two incredible people who supported us so much as Captains but also brought the school to life with their vast innovation and deep love for Inaburra. Time and time again, you have both gone above and beyond and we could not be more grateful.

Thank you to our parents, caregivers and family members who have seen us in the best and worst of times but loved us through them all. Thank you for allowing us to attend Inaburra and supporting us throughout our journeys here. We are so grateful to all of you.

We chose to fundraise for Mission Australia as it was an organisation that was close to our hearts and allowed us to make a difference in the lives of vulnerable people in our local community. It was a privilege to experience the school's support in our fundraising efforts. Thank you to everyone who contributed; your input hasn't gone unnoticed.

Our time at Inaburra has been amazing because of the people we've shared it with. Thank you so much to everyone in our Year 12 cohort. We've experienced many incredible times together over the years that have brought us immense amounts of joy. As we leave Inaburra and begin to pave our own ways in the world, we do it hand in hand with one another. We wish you all the best for the adventures ahead. May the time we've shared at Inaburra be something that we treasure forever.

Psalm 46:1 God is our refuge and strength, an ever-present help in trouble... 10 He says, "Be still, and know that I am God; I will be exalted among the nations, I will be exalted in the earth."

Sienna Thorpe and Christos Gatzastras
Inaburra School Captains 2023



Podcast recording Session with Inaburra Alumni



Charity fundraising for Mission Australia



Recording video content



Captains having lunch with Year 7 students

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 continue to refine and implement 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 focus on growing students' learning character so they may develop skills and capabilities underpinned by character virtues which will enable them to flourish at school and beyond (Strategic Direction 2). Teachers are challenged to embed the habits of the Inaburra Learning Framework (ILF) in programs and lessons by asking themselves: 1) Which habit does this content give opportunity to develop; and 2) What learning will students do to practise this habit? The attributes of the Inaburra Learning Framework are outlined in the table opposite and include the primary attributes of THINK, QUESTION, COMMUNICATE, COLLABORATE, STRIVE and SERVE.

We cultivate character by providing rich learning experiences, using the language of the Learning Framework, to inform feedback, reports, merits and awards. As a foundational element of Inaburra's focus on the development of the whole person (the development of character) these future-focused skills are becoming embedded in the meta-language of the school community and play 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 1210 students in the school, drawn from approximately 820 families. Most of these families live locally in the Sutherland Shire. The school had a CTC score of 122 in 2023.

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 fully 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 in Years 5 and 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.

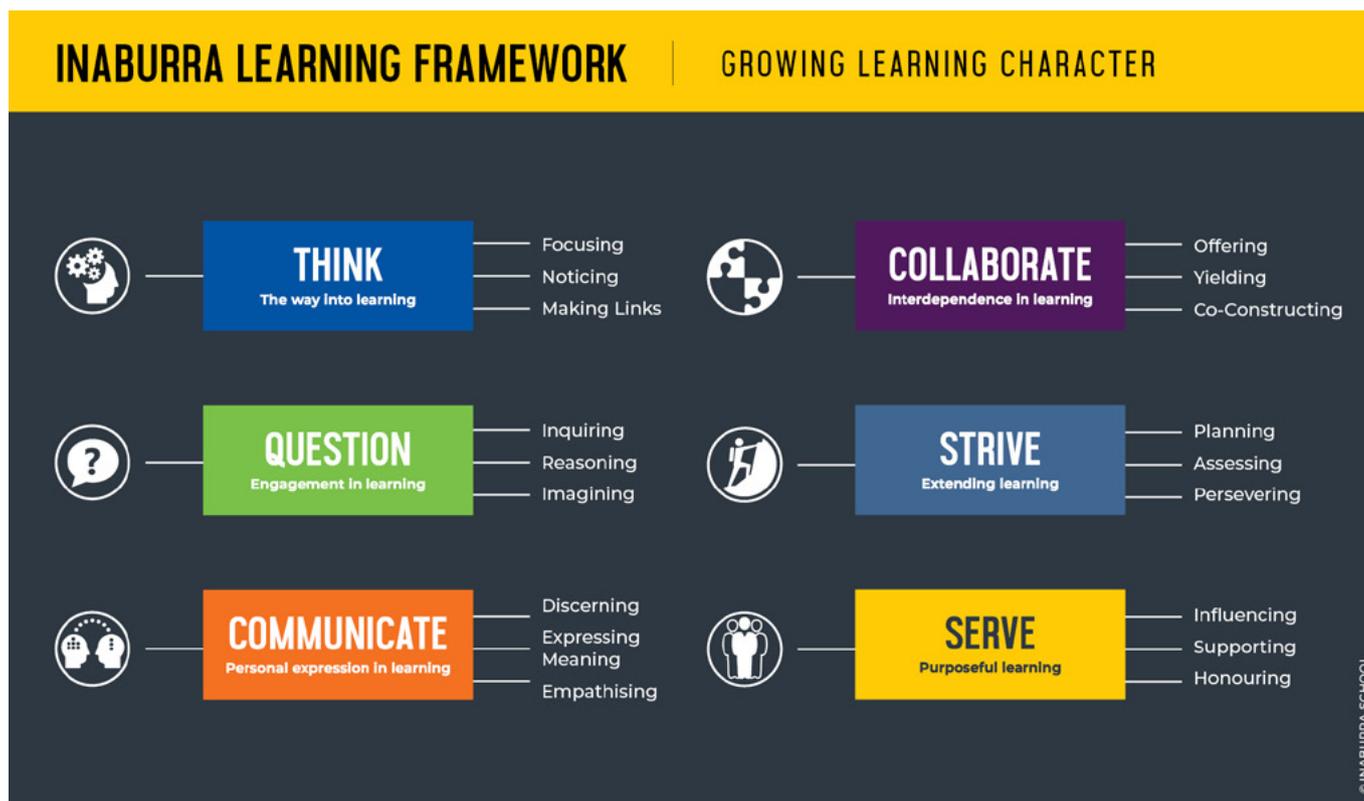
Students at Inaburra are provided with opportunities to explore, understand, critique and espouse the Christian faith. All students in Years K-10 participate in Biblical Studies classes and students in Years 11 and 12 engage in the fortnightly Senior Theology and Philosophy Forum. There are a number 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

See www.inaburra.nsw.edu.au



THEME 3 - STANDARDISED TESTING OUTCOMES

STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

In March 2023, 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).



2023 RESULTS										
	Reading		Writing		Spelling		Grammar		Numeracy	
Year 3	466 447 - 485		452 436 - 467		450 433 - 467		477 457 - 497		458 442 - 473	
	SIM 445	ALL 405	SIM 446	ALL 416	SIM 437	ALL 404	SIM 452	ALL 411	SIM 443	ALL 407
	Online		Paper		Online		Online		Online	
Year 5	524 509 - 540		504 489 - 518		509 495 - 523		525 408 - 542		530 516 - 543	
	SIM 534	ALL 496	SIM 516	ALL 483	SIM 519	ALL 489	SIM 536	ALL 497	SIM 529	ALL 488
	Online		Online		Online		Online		Online	
Year 7	564 554 - 575		556 544 - 568		549 538 - 560		567 554 - 579		581 570 - 592	
	SIM 579	ALL 536	SIM 573	ALL 534	SIM 570	ALL 539	SIM 581	ALL 539	SIM 585	ALL 538
	Online		Online		Online		Online		Online	
Year 9	599 588 - 609		593 580 - 607		585 574 - 597		587 575 - 599		598 588 - 608	
	SIM 604	ALL 564	SIM 607	ALL 567	SIM 595	ALL 568	SIM 601	ALL 557	SIM 612	ALL 568
	Online		Online		Online		Online		Online	

How to interpret this chart:

SIM Students with similar background

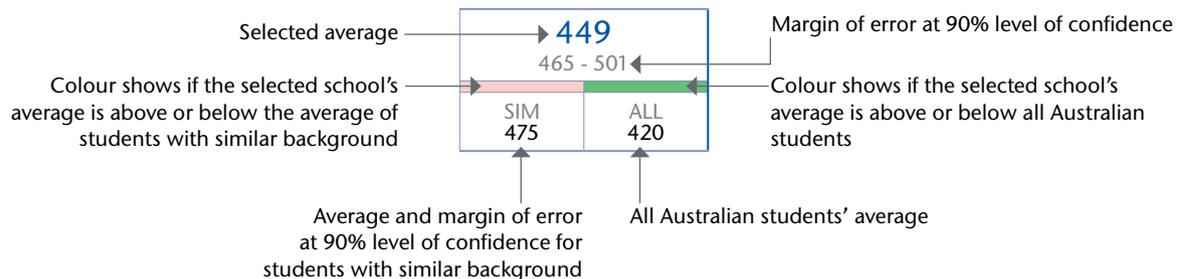
ALL All Australian students

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 2023. 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 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 2023, 124 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. Approximately 25% of the Year 11 cohort also successfully completed HSC units through the School's Maths acceleration programme, achieving Mathematics Advanced and Extension 1 and/or the School's compressed curriculum program, achieving Studies of Religion 1.

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 2023 and compares the mean results with the 2022 cohort and the State. The percentage of students attaining one of the top two bands is also provided for each subject and compared with the State for 2023.



SUBJECT	Inaburra School included Students 2023	Inaburra School HSC Examination Mean 2022 (%)	State HSC Examination Mean 2022 (%)	Inaburra School HSC Examination Mean 2023 (%)	State HSC Examination Mean 2023 (%)	% in top two bands at Inaburra 2023	% in top two bands in State 2023
Ancient History	7	81.93	71.98	79.46	71.44	57.14	32.7
Biology	33	72.94	70.03	79.62	73.3	63.63	31.98
Business Studies	25	78.51	73.95	77.98	73.77	52	36.08
Chemistry	5	73.79	72.51	79.6	74.13	40	38.31
Chinese Continuers	4	71.2	84.87	78.7	84.03	25	70.46
Community and Family Studies	21	78.4	74.79	78.27	74.46	38.09	35.87
Dance	5	82.15	82.12	87.96	82.3	80	68.84
Design and Technology	10	76.65	77.62	80.42	77.16	60	47.31
Drama	12	85.45	80.71	88.2	81.12	100	60.34
Economics	25	76.91	77.26	74.5	76.76	52	48.52
Engineering Studies	9	77.05	72.64	73.47	74.27	22.22	29.36
English Advanced	71	79.85	81.53	80.99	81.73	64.78	67.18
English Extension 1 (*out of 50)	12	42.55*	41.79*	42.17	42.17	100	94.4
English Extension 2 (*out of 50)	3	34.65*	39.89*	42.2	40.07	100	85.64
English Standard	51	69.69	69.88	71.04	70.12	1.96	13.17
English Studies	2	na	na	56.4	55.95	0	0.4
Food Technology	18	80.29	71.78	82.86	72.9	55.55	30.18
Geography	11	76.84	75.19	75.09	75.88	27.27	41.93
History Extension (*out of 50)	6	40.17*	39.47*	40.28	39.79	100	85.3
IT (Multimedia/Timber)	28	77.17	70.32	76.52	70.87	35.71	23.66
Legal Studies	27	80.91	73.78	78.83	75.27	59.25	42.5
Mathematics Advanced	55	77.65	78.31	78.22	78.04	52.72	49.79
Mathematics Ext 1	24	70.84	77.45	77.68	77.78	66.66	71.92
Mathematics Ext 2	10	79.86	81.43	69.14	82.2	70	85.78
Mathematics Standard 2	62	76.16	70.87	75.55	71.76	37.09	31.62
Modern History	24	77.38	73.67	75.13	72.78	41.66	35.1
Music 1	5	89.25	81.88	93.04	82.09	100	68.96
Music 2	4	82.51	86.4	83.7	86.08	75	85.28
PDHPE	47	76.02	69.75	75.91	72.98	31.9	30.98
Physics	19	73.53	74.25	71.47	74.81	15.78	38.94
Science Extension (*out of 50)	2	36.18*	37.5*	43.45	37.36	100	77.95
Studies of Religion 1 Unit	29	41.38*	37.91*	40.32	38.8	62.06	48.62
Textiles and Design	7	87	78.05	87.51	77.88	85.7	51.52
Visual Arts	14	82.59	81.36	85.17	81.49	92.84	65.58

THEME 4 - SECONDARY SCHOOL OUTCOMES (CONTINUED)

HSC Notable Achievements

Notable ATAR results:

15 students achieved >90 ATAR

Other notable aspects of the HSC results for 2023 include:

- 69 Distinguished Achiever results where students achieved a mark of 90 or above (Band 6) in specific subjects
- 48% of results were in the top two bands (Band 5 and Band 6)
- 32% of students achieved one or more Band 6 results
- 87% of students in extension courses achieved in the top two bands
- 24 courses achieved above state averages

Outstanding individual results:

- Two students achieved a mark of 100 in Mathematics Advanced
- One student achieved 100% in English Ext 1
- Two students scored marks >95 in two of their subjects

HSC Nominations

Inaburra School received an outstanding 21 nominations for possible inclusion in HSC Showcases in 2023. For our students to be recognised at this level is truly commendable and it was wonderful to see their major works acknowledged amongst the most talented in the state. We are very proud of their efforts and also want to acknowledge their teachers for the guidance, collaboration and support they provided for the Class of 2023 across their Stage 6 journey.

Recognition of HSC Major Works

DRAMA – (*Individual Performance*) Harper Ballantine-Jones, Chanel Mezrani and Kai Taylor were nominated for possible inclusion in OnSTAGE for their individual performances.

DRAMA – (*Group Performance*) Harper Ballantine-Jones, Isabel Chau, Lucy Johnston and Nina Williams were nominated for possible inclusion in OnSTAGE for their group, *Wade in the Water*.

DANCE – (*Major Study Performance*) Jenaya Gladman and Kai Taylor were nominated for consideration in CALLBACK, the showcase of exemplary HSC Dance Works from across NSW.

DANCE – (*Core Performance/s*) Jenaya Gladman was nominated for consideration in CALLBACK.

DANCE – (*Core Composition*) Jenaya Gladman, Kai Taylor and Tahlia Williams were nominated for consideration in CALLBACK. Kai's Core Composition was successful in being shortlisted for the final showcase.

MUSIC – (*Music Performance*) Riley Isedale and Philippa Luscombe were nominated for ENCORE.

DESIGN AND TECHNOLOGY – Sienna Dynon and Laura Fattore were nominated for consideration in SHAPE 2023, the annual exhibition of exemplary Major Projects developed by HSC Design and Technology, Industrial Technology and Textiles and Design students.

TEXTILES AND DESIGN – Lauren Tomlin and Sophia Alvarez were nominated for consideration in SHAPE 2023.

INDUSTRIAL TECHNOLOGY – Harper Ballantine-Jones, Lucas Cross, Scott Firth and Isaac Jones were nominated for consideration in SHAPE 2023.

VISUAL ART – Christy Hansell was nominated for consideration in ARTEXPRESS, as part of the HSC Showcase season in 2024 for her Body of Work titled, *He Only Smiled for Me*.

VISUAL ART – Skye Eder's Body of Work entitled *May I join you for dinner at Chicago's?* was included in the esteemed ART RULES exhibition at Hazelhurst Arts Centre. Art Rules is an exhibition of outstanding works by HSC Visual Arts students.

Record of School Achievement (RoSA)

In 2023, 124 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.

Post-School Destinations

- 74% of Inaburra students received UAC offers through the official rounds
- 6% of students took up other early offers from UAC institutions
- 81% of students got early offers from University of Wollongong
- Early offers were also given out to our students by University of Notre Dame, Charles Sturt University, Australian Catholic University, University of Technology Sydney, University of Newcastle and University of New England
- 20% of students continued on to TAFE (to do apprenticeships and traineeships) or Private Colleges to complete Diplomas or other courses (eg: Orana College, Seda, Torrens, JMC, AIE)

Name of Institution	% of 2023 cohort that accepted
University of Wollongong	21.2%
University of Technology Sydney	14%
Western Sydney University	12%
University of NSW	12%
Macquarie University	10%
University of Sydney	10%
University of Notre Dame	7%
Australian Catholic University	6.6%
University of Newcastle	2%
Charles Sturt University	1.3%
International College of Management Sydney	0.7%
La Trobe University	0.7%
Southern Cross University	0.7%
University of Canberra	0.7%



THEME 5 - TEACHER STANDARDS AND PROFESSIONAL LEARNING

NESA Teacher Accreditation

Level of Accreditation	Number of Teachers
Graduate Teacher	7
Proficient Teacher	144
Professional Excellence	1

Workforce Composition

School Staff 2023	Number of Staff
Teaching Staff	126
Full-time equivalent teaching staff	110.2
Support Staff	80
Full-time equivalent support staff	55.5
Staff self-identifying as Aboriginal or Torres Strait Islander	0

Professional Learning Overview

The overarching aim of Professional Learning (PL) is to find ways to educate students to grow their learning character by embedding the Inaburra Learning Framework in all facets of school life. This will involve working together to consider how we might improve our systems, language and practices so that students increasingly experience and engage in a curriculum conducive to growing in learning character.

Since it is our core responsibility, and the primary means by which we can help students grow as learners, the focus of PL has been our classroom practice. PL must be implemented for it to be useful and as such, it is essential that it is not treated as theoretical only. PL must impact our classroom practice and students' day-to-day experience of learning.

PL Teams – Cultivating Collaborative Teacher Learning

In 2023 PL was structured to support collaborative teacher learning through PL Tiny Teams. Teachers worked collaboratively to explore different learning habits in the Inaburra Learning Framework. Teachers were encouraged to think about the language they might use to commentate on student learning during class. Over time, consistent use of this shared language will develop a shared understanding of what makes a great learner – both for the teacher and the student.

Throughout the year, teachers met in small groups, using a coaching question template to guide each other through the process of planning a split screen lesson – planning the lesson content and habits the lesson was designed to foster. The next step was to complete a lesson observation of team-mate's classes see the language in practice. Finally, a second round of team meetings, guided by a coaching question template, encouraged reflection to support reflective teacher practice.

During the first part of the year the focus was on the following learning habits: Focusing, Noticing, Making Links (Think); Inquiring, Reasoning, Imagining (Question); Discerning, Expressing Meaning, Empathising (Communicate). In the second part of the year, the focus was on the rest of the Inaburra Learning Framework: Discerning, Expressing Meaning, Empathising (Communicate); Offering, Yielding, Co-constructing (Collaborate); Planning, Assessing, Persevering (Strive).

In addition to Tiny Teams, a new initiative of Opt-in PL was offered to support teacher learning in effective pedagogical approaches as well as provide opportunities to grow teacher capacity through leading a seminar. Topics were wide ranging and included: Setting High Expectations & Managing Class Behaviour, Mastery-based Grading, Peer Marking using Effective Rubrics and Strategies for Managing Anxious Parents.

Inaburra Teaching & Learning Overview

As part of a whole school approach to professional learning, we seek to encourage effective and rewarding teacher PRACTICE, facilitate relevant and stimulating teacher LEARNING and DEVELOPMENT, and build generative and collaborative teacher culture.

	CATEGORY	PURPOSE / RATIONALE
BROADER COMMUNITY OFFERINGS	Founders Lectures	The Founders Lectures, started in 2022, aim to connect the school’s longstanding commitment to lifelong learning and academic excellence with current and emerging thinking at the intersection of education, Christian faith, and contemporary culture. The lectures have allowed Inaburra School to engage many teachers from across Sydney, as well as our own staff and community, in building ongoing dialogue about learning and teaching. Themes covered included: <i>Creating a Collaborative Culture for Learning</i> (Michael Anderson), <i>Raising Hope and Resilience in Young People</i> (Leisa Aitken) and <i>Chasing Success in an age of uncertainty</i> (Max Jeganathan).
	Learning Conversations Podcast	Learning Conversations started earlier this year as an opportunity to explore learning character. Lyndal Tait speaks with Inaburra staff and external thought leaders to discuss ways we can help our students grow and thrive in learning, not just for school or home, but for life. The podcast references Inaburra’s learning and wellbeing frameworks, as well as the topics from the Founders Lectures and Parent Forums that the school hosts throughout the year. Topics covered included: <i>Learning Character</i> (James Pietsch, Karen Lymn & Chris Smith), <i>Building creative capacity</i> (Michael Anderson & Glenn Snowball), <i>Neurodiversity</i> (Vanessa Culbert), <i>Building Hope</i> (Leisa Aitken), <i>Sport and the muscle memory of learning</i> (Simon Wadds & Matt Tolhurst), <i>Community</i> (Jen George) and <i>Meritocracy</i> (Justine Toh).
	Creative Workshops for Staff and Community	The purpose of these workshop offerings is multifaceted. Firstly, they offer a contribution to the holistic development of staff by providing opportunities to engage in the arts, cultivating creative agency and building generative space towards a sustainable learning community. Secondly, they serve the broader Inaburra community by providing a context for creativity and connection, fostering a greater sense of belonging for parents. Thirdly, they support a wider positive parent engagement strategy by positioning teachers and parents alongside each other as learners in an alternative dynamic to the dominant focus on student and classroom. Workshops included: <i>Voice Up Community Choir</i> for Staff & Parents, <i>Ceramics Workshop</i> for Staff & Parents and Staff <i>Breakfast Book Club</i> .
WHOLE SCHOOL	Devotions	Explore the theological and philosophical underpinnings of our rationale for teaching learning character
	Staff Days	Develop a shared understanding of quality teaching and learning aligned to Inaburra’s vision for teaching learning character
	PL Meetings	Foreground Learning focus for PL Teams derived from the vision outlined on Staff Days
	PL Teams	Develop practice aligned to the school’s vision for teaching learning character by providing opportunities for teachers to engage in professional conversations about the ILF in classroom practice.
	PL Goal Setting	Staff set goals at the start of the year, and review at different points of the year, to direct teacher focus and promote professional growth
	Faculty/Stage Leaders	Promote the embedding of ILF HABITS in teacher practice by working with faculties and stage leaders to embed ILF HABITS in programs using the question: ‘which ILF habits does this content give opportunity to develop?’

THEME 5 - PROFESSIONAL LEARNING (CONTINUED)

Inaburra Teaching & Learning Overview (continued from previous)

	CATEGORY	PURPOSE / RATIONALE
LEADERSHIP	CLT	Create alignment regarding the vision, values, organisational structures (e.g. report lines, meetings, HR legislation etc.) and the ways of relating (e.g. people management) by facilitating integration of leadership layers across the school to grow a positive and cohesive work-place culture.
INDIVIDUAL	Accreditation	Support staff to meet NESA requirements for the development of professional standards. Support staff to attain higher levels of accreditation – AIS & NESA
	Self-identified external PD opportunities	In conversation with their Learning Leaders and Stage Coordinators and in alignment with their goals, staff apply for PD opportunities following the application process in Connex.
	Opt-in PL	Based on the Professional Teacher Standards, opt-in PL is aimed at offering differentiated learning opportunities for our teachers to expand their knowledge, practice and engagement in specific areas of quality teaching. eg: <i>Beginners how to make teaching videos</i> with the Director of Stage and Screen.
	Research Collective	To support teachers seeking higher levels of academic attainment, the research collective will provide a space for teacher dialogue and sharing of members' research findings.
FOCUSED INDIVIDUAL DEVELOPMENT	Mentoring of new staff, new leaders and self-identified	Designed to support new teachers to thrive at Inaburra while offering avenues for experienced staff to develop coaching / mentoring skills which can be applied to serving new staff and existing staff to support new levels of responsibility (eg. emerging leaders)
	Proactive intervention to support teaching growth	Working with teachers identified as requiring additional support in specific areas to grow their practice and quality teaching.
	Coaching	Support the growth of quality teacher practice <ul style="list-style-type: none"> • Instructional coaching (Step-Lab) • Growth coaching • Coaching conversations
	Practicum Teachers	Carefully selecting and placing practicum students with our teachers is an opportunity to invest in the teaching profession, in our own teachers as they articulate and model their craft, and in accessing potential future teachers of Inaburra School.
NETWORKS	TSAS program	We are one of six schools who form the Teaching Schools Alliance Sydney (TSAS) program whose mission is to raise up the next generation of Christian teachers for Australia. The TSAS program, in partnership with Alphacrusis University College, provides initial teacher education that is experiential and deeply responsive to context, specifically linking the formation of future educational leaders to the ethos of schools.
	Research- Invested Schools (RIS)	We are part of RIS, which is a network with a grassroots, contextualised approach to encouraging research activity and use in schools. It raises expectations for schools to be not just passive consumers of expert knowledge produced elsewhere, but genuine contributors to the knowledge economy.

Inaburra Teaching Staff - Sample of external Professional Development opportunities

PROVIDER	CONFERENCE TYPE
Pax People	Capability development workshop
AISNSW	Decisions and Revisions
AISNSW	Deepening Critical Engagement with ideas through Philosophical Inquiry
CRU	CRU Teachers' Conference
Cornerstone	Pompeii and Herculaneum
AIS NSW	Heads Of Department Day
CrookED Science	Preparing for the 2023 HSC Physics Exam
CrookED Science	Theory for HSC Science Ext Teachers
AIS NSW	Expanding Horizons: Milestones of History
AISNSW	Inclusive classroom: Differentiating for all
StepLab	Steplab Instructional Coaching Intensive
TTA	Mathematics Ext 2 Year 12 - In-Depth Part 1
Uni Sydney	Successful Learning Conference 2023
AISNSW	Supporting Students with Disability in Stage 6
Illume Learning	Australian Inclusive Schooling conference
Uni Sydney	Successful Learning Conference 2023
TTA	Inspiration in teaching Legal Studies
Legal Studies Association	Legal Studies Assoc NSW Annual conference
AIS NSW	Expanding Horizons: Milestones of History
TTA	Conflict in Indochina
MultiLit	MacqLit PD Workshop
English Teachers Assoc	Programming new curriculum
ITE	ITE 2023 Technology Education conference
Hazelhurst Arts Centre	VADEA Inspire workshop
AIS NSW	AIS NSW Music Conference 2023
AISNSW	Decisions and Revisions
AISNSW	Programming English 7-10 syllabus
Cornerstone Teacher	Teaching HSC English - Beginners' Guide

PROVIDER	CONFERENCE TYPE
AISNSW	Fostering Evidence Enriched Cultures
Math Assoc of NSW	2023 Regional conference
Math Assoc of NSW	Making the New Syllabus Work for Me
AISNSW	Fostering Evidence Enriched Cultures
ICTENSW	Winter Writers Workshop 2023
AISNSW	Aboriginal and Torres Strait Islander Voice across the Curriculum
Informa Connect	A1 in Education Conference
ACHPER	HSC marking Simulation PDHPE
TTA	Inspiration in teaching Legal Studies
AISNSW	Planning and Implementation for Classical and Modern Languages 7-10
AISNSW	Looking to the Future - Religious Expression in a Changing World
AISNSW	Society and Culture Reframed
Lawsense	Lawsense School Policy Writing Workshop
Lawsense	Separated Families
StepLab	Instructional Coaching
English Teachers Ass	Teaching new K-10 Syllabus
AISNSW	Employment Relations in School
Pax people Resolutions	Mentoring/coaching program
Real Schools	The Art of School Culture Leadership
Xcursion	Risk Management for International Tours
AISNSW	English 7-10 New Syllabus: Grammar in context Online Learning Experience
Harvard Graduate School of Education	Teaching Students to Ask their own Questions
STANSW	Science Conference - Science Mastery
StepLab	Instruction coaching Intensive
AISNSW	Planning Maths K-2
NESA	English 3-6 Professional Learning

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	2023 Attendance Rate %
Year 1	90.9
Year 2	92.3
Year 3	92.4
Year 4	89.8
Year 5	88.9
Year 6	92.4
Year 7	90.2
Year 8	89.8
Year 9	89.0
Year 10	88.0

Mean attendance rates Years 1-10

Year	Year Level	Mean Attendance Rate %
2023	Year 1-10	89.9
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 %
2023	Year 10-12	86
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 high non-attendance. Mandatory reporting procedures apply where absences are extended or the student may be at risk.

“ What I value most about Inaburra -
It's a fun, safe environment for
students to learn, enjoy themselves
and make friends.
Inaburra Student 2023

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 Registrar 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 information 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 \$250.
- 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 prepare files and schedule interviews for the first 22 boys and 22 girls. This may include seeking information from the children's pre-school or day care. Interviews will commence during Term 2.

THEME 7 - ENROLMENT POLICIES (CONTINUED)

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 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 5 and Year 7

The school will contact families of students who desire to start at Inaburra in Year 5 when their child is in Year 3 or 4 to re-affirm their interest in proceeding with the enrolment process. Interviews for Year 5 will be conducted during Year 3 and Year 4.

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 5 and 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 interviews for Year 5 and 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, Year 3, Year 5 or 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; and
- A current Fee Schedule.

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).
- Should there be court orders that impact both parents signing the relevant forms or impacting the schooling of the child in any way, these must be provided as part of the Acceptance process (if not provided earlier).
- The enrolment acceptance fee of \$1,500
- A current *Immunisation History Statement*
- Any relevant legal documents that are pertinent to the name or family situation of the student

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 CHILD PROTECTION POLICY

The safety of children and young people is of paramount importance at Inaburra. The Child Protection Policy sets out staff responsibilities for child protection and processes that staff must follow in relation to child protection matters. The safety, protection and welfare of students is the responsibility of all staff members and encompasses:

- a duty of care to ensure that reasonable steps are taken to prevent harm to students which could reasonably have been foreseen; and,
- obligations under child protection legislation.

The policy also applies to all staff members, contractors and volunteers.

Key legislation requires reporting of child protection concerns. As part of the school's overall commitment to child protection all staff are required to report any child protection or child wellbeing concerns about the safety, welfare or wellbeing of a child or young person to the Principal.

All staff members must participate in annual child protection training and any additional training, as directed by the Principal. The training compliments this policy and provides information to staff about their legal responsibilities related to child protection and school expectations, including:

- mandatory reporting;
- reportable conduct;
- working with children check; and,
- professional boundaries.

The policy recognises that there are different forms of child abuse. In addition to the Child Protection Policy, there are several other school policies and procedures related to child protection that must be complied with. These include (and are not limited to) the Safe and Supportive Environment Policy, Code of Conduct, and Anti-Bullying Harassment of Students Policy. Each of these policies plays a critical role in ensuring the safety and well-being of all students, and adherence to them is mandatory for creating a secure and supportive educational environment. The Child Protection Policy is reviewed on an annual basis.

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 harassing/bullying behaviour by speaking to a staff member with whom they are comfortable. This will empower the student to take the initiative rather than relying on a parent to initiate action. If the problem seems serious or ongoing, the parent should contact the Year Advisor or Stage Coordinator – even if the child is unwilling to act.

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 the process undertaken to respond to an incident will depend on the nature and severity of the offence.

Information, including contact details for the local police can be found on the School website.

SUMMARY OF STUDENT DISCIPLINE POLICY

The principal policy relating to student discipline in 2023 was the *Discipline Policy*.

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 Heads of School, Stage Directors 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 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 discipline is based on principles of procedural fairness and that parents will be involved in any processes potentially leading to suspension or expulsion.

A review of the policy was conducted in 2023.

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 timeframe. 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 investigating a grievance will lead to an identifiable outcome, even if the 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 and the School website.

The Grievance Policies are reviewed biannually and timetabled for 2024.

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

THEME 9 - SCHOOL DETERMINED IMPROVEMENT TARGETS

STRATEGIC DIRECTION 2022 - 2025

In 2023, the Executive team, working with members of staff, has continued to identify and implement strategies and processes to support the key focus areas of the School's current Strategic Directions.

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 the relationships with my friends, peers and teachers that respect me. I value the time spent with my peers and teachers and getting to know them. I value the time spent with the teachers that show their care for me.
Inaburra Student 2023

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 distinctive 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) are invited to come and speak to staff, students and parents on an annual basis.

Inaburra also provides a wide variety of opportunities for students to participate in various forms of community service and engagement, including: 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 -
Beautiful facilities and well organised and presented school events.
Professional school environment. Teachers (and Principal) who genuinely
care. Thank you. Inaburra Parent 2023



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 2023, 386 parents and 822 students participated in surveys and provided views on areas such as academic performance, pastoral care, Christian life, extra-curricular activities, communications, reputation and facilities.

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

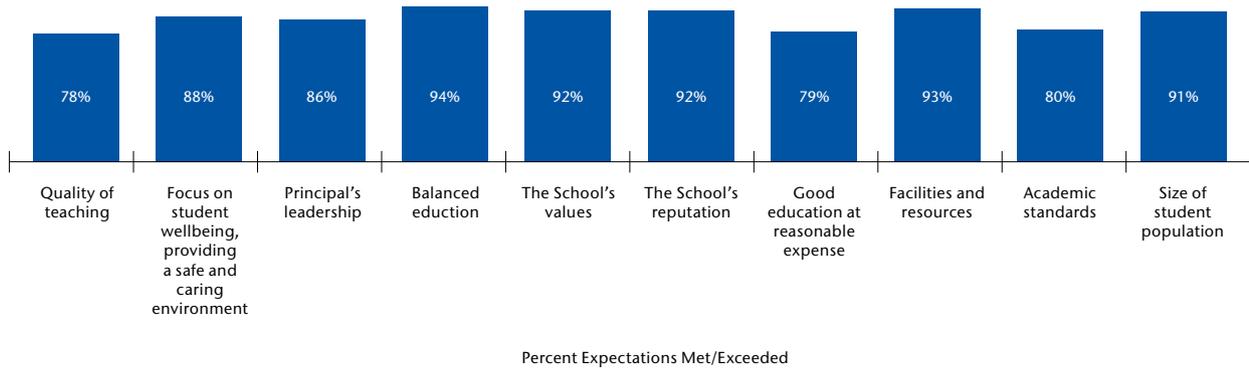
	2023 Inaburra Parents - A selection of the parents' top level findings are detailed below, ranked in order of the importance the parents placed on reasons for choosing a school for their children.	2023 Inaburra School Students - A selection of the students' top level findings are detailed below, ranked in order of the importance the parents placed on reasons for choosing a school.
1	78% of parents noted their expectations were met or exceeded in relation to the Quality of teaching	85% 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	79% 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	88% of students noted their expectations were met or exceeded in relation to the Principal's leadership
4	94% of parents noted their expectations were met or exceeded in relation to a Balanced education	85% 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	89% 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

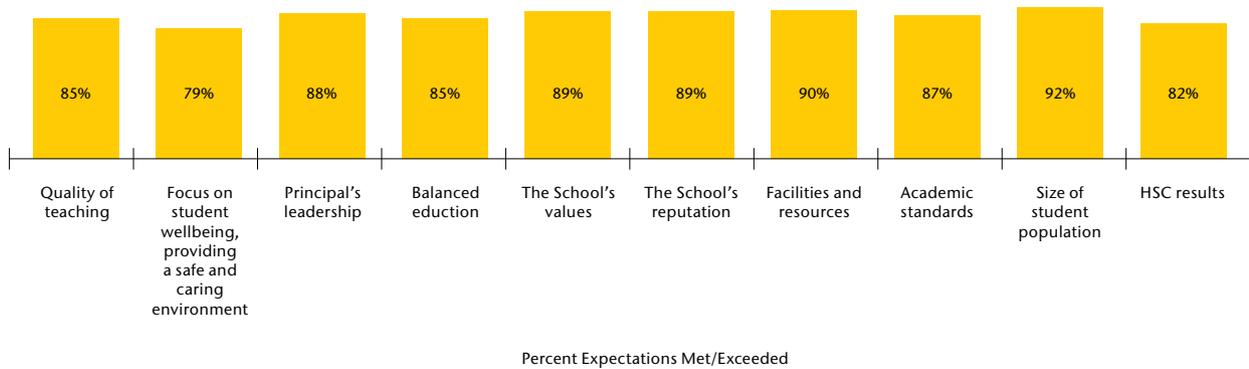
2023 Inaburra Parents - What do you value most about your association with the School? (Top five)	2023 Inaburra Students - What do you value most about your association with the School? (Top five)
Safe, caring and supportive environment	Friendship
The School community	Quality of teachers and staff
Quality of teachers and staff	Education
The School culture & values	The School community
Child's happiness attending school	Safe, caring and supportive environment

Parent and Student expectations - met/exceeded

2023 Inaburra School Parents - Expectations Met/Exceeded - Top 10 (n=386)



2023 Inaburra School Years 9-12 Students - Expectations Met/Exceeded - Top 10 Areas (n=453)



THEME 11 - (CONTINUED)

TEACHER VOICE SURVEY - PERFORMANCE REVIEW OF PRIORITY AREAS

PURPOSE	PROPERTY	PARTICIPATION	PEOPLE	
values	resources	recruitment & selection		
vision	processes	professional development		engagement
christian faith	role clarity	involvement	leadership	
integrity & alignment	technology	voice methods	supervision	wellbeing
respect	facilities	performance feedback	collegiality	
risk reporting	health & safety	recognition	cross-team cooperation	progress
environmental sustainability	workload	pay & benefits		
	flexibility	career opportunities		

Legend

Low	Moderate	High
<50%	50<80%	>=80%

Engagement

Engagement represents the level of job satisfaction and staff commitment to the school. Inaburra's survey data shows that engagement for the school is high, with 80% of survey respondents indicating they are engaged. Compared to the Independent Schools benchmark, our results are 3% lower 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, our results are 3% lower than is typical at other similar schools.

Progress

Progress reflects staff perceptions about organisational performance. Inaburra's survey data shows that progress for our organisation is moderate, with 73% of survey respondents indicating they are satisfied with the organisation's progress and success in delivering outcomes. Compared to the Independent Schools benchmark, our results are 2% lower than is typical at other similar schools.

Parent quotes - What I value about Inaburra School

I love the community. Every time I walk into the school for an event I am greeted with a warm welcome. I feel extremely blessed that my children are at Inaburra. I enjoy seeing the children perform in music concerts and engaging in extra curricular activities and doing what they love. I think the senior staff members are doing a wonderful job and I think have made some great improvements with the school this year. I think Dr Pietsch is a wonderful asset to the school. He is very well respected by the students and goes above and beyond to ensure he knows the students. He responds promptly to questions about the school and gives honest feedback.

There's many things! We have really valued the Christian framework the school operates within and the way that structures conduct and expectations. We have also really loved how inclusive the community has been of us as a new family - there have been so many opportunities for us to connect with the school community and be involved in various ways which has been lovely. This year has been our family's first experience of school and it's been wonderful for us and our son.

The community of Inaburra School is something our family has held in great regard for many years. Our children are certainly known and loved.

We value the camping and Global Education experiences offered to students where they gain a greater appreciation for their own home life.

I love that the children respect each other and their elders. I love that the principal and other leaders know each child by name and are there to greet them as they arrive at school. I love the atmosphere when I walk around the school at school events and I love the amazing front office staff who are so welcoming and caring for my children.

Beautiful facilities & well organised and presented school events. Professional school environment. Teachers (and Principal) who genuinely care. Thank you.

Student quotes - What I value about Inaburra School

I value the connections that I have to teachers like Ms. Aliferis who has come round to know me really well through our connection in extracurricular activities and as my English teacher. I also value the connections that I have to the school cricket team, who are a great bunch of people and the teachers and coaches that lead them like Mr. Shah and Luke Ritchie are everything that the team needs- humorous, coordinating, and performance. I also value the ability to learn in the environment that the school has.

I value the relationships with my friends, peers and teachers that respect me. I value the time spent with my peers and teachers and getting to know them. I value the time spent with the teachers that show their care for me and their respect for me.

I like being involved in the musicals and dancing because I get to hang out with my friends and do what I love.

Communication, commonly held Christian values, respect, care, participation.

How I progress, academically, socially and in the field of sports.

I most associate balance between academic activities and character growth with the School.

I really enjoy Inaburra as it's a place where I have learnt very many things and I have made many friends.

I value the friendships that I have made with teachers and students within the school, and I value the great opportunity that I have been given to learn at this school.

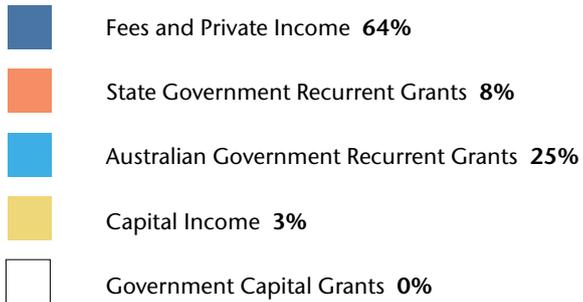
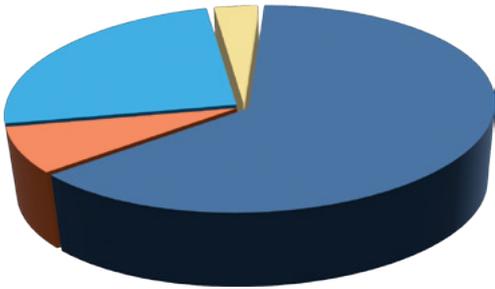
It's a fun, safe environment for students to learn, enjoy themselves and make friends.

The things that I value at school is the connections with my friends. I value these people because when I see them it makes me happy to know that I can trust and talk with them if I need someone to talk to. I also value the teachers that help me understand when I need to calm down and when to have fun, and the way that some teachers help me with a problem if I have one or a mistake I've made with work or friends.

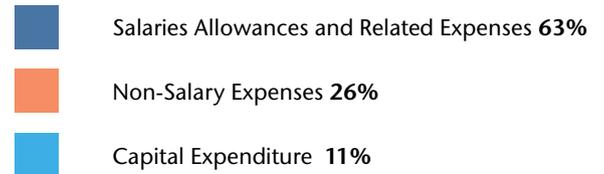
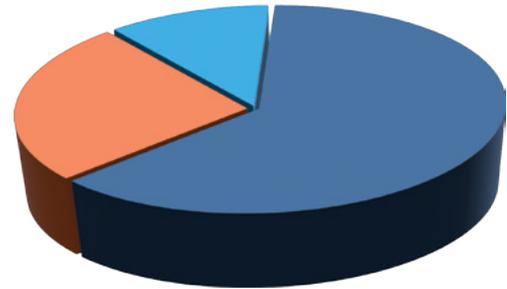
Band, fun subjects and safety.

THEME 12 -SUMMARY FINANCIAL INFORMATION

2023 RECURRENT / CAPITAL INCOME



2023 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