

INABURRA FAITH
KNOWLEDGE
LOVE

INABURRA SCHOOL ANNUAL REPORT 2016



INABURRA SCHOOL
A Project of Menai Baptists

CONTENTS

THEME ONE

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

THEME TWO

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

THEME THREE

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

THEME FOUR

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

THEME FIVE

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

THEME SIX

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

THEME SEVEN

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

THEME EIGHT

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

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

THEME NINE

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

THEME TEN

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

THEME ELEVEN

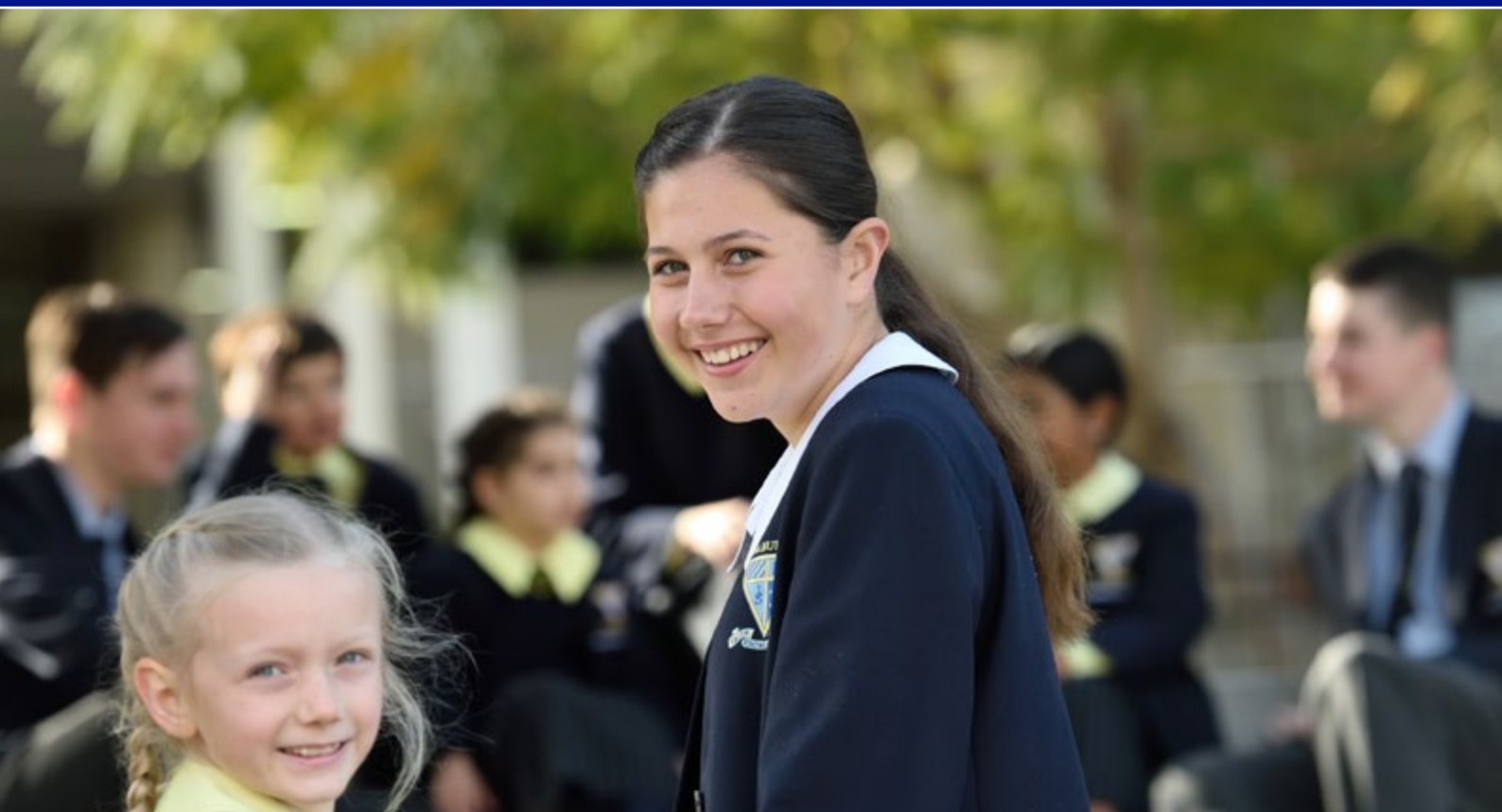
Initiatives promoting respect and responsibility	24
--------------------------------------------------	----

THEME TWELVE

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

THEME THIRTEEN

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



“ What I value about Inaburra -
Knowing that my son has been valued as a person. It has been
nice to be complimented on my son's manner in which he
conducts himself. I have been very proud to say that my
son was at Inaburra.

Inaburra Parent

A MESSAGE FROM KEY SCHOOL BODIES



The School remains a significant ministry of Menai Baptist Church (MBC). Together with the Inaburra Preschool, MBC seeks to work hand in hand with the local community. At Inaburra, we see ourselves as a learning community and not just a school in the traditional sense. Fundamental to this are Inaburra's core values of faith, knowledge and love.

2016 has been another very busy and exciting year, one could say a Gold Star year as the School passed its registration and accreditation with distinction and was a 2016 winner of an Innovative Schools Award from Educator Magazine.

In 2016, we commenced the new three year Strategic Agenda, developed during 2015 in conjunction with the Board to further focus in on delivering Inaburra's Learner Profile.

Inaburra seeks to shape life-long learners who are:

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

We are thankful for the ongoing leadership of our Principal, Tim Bowden, and his senior executive team.

The staff at Inaburra are exceptional educators and go the extra mile as mentors. I wish to express my thanks on behalf of the Board and MBC for their continued dedication.

This year has seen a substantial building project undertaken, which includes:

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

I would like to thank the School Community for its patience in working around some of the disruptions that such a large project causes. The aim is still for first occupancy at the start of Term 1, 2017.

Enrolments continue to be strong as Inaburra is recognised as being an exemplar school in the independent sector in NSW. Enrolments are now consistently over the 1,000 student mark and to cater for the strong demand, particularly for senior school places, the School is adding an additional 28 places to Year 7 in 2017.

I would like to thank the School's parent community. In particular, the P&F who continued to work hard raising funds for the School during 2016. The successful Fete & Open Day and the Trivia Night at Club Menai are examples of their significant input.

The Governance of the School is presided over by a Board of Directors. I would like to take this opportunity to thank my fellow Directors for their individual contribution and the enthusiasm and dedication they bring to the role.

Next year we reach a significant milestone with the School having operated for 35 years. I look forward to celebrating this achievement with you in 2017.

MR ROBERT DOUGALL
CHAIR OF INABURRA COMMUNICATIONS LIMITED



Inaburra School is continuing to drive ahead as a Christ-centred learning community, pursuing excellence in education with every individual known and loved.

Our focus continues to be on reimagining the school's educational offerings so that we build the capacities and characteristics of the Inaburra Learner Profile in our students. The Inaburra Learner Profile states: Standing upon our Christian foundation and in partnership with our families, Inaburra seeks to shape life-long learners who are:

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

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

Many of our memories of 2016 will have to do with the major construction project that has been the backdrop to our educational endeavours. As welcome as the new facilities will be when they are completed, we have striven never to lose sight of the fact that the real building that takes place in a school has to do with the character, the capabilities and the future of the students. Under God's good hand, we are thankful for the year that has been.

The document that you are reading is produced in response to government requirements. Independent schools like Inaburra are required to provide this Annual Report according to guidelines specified in the Commonwealth Government's School's Assistance Regulations 2009 and in Section 3.10 of the Registered and Accredited Individual Non-government schools (NSW) Manual. These guidelines are specific, requiring the public reporting of the information contained herein. The information is deemed to be of potential interest both to those inside and outside the present school community.

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

MR TIM BOWDEN
PRINCIPAL, INABURRA SCHOOL

THEME ONE

November 2016 finally marked the occasion that our time at Inaburra had come to a close. Our past six years at Inaburra were ones we will cherish and never forget. Inaburra opened up many doors for opportunity in various fields, encouraging our growth as individuals from fresh faced teenagers to young adults ready to take on the world.

As we look back on our time at school, the relationships we built with our cohort and teachers stand out as one of our most significant highlights. Experiences such as Global Ed, Year 12 Study Camp and for some, the overseas tours to the US, China and Europe allowed our cohort to grow collectively closer as time wore on, as well as granting us the opportunity to get to know our teachers on a more personal level. To be surrounded by Godly role-models every day of our lives in our teachers was a huge blessing, and one that many of us benefitted hugely from. The experiences we shared encouraged us to look beyond our immediate surroundings and in turn broadened our perspectives of the world around us, while simultaneously giving us a common ground over which we were able to bond.

We would like to thank all the teachers who assisted us in our Inaburra journey. In particular we would like to acknowledge and thank Mrs Gaskell for all the efforts she put in as our Year director. Additionally we would like to thank all our home room teachers who invested so much into our lives and would never fail on providing us with advice and laughs when we all were feeling the pressure. To Mr Bowden, we thank you for your leadership and the example you led by throughout our time at school. We thank you for your wisdom, kindness and genuine care for the school and the students in it.

Over our time at Inaburra we have learnt how to put our faith in God, grow in our intellectual and spiritual knowledge and have been shown the love of Jesus Christ. We have been nurtured into young men and women who are now ready to shift into the realm of adulthood thanks to the experiences and education we have been provided by Inaburra. We are excited for the next chapter in our lives, and we look forward to the many challenges, experiences and lessons it will bring.

LIAM MAZE AND LYARNA WOELLNER
INABURRA SCHOOL CAPTAINS 2016



What I value about Inaburra -

The friendships and the community of the school from the teachers, students and parents. Never came across a place like this before.

Inaburra Parent



Principal, Tim Bowden with 2016 Inaburra School Captains
Liam Maze and Lyarna Woellner.

CONTEXTUAL INFORMATION ABOUT THE SCHOOL AND CHARACTERISTICS OF THE STUDENT BODY

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

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

The document Inaburra Strategic Directions 2016-2018 is available on the school website. Standing upon our Christian foundation and in partnership with our families, Inaburra seeks to shape life-long learners who are: knowledgeable and resourceful thinkers; creative and critical inquirers; effective and confident communicators; relational and collaborative contributors; resilient and responsible risk-takers; engaged and aware global citizens; and confident and discerning leaders. At the heart of the new strategic directions lie two key imperatives – that over the next three years each student will experience world class teaching and make real progress in learning (a year's worth of progress for a year's learning).

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

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

Inaburra has an extraordinarily strong tradition in the Creative and Performing Arts, both in the classroom curriculum and in co-curricular activities. Our Performing Arts Centre provides state-of-the-art facilities to support the achievement of excellence in Music, Visual Arts, Drama and Media studies. The PAC houses a number of specialist and general

classrooms, including a well-equipped television studio, recording facilities, drama studio and a 650 seat auditorium. The Music and Drama programs emphasise the importance of performance for learning and our students relish the many opportunities to showcase their developing skills.

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

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

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

Students at Inaburra are provided with opportunities to explore, understand, critique and espouse the Christian faith. All students in Years K-10 participate in Biblical Studies classes and students in Years 11 and 12 engage in the fortnightly Senior Theology and Philosophy Forum. There are a number of voluntary Bible studies run at lunchtime that are led by staff and senior students; these are mostly grouped by Year and gender.

There are many other aspects to life at Inaburra. Students have the opportunity to participate in co-curricular activities such as debating and public speaking; the school also offers the Duke of Edinburgh award. There are avenues for student leadership in a range of formal and informal contexts, including a Student Representative Council. Students participate in a number of camps during their time at Inaburra, culminating in the Year 12 study camp shortly before the HSC Trials.

Inaburra has developed a Global Education program that seeks to lift students' eyes beyond the horizon of their own experiences by providing students with opportunities for service learning elsewhere in Sydney, in remote Australia and overseas.

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

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



THEME THREE

STUDENT OUTCOMES IN STANDARDIZED NATIONAL LITERACY AND NUMERACY TESTING

In May 2016, national literacy and numeracy assessments were administered to students in Years 3, 5, 7 and 9 throughout Australia. The literacy assessments measured student achievement in reading, writing and language conventions. The numeracy assessments measured student achievement across number and measurement. Questions in all assessments required students to apply knowledge,

skills and understandings in a variety of contexts. The results of all NAPLAN testing can be found at www.myschool.edu.au.

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



2016 RESULTS										
	Reading		Writing		Spelling		Grammar and Punctuation		Numeracy	
Year 3	464 445 - 483		439 424 - 455		460 444 - 477		479 459 - 498		432 416 - 448	
	SIM 468 459 - 477	ALL 426	SIM 449 441 - 458	ALL 421	SIM 462 454 - 471	ALL 420	SIM 484 474 - 494	ALL 436	SIM 447 438 - 455	ALL 402
	538 522 - 554		488 473 - 503		516 501 - 530		539 522 - 556		511 497 - 526	
Year 5	SIM 540 532 - 549	ALL 502	SIM 505 496 - 513	ALL 476	SIM 527 519 - 534	ALL 493	SIM 548 539 - 557	ALL 505	SIM 533 525 - 541	ALL 493
	568 558 - 579		535 523 - 547		563 552 - 574		580 568 - 592		578 568 - 589	
	SIM 578 571 - 585	ALL 541	SIM 552 544 - 561	ALL 515	SIM 572 564 - 580	ALL 543	SIM 583 575 - 592	ALL 540	SIM 588 580 - 595	ALL 550
Year 7	612 602 - 581		581 568 - 595		597 586 - 609		605 593 - 617		623 613 - 633	
	SIM 617 609 - 623	ALL 581	SIM 588 578 - 597	ALL 549	SIM 612 604 - 616	ALL 569	SIM 608 599 - 616	ALL 569	SIM 625 618 - 632	ALL 589
	568 558 - 579		535 523 - 547		563 552 - 574		580 568 - 592		578 568 - 589	

HOW TO INTERPRET THIS CHART

SIM Schools serving students from statistically similar backgrounds

ALL Australian schools' average

Student population below reporting threshold

Year level not tested

Selected school's average is

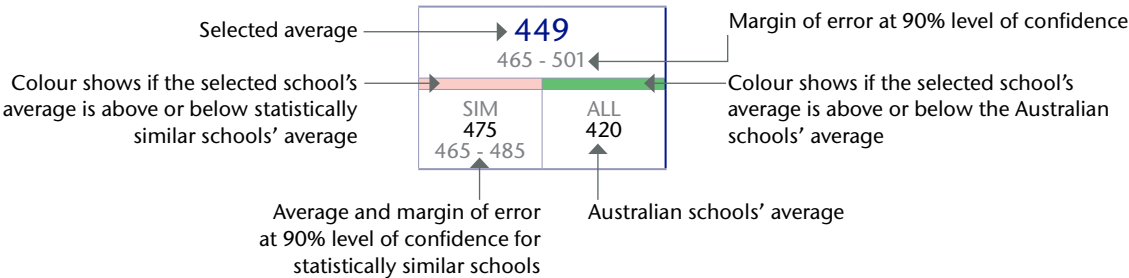
substantially above

above

close to

below

substantially below



THEME FOUR

SENIOR SECONDARY OUTCOMES (STUDENT ACHIEVEMENT)

THE HIGHER SCHOOL CERTIFICATE

Inaburra School has a strong tradition of pursuing excellence in education; this is demonstrated in part through student achievements in State and National testing. As a non-selective school, Inaburra is proud of the commendable results achieved by our students.

The Higher School Certificate is the highest award in secondary education in New South Wales; approximately 77 000 students sat the HSC examinations in 2016. It is important to remember that the HSC is properly understood as a credential gained by individual students; HSC results are an indirect, rather than a direct, reflection on the calibre of a school's teaching and learning program. As such, HSC results are most meaningful when they are interpreted in the light of individual students' strengths, needs, progress and story. Different families will measure academic success by different gauges.

At Inaburra in 2016, 107 students sat for the HSC across a range of 37 subjects. This broad range of subjects included, among others, the highest levels of English and Mathematics, the four major HSC Science courses and a number of creative and practical courses. Student achievement in the HSC is reported in six bands; as can be seen in the table below, Inaburra students achieved results above the State mean and above the State benchmarks for the top two bands in the vast majority of courses that were offered.

The following table contains results data for each subject sat at Inaburra in 2016 comparing the mean results with the 2015 cohort and the State in 2016. The percentage of students attaining one of the top two bands (5 or 6) are also provided for each subject and compared with the State for 2016.

Subject	Inaburra School Student Numbers 2016	Inaburra School HSC Examination Mean 2015 (%)	Inaburra School HSC Examination Mean 2016 (%)	State HSC Examination Mean 2016 (%)	% in top two bands at Inaburra 2016	% in top two bands in State 2016
Ancient History	13	77.1	74.4	71.2	38.5	30.7
Biology	30	75.7	79.4	73.7	50.0	35.1
Business Studies	39	77.1	77.6	73.2	46.2	34.3
Chemistry	17	74.1	72.7	75.6	29.4	40.9
Chinese Continuers	1	70.5	82.0	85.3	100	82.6
Community and Family Studies	15	77.4	76.6	72.2	73.3	30.5
Design and Technology	11	75.7	83.9	76.4	72.7	40.8
Drama	9	84.2	81.0	77.8	44.4	32.6
Earth and Environmental Science	11	81.5	76.1	73.4	28.0	34.4
Economics	17	76.8	78.4	76.6	47.1	45.2
Engineering Studies	10	82.6	82.8	75.3	70.0	38.1
English Standard	21	69.3	71.0	68.7	9.5	13.4
English Advanced	81	78.1	77.6	80.7	37.0	61.9
English Extension 1	12	85.2	86.4	83.8	91.7	94.9
English Extension 2	4	81.4	85.2	77.0	100	79.4
Food Technology	8	84.2	81.1	71.5	87.5	29.4
Geography	5	74.0	84.8	74.7	80.0	40.9
History Extension	5	69.4	80.0	77.8	100	80.6
Industrial Technology (Multimedia)	16	81.5	79.4	69.0	62.5	25.8
Legal Studies	6	78.0	87.1	75.0	100	32.3
General Mathematics	51	78.3	77.4	68.5	43.1	25.6
Mathematics	35	80.1	75.1	77.8	40.0	52.51
Mathematics Ext 1	16	78.7	70.0	79.7	60.0	79.4
Mathematics Ext 2	3	71.2	81.0	81.0	66.7	85.3
Modern History	16	75.9	80.1	74.5	75.0	40.8
Music 1	4	90.1	84.2	80.9	100	62.7
Music 2	5	86.9	85.4	87.0	80.0	89.4
Music Extension	4	86.4	75.8	86.4	75.0	93.6
PDHPE	23	77.0	80.0	72.1	56.5	34.4
Physics	17	77.6	73.3	72.7	29.4	29.9
Software Design and Development	5	76.7	73.2	74.6	20.0	33.3
Studies of Religion 1 Unit	12	-	84.9	76.7	100	49.9
Studies of Religion 2 Unit	7	69.1	65.3	75.6	0	47.9
Textiles	7	80.7	89.2	77.2	100	46.6
Visual Arts	29	81.6	84.2	79.5	79.3	44.4

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

Geography, Industrial Technology (Multimedia), Legal Studies, Textiles Technology.

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

Biology, Design and Technology, Engineering Studies, Food Technology, Mathematics General 2, Modern History and PDHPE

Other notable aspects of the HSC results for 2016 include:

- 36% of Inaburra students achieved at least one result in the top band.
- A total of 74 Band 6 results were recorded.
- One student was selected for ART EXPRESS - the HSC Visual Arts showcase.
- One student was selected for TEXTSTYLE - the HSC Textiles Technology showcase.
- The top Australian Tertiary Admissions Rank (ATAR) received by an Inaburra student in 2016 was 98.5.
- One student topped the State in Mathematics and got a perfect score in Mathematics Extension 1.

A total of six students completed HSC courses at another institution or with an external course provider. These included German Continuers and Italian Continuers at Open High School for Languages; Society and Culture at Sydney Distance Education High School; Dance through external tutors; Community Services, Hospitality and Tourism, Travel and Events through TAFE NSW.

In addition to the ATAR generating subjects listed above, four students completed the non-ATAR English Studies and Work Studies courses.

RECORD OF SCHOOL ACHIEVEMENT (ROSA)

In 2016, 104 students were issued with a RoSA from the NSW Board of Studies as they concluded their secondary schooling.

SENIOR SECONDARY OUTCOMES

All 107 Year 12 students from 2016 attained a Higher School Certificate (100%).

Five of these Year 12 students also undertook TVET courses and achieved the associated qualifications (4.6%).



TEACHER QUALIFICATIONS AND PROFESSIONAL LEARNING

In 2016 there were 102 teachers at Inaburra who were responsible for delivering the curriculum. These teachers fall into the following categories:

- i) Having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines – 101 teachers
- ii) Having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lacking formal teacher education qualifications – 1 teacher
- iii) Not having qualifications described in i) and ii) but having relevant successful teaching experience or appropriate knowledge relevant to the teaching context – 0 teachers

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

All Inaburra teachers participate in professional learning. In 2016 the school-generated professional learning included:

- Training with reference to child-protection legislation and related school policies and practices, including WH&S, first aid, anti-bullying/harassment and grievances
- A two day workshop conducted by Simon Breakspear which focussed on the implementation of the Inaburra Learner Profile in the classroom and the development of related assessment strategies .
- The further development of Project-Based Learning methodologies to enhance student learning.
- Provision of courses to enable teachers to meet individual student needs. These included The Development of Questioning Strategies for Higher Order Thinking, Planning A Differentiated Unit of Work and Differentiated Learning for Support and Extension.
- Strategies and activities for leading a great home group
- A webinar developed by Dr Long on the annual Nationally Consistent Collection of Data (NCCD)
- The utilisation of Google Docs and Flipped Learning in the classroom to enhance learning through the innovative use of Information and Communication Technology.
- The provision of a Foundational Course and Extension Course in ICT skills for learning and teaching.

- The development of programs ready for the implementation of the New South Wales syllabus for the Australian Curriculum in 2016.
- The development of individual staff professional learning goals based on SMART Goal setting
- Growth Coaching sessions for all staff in a leadership position to enable leaders to empower their staff through improved conversation and mentoring skills
- Provision of information sessions for staff wishing to achieve accreditation at the level of Proficient Teacher or Experienced Teacher

Inaburra teachers are also given the opportunity to attend external professional development courses, conferences and seminars. In 2016, 63 teachers from K-12 went to at least one external professional development opportunity. The topics included:

- Empowering Leaders of Learning – effective change management
- Seven Steps to Writing Success – strategies for use in the K-6 classroom to support student compositions
- STEM and Digital technologies – innovation in cross faculty collaboration and 21st Century capabilities
- Enrichment opportunities in Gifted Education and support – Autism awareness and strategies for the educational environment
- Backward mapping and Forward looking – ways to improve student learning outcomes
- Developing a Growth Mindset Classroom through face to face interactions
- Subject-specific courses and Annual conferences including: Chemistry, Economics, English, Geography, History, ICT, Languages – Chinese, Legal Studies, Music, PDHPE, Physics, TAS and Visual Arts.
- New HSC Syllabus consultations including: English, History, Mathematics and Science
- Legal requirements of schools

WORKFORCE COMPOSITION

School Staff 2016	
Teaching staff	99
Full-time equivalent teaching staff	86.6
Support Staff	48
Full-time equivalent support staff	34.1

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

“What I value about Inaburra -
I appreciate the way my child
has been known and loved
as an individual, and how
well he has been supported
through his teenage years.
Inaburra Parent



THEME SEVEN

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

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

AND

Year Level	Attendance Rate %
Kindergarten	95
Year 1	94
Year 2	95
Year 3	97
Year 4	95
Year 5	96
Year 6	96
Year 7	95
Year 8	94
Year 9	94
Year 10	92
Year 11	94
Year 12	96

95% of students attended school on average each school day in 2016. This was unchanged in comparison to the daily attendance in 2015 (95%).

MANAGEMENT OF NON-ATTENDANCE

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

STUDENT RETENTION RATES AND POST SCHOOL DESTINATIONS

92% of the 2014 Year 10 cohort completed Year 12 in 2016. The retention rate over the past two years has been 87% for each year. Based on the information provided to the school when students leave it would appear that only a minority of the students who leave the school at the end of Year 10 or during Year 11 do so because of family circumstances or to pursue employment or vocational training. Most appear to leave because they want a change of environment for the final years of their schooling. Of Year 12 following the completion of their school education 73% went to University, 22% to TAFE or RTO for further education and 5% pursued full-time employment.

THEME EIGHT

ENROLMENT POLICIES

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

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

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

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

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

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

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

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

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

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

“ What I value about Inaburra -
I am helped when I don't understand and I love the freedom about where we can sit each day and who we can sit next to. The trust has played a big part because I know that if I have a problem I can talk to any teacher and they will help me.

Inaburra Student

GUIDELINES FOR ENROLMENT AT INABURRA SCHOOL

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

1. NEW ENQUIRIES

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

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

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

2. APPLICATIONS FOR ENROLMENT

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

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

3. ENROLMENT PROCESS

I. KINDERGARTEN

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

Students will not normally be considered for enrolment if their 5th birthday falls after 31 of March in the year of commencement. If parents wish to pursue this option for their child, they must make a

separate written application to the Head of Junior School who will consult with the Principal.

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

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

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

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

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

II. YEAR 7

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

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

parent/s will be required to provide the School with:

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

At the interview the School will:

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

III. CASUAL VACANCIES

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

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

At the interview the School will:

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

4. CONSIDERATIONS IN MAKING AN OFFER OF ENROLMENT

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

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

- Children of ex-Inaburra students.

The Principal or his delegate may also take into account:

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

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

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

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

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

5. ENROLMENT OF STUDENTS WITH DISABILITY

Where information obtained by the School indicates that the child has a disability, the Principal or his delegate will seek to identify the exact nature of the child's needs and the strategies required to address them. Having obtained this information, the Principal will determine whether the child, if enrolled, would require some measures or actions to assist the child to participate in the School's courses or programs or to use the School's facilities or services that are not required by students who do not have the child's 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

THEME EIGHT (CONTINUED)

on the child's:

- ability to achieve learning outcomes; and
- ability to participate in courses or programs; and
- independence;
- the effect of the particular measure or action on anyone else affected, including the School, its staff and other students.

The School will take measures and actions that are reasonable but will not necessarily take measures or actions that are unreasonable or that would impose unjustifiable hardship on the School. In determining whether taking the required measures or actions, even though they are reasonable, would impose unjustifiable hardship on the School, the Principal will take into account all relevant circumstances of the case, including:

- the nature of the benefit or detriment likely to accrue or be suffered by any persons concerned (including other students, staff, the School, the child, the family of the child, and the School community); and
- the effect of the disability of the child; and
- the School's financial circumstances and the estimated amount of expenditure required to be made by the School.

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

6. OFFERS OF ENROLMENT

In the event that the Principal decides to offer a place for enrolment, this will be formally indicated to the prospective family in a letter from the Principal. This letter will be accompanied by:

- An *Offer of Enrolment at Inaburra* Form.
- The *Terms and Conditions of Enrolment*.
- A Current Fee Schedule.
- A number of other *data and permission* Forms required by the School.

The offer will be considered to have been accepted when the following documents have been returned to the School:

- A completed copy of the *Offer of Enrolment at Inaburra* Form signed by both parents (as applicable).

- A copy of the *Terms and Conditions of Enrolment*, signed by both parents (as applicable).
- A completed *Student Data* Form.
- A completed *Data Collection* Form.
- The enrolment acceptance fee of \$1000.
- An Immunisation Certificate.
- Any relevant legal documents that are pertinent to the name or family situation of the child.
- Signed copies of the *Media Release* Form and the *Parental Support* Form.

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

“ What I value about Inaburra -
I can go and talk to anyone
and they will listen and try to
help me, all Inaburra students
are there to support each
other and there are many
opportunities to be involved
at the school.

Inaburra Student



THEME NINE

OTHER SCHOOL POLICIES

SUMMARY OF STUDENT WELFARE POLICY

The principal policy relating to student welfare in 2016 was the *Safe and Supportive Environment Policy K-12*. A safe environment for students is one where the risk of harm is minimised and students feel secure. Harm relates not only to dangers in the built environment, involving such matters as architecture and construction, lighting, space, facilities and safety plans, but also refers to violence, physical threats, verbal abuse, threatening gestures, sexual harassment and racial vilification.

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

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

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

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

The *Safe and Supportive Environment Policy K-12* was reviewed and changed extensively in March 2016 to reflect changing legislative requirements as well as changing management structures and procedures.

SUMMARY OF ANTI-BULLYING POLICY

Inaburra School is strongly opposed to bullying and harassment and seeks to provide a safe, supportive and caring environment for all its

students. The principal policy relating to anti-bullying, is the Anti-bullying/Harassment of Students Policy. The associated procedural document Anti-bullying/Harassment of Students Procedures provides clear pathways for responding to incidents of bullying.

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

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

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

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

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

The Anti-bullying/Harassment of Students Policy and associated procedural document Anti-bullying/Harassment of Students Procedures remained unchanged in 2016.

SUMMARY OF STUDENT DISCIPLINE POLICY

The principal policy relating to student discipline in 2016 was the *Discipline Policy K-12*.

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

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

Inaburra School affirms that:

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

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

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

The *Discipline Policy K-12* was unchanged during 2016.

SUMMARY OF COMPLAINTS AND GRIEVANCES POLICIES

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

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

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

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

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

The full text of these policies are available through request to the Principal.

SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT

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

1. STUDENTS

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

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

2. TEACHERS

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

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

3. EVIDENCE

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

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

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

“What I value about Inaburra -
The ability I've had to participate in music programs at Inaburra. Also the ability I've had to grow in and share with others my faith in Jesus, as well as encourage younger students in bible studies. Additionally I'll be leaving school with a hectic group of friends.

Inaburra Student



INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

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

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

Inaburra School is accredited as an eSmart school with staff trained and resourced to help students to be smart, safe and responsible in their use of technology.

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

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

Respect should be shown to:

- Others
- Self
- Learning and ideas
- Property
- Positions of authority
- Environment

By 'Respect', we mean the 'Choose Respect' statements:

- Treat others with respect, no matter how they treat you.
- Treat yourself with 'respect'
- Forgive others who do not treat you with respect
- Apologise when you do not treat others with respect
- Resist your natural desire to pay back or take revenge
- Support others who are not treated with respect
- Ask for support when others do not treat you with respect

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



What I value about Inaburra -

I love Inaburra, I love saying I came here, I love the positive experience I have had in my life at Inaburra.

Inaburra Student

PARENT, STUDENT AND TEACHER SATISFACTION

Inaburra School is committed to listening to the views and expectations of key stakeholders and commissions independent surveys to provide performance feedback on a wide range of related education topics.

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

In 2016, 101 parents and 158 students from Years 6 and 12 participated in surveys and provided views on such areas as academic performance, pastoral care, Christian education, co-curricular sport, co-curricular non-sport, communications, reputation and facilities.

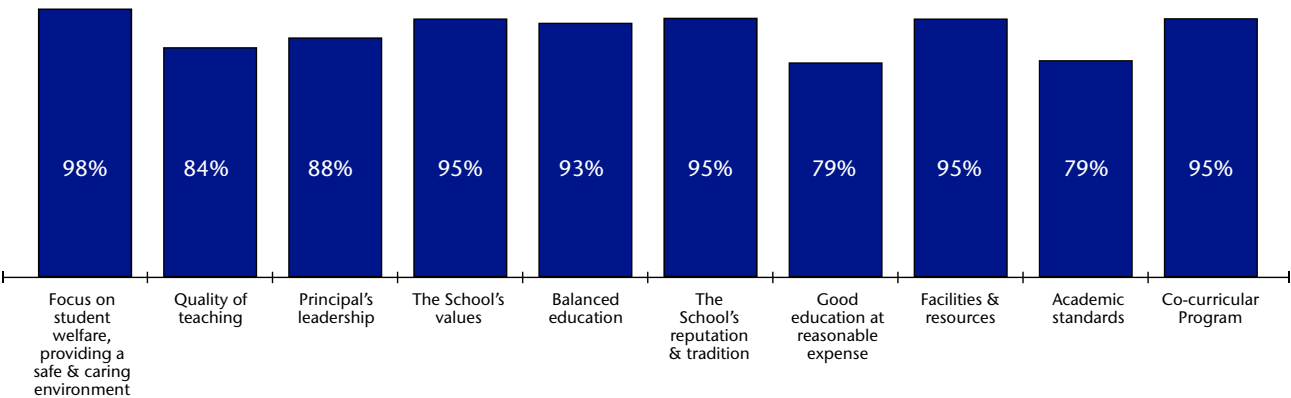
YEAR 12 PARENT VIEWS

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

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

- 98% of parents’ expectations were met or exceeded in relation to the focus on student welfare, providing a safe and caring environment
 - 84% of parents’ expectations were met or exceeded in relation to the quality of teaching
 - 88% of parents’ expectations were met or exceeded in relation to the Principal’s leadership
- 95% of parents’ expectations were met or exceeded in relation to the School’s values
 - 93% of parents’ expectations were met or exceeded in relation to a balanced education

2016 INABURRA YEAR 12 PARENTS - PERCENT EXPECTATIONS MET/EXCEEDED - TOP 10 (n=60)



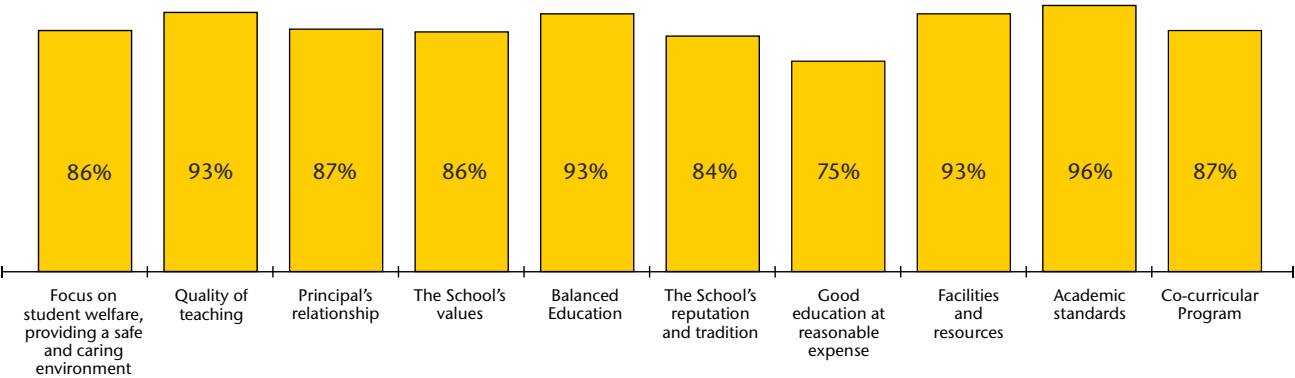
YEAR 12 STUDENT VIEWS

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

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

- 86% of students expectations were met or exceeded in relation to the focus on student welfare
 - 93% of students' expectations were met or exceeded in relation to the quality of teaching
 - 87% of students expectations were met or exceeded in relation to the Principal's leadership
- 86% of students' expectations were met or exceeded in relation to the School's values
 - 93% of students expectations were met or exceeded in relation to a balanced education

2016 INABURRA YEAR 12 STUDENTS - EXPECTATIONS MET/EXCEEDED - TOP 10 (n=102)



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

2016 Inaburra Year 12 Parents	2016 Inaburra Year 6 Parents	2016 Inaburra Year 12 Students	2016 Inaburra Year 6 Students
Teachers and Staff	Care and support of students	Friendships made	Friends
Supportive, safe environment	Good communication	Teaching staff	Supportive, friendly teachers
School values	Teachers	Personal growth and development	Fun, friendly environment
Child's personal development	Sense of community	Reputation of the School in the community	Sport
Friendships made	Relationship between teachers, parents and students	Education gained	Learning

PARENT QUOTES ON WHAT THEY VALUE ABOUT INABURRA

Our children are well catered for in terms of their wide ranging interests and the Junior School Principal has always dealt with our concerns in a way that respected our beliefs as parents, balanced with the values of the school in general.

It is a lovely community where my children are making good choices and meeting mostly likeminded children.

My child enjoys school and has developed a good group of friends. I enjoy the fact that I am able to participate in many of the schools activities and have clear lines of communication and easy access to the Principal, HOJS and teachers.

The welfare team are excellent in both the Junior and Senior school. The Junior school principal is open to discussion and promptly attempts to resolve issues.

The caring nature of the school and the music program.

I trust the school always puts my child's best interest first and foremost.

The caring environment I know my child is being educated in.

I like that my children know and are known by all the teachers and that they feel a great sense of belonging. They also enjoy the friendship of students of all different grades. They also love their co-curricular activities.

Love the school, teachers and leaders. Nothing to add.

My daughter had a really great and caring experience being part of the Inaburra School life. Thank you.

The high academic level, the good values, the valuable friends with good values and upbringing my child has.

Our son has enjoyed learning at Inaburra, as it is a Christian and safe environment where he has developed great relationships with his teachers and friends.

The small group of teachers and administration staff who do inspire students and go beyond to assist students have enabled us to stay at Inaburra.

The staff and the way they have helped our daughter progress. A very caring school.

I appreciate the way my child has been known and loved as an individual, and how well he has been supported through his teenage years.

STUDENT QUOTES ON WHAT THEY VALUE ABOUT INABURRA

That everyone is respectful to each other.

Music.

Everything.

I can go and talk to anyone and they will listen and try to help me, all Inaburra students are there to support each other and there are many opportunities to be involved in at the school.

I am helped when I don't understand and I love the freedom about where we can sit each day and who we can sit next to. The trust has played a big part because I know that if I have a problem I can talk to any teacher and they will help me.

That the teachers and students are fun and we are always laughing.

I like the sporting facilities.

The Christian encouragement.

I like that it is a very friendly place.

I have my friends here.

I like that everyone is nice and the opportunities in music.

Everyone is nice and that the school is a Christian school.

The freedom to roam around the school.

I like my teacher.

Sport.

The teachers.

My academic results have been strong, and somewhat recognised.

My academic achievements.

Good people.

The friendships forged with my fellow students, and teachers.

The education I have received from the school to assist me with my future learning.

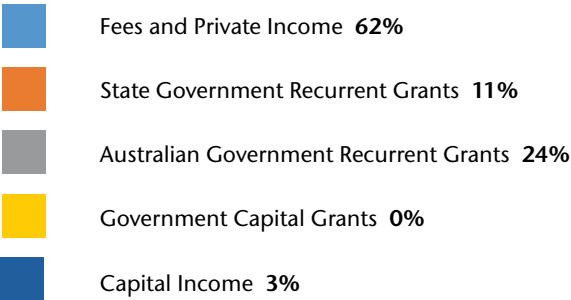
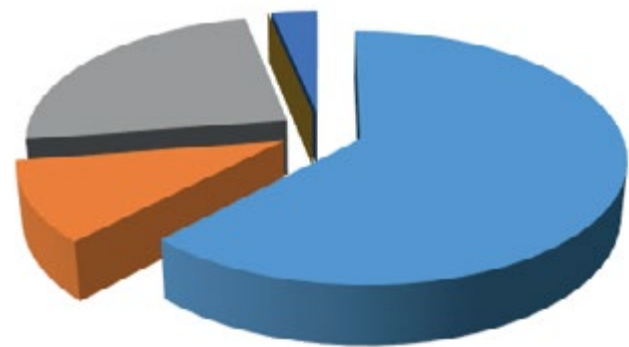
The good reputation Inaburra upholds within the community.

I love Inaburra, I love saying I came here, I love the positive experience I have had in my life at Inaburra.

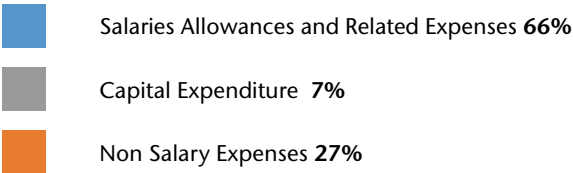
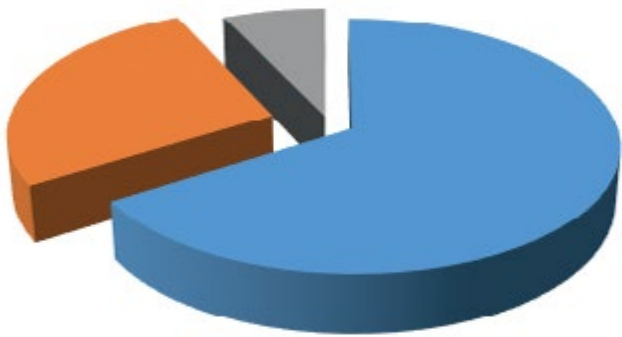
THEME THIRTEEN

SUMMARY FINANCIAL INFORMATION

2016 Recurrent / Capital Income



2016 Recurrent / Capital Expenses





INABURRA VALUES

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

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

We commit to **LOVE**, because Christ first loved us.

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

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

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



INABURRA SCHOOL

A project of Menai Baptists



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