INABURRA FAITH
KNOWLEDGE
LOVE

2024 ANNUAL REPORT

INABURRA SCHOOL

INABURRA SCHOOL

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EVERYONE BELONGS
HARMONY

MESSAGE FROM KEY SCHOOL BODIES

CHAIR'S REPORT

Founded in 1982 as a ministry initiative of Menai Baptist Church (MBC), Inaburra School has grown from humble beginnings to a thriving community of over 1,200 learners. Yet amidst this remarkable growth, the founding vision remains unchanged. Anchored in our enduring partnership with MBC, we continue to live out our mission: to provide a Christ-centred learning community pursuing excellence in education with every individual known and loved.

This mission is far more than a statement; it shapes the rhythm of daily life at Inaburra. It is reflected in the commitment of our staff, the engagement of our students, and the care embedded in our culture. We strive not only to nurture academic achievement, but to support the holistic development of every student, helping them grow into capable, confident, and compassionate individuals.

2024 was a year marked by ongoing stability and renewed momentum at Inaburra. Several key initiatives introduced in recent years began to bear fruit, and the school is flourishing as a result. Among the new ventures was the launch of the HSC Mastery Holiday Intensive Program, an initiative open to Year 12 students from all schools, which saw immediate success and reinforced Inaburra's growing reputation as a leader in academic excellence.

Our Principal, Dr James Pietsch, a committed advocate for learning, continued to guide the school with distinction, supported by an experienced and highly capable executive team. In recognition of his dedicated service, the Board supported Dr Pietsch in undertaking a planned sabbatical during Term 4. This afforded him valuable time for study both domestically and internationally, as well as a period of renewal. Demonstrating the depth of leadership at Inaburra, Mr Chris Smith was appointed Acting Principal during this time and led the school with assurance and effectiveness; a valuable experience for him and a testament to the strength of the broader team.

My sincere thanks go to all Inaburra staff for their unwavering commitment and outstanding service throughout the year, which continues to shape the vibrant and nurturing community that defines our school.

Financially, the school remains in a strong position. This has allowed works to begin on a new Junior School playground, and planning is now underway for the redevelopment of the former Inaburra Preschool site, following its relocation earlier in the year.

The effective operation of Inaburra also depends on a strong finance and administration team. I extend my deep appreciation to our Business Manager, Mrs Louise Hambridge, and her dedicated team, whose work ensures the smooth running of the school's essential operations.

The school's governance is overseen by a committed Board of Directors who meet regularly throughout the year. I would like to express my sincere gratitude to each Board member for their continued leadership and steadfast commitment to the mission of Inaburra.

I am also pleased to report strong progress against our 2022–2025 Strategic Plan. This plan is already delivering meaningful results across academic and co-curricular domains, enriching the experiences of both students and staff. Under the leadership of Dr Pietsch and the Executive, Inaburra continues to move forward with energy, innovation, and a clear vision for the future.

As we look ahead, we do so with great optimism and a deep sense of purpose. Inaburra remains steadfast in its commitment to nurturing young lives through Christ-centred education, academic excellence, and a vibrant, caring community. With strong leadership, a clear strategic direction, and the continued support of our dedicated staff, families, and broader school community, we are well positioned to thrive in the years to come. We give thanks for God's continued blessing and guidance as we journey together into the future.

Mr Steven Russell
Chair of Inaburra School Board

Senior School Musical Production

MESSAGE FROM KEY SCHOOL BODIES

PRINCIPAL'S REPORT

Over the past year, Inaburra School has continued to grow and develop as a learning community focused on being a Christ-centred community, pursuing excellence in education where every individual is known and loved. These three statements contained within our mission statement, continue to drive our decision-making and our planning as we look to the future. Our current Strategic Directions focus was on achieving goals related to these same three areas and in 2024 we saw considerable progress in each of them.

As a Christ-centred learning community, in 2024 we introduced to the school community our four virtues that we are seeking to focus on developing together - generosity, humility, kindness and integrity. Each of these virtues play a key role in how students approach their learning, but are also virtues that prepare students for life – that prepare them to seek the common good and contribute to the development of flourishing communities. We also welcomed to our school Mr Cheung who was appointed as the K – 12 Chaplain. Mr Cheung has had a busy year leading our chaplaincy team, and providing spiritual guidance to students, staff and parents.

Mission Week in 2024 was a great week of engaging with the theme of how the events of 24 hours can change the world. We are also looking forward to seeing what 2025 brings when Mission Week is re-imagined as Foundations Week which will incorporate activities to celebrate the establishment of Inaburra School in 1982.

Our Performing Arts team continue to redefine what is possible in terms of school Musical Productions and this year was no exception. The Senior School's performance of Disney's 'The Little Mermaid' was a great success. It became a singing, dancing, acting and technical extravaganza featuring incredible performances from our students who were ably supported by our staff who looked after lights, sound, promotion, directing, producing, conducting, training and supporting everyone involved to ensure that it was a memorable experience for cast, crew and audiences alike.

2024 also saw our HSC students perform exceptionally well in their final HSC examinations. It was pleasing to see this year's cohort establish such a supportive learning culture amongst themselves, encouraging one another to remain focused, persevering with their studies and allowing their intellectual curiosity to guide them as they wrote essays, solved problems, and created incredible major works over the course of Year 12. 2024 saw the inaugural HSC Mastery program in the first week of July at which nearly 100 HSC students (including students from other schools) took part in a week of lectures and time to study and ask questions of teachers available throughout the week. Back in 2022, we provided our Stage 6 students with four additional lessons a fortnight so that in every subject students were allocated eight periods rather than the seven periods required to meet NESA requirements. Recently, we have also seen more of our Stage 6 students making use of the Learning Commons, developing study habits that have served them well throughout their final years at school.

In 2024, we also saw a dramatic increase in the resourcing of our Learning Support team, and this will continue in 2025. While our HSC results, as reported in the media, were very good in 2024, they do not tell the whole story. Such reporting focuses only on Band 6 results, achieved by our high performing students. Yet what we also saw in 2024 was students across the whole year group doing better when compared with their Year 10 results. Each year we collect a measure of how well students perform relative to their performance in Year 10. Typically, about 70% of students either meet the expectations we have of them (based on their Year 10 results) or exceed them. In 2024, this number jumped dramatically to 88%. This suggests that the improvement was evident for all students, not just our high achieving students. It reflects the fact that the support we provide to our students, whether they struggle with learning or find it relatively straightforward, is enabling them to redefine their potential in the HSC.

Finally, in terms of building a community in which every individual is known and loved, we continue to build both the physical and social fabric of our community through a range of building projects and initiatives designed to promote greater social cohesion and a sense of belonging. In terms of physical spaces, by the end of the year, progress had been made towards completing a new block of toilets in the Senior School, where students now have access to an additional nineteen individual cubicles. We now have no shared bathrooms in the Senior School, meaning that all students can use brand new, individual toilets when required. By making these changes, we have now removed one of the traditional spaces in which incidents in the playground can take place – our toilets are now a safe space for all students to use.

In the Junior School, significant progress has been made on demolishing houses in preparation for building additional playground spaces. We look forward to these spaces being available for our Junior School students to use in 2025.

In terms of other programs and initiatives, across the school our students have been supported by our wellbeing team, including our counselling team which has seen us welcome a number of new staff in 2024. We now provide counselling services which are over and above the recommended guidelines set by the APA (Australian Psychological Association), and now have two counsellors in the Junior School and four counsellors in the Senior School. With our restructuring of roles in the Senior School, our Directors of Wellbeing, working in conjunction with the Head of Senior School have developed new systems and approaches that are intended to support students' positive engagement in the school community. As well, all students across the Senior School and the Junior School have been engaging with the PERMA Plus model to reflect on their own wellbeing and how they can be supporting one another to be emotionally, mentally and spiritually healthy each day.

I want to finish by acknowledging that the dynamism of our school community has emerged from the collective efforts of school staff, particularly our executive and leadership teams. I am grateful to each and every one of our staff who are extremely dedicated to serving this community, and who seek to be people who embody the virtues I mentioned earlier. We are blessed to be working in a team that is generous, kind, humble, always acting with integrity to be people of love and compassion within our school. It is their efforts and commitment which enable us to look ahead with great confidence and optimism.

Dr James Pietsch
Principal, Inaburra School

"What I value most about Inaburra -
Our experiences with school staff have always been positive. Everyone we have interacted with genuinely loves being at Inaburra. Inaburra Parent 2024

MESSAGE FROM KEY SCHOOL BODIES

SCHOOL CAPTAINS' REPORT

The journey through high school is a turbulent but rewarding experience. It would be naive to suggest that there have not been challenges but one way or another it has been the support and encouragement of every single one of our peers that has guided us all through both the tough times and the good. For us, this year group has become a team, one that carries each member through all of life's ups and downs.

Dr Pietsch, thank you for encouraging us to become the team we are now. Your guidance and support of our cohort as we have undertaken the last 6 years of our schooling has been incredible. We are grateful for your dedication to us and the gracious way you have led our school.

To Mr Smith, we share our immense gratitude for the way in which you have led the Senior School with humility and love over the past few years. We are so lucky to be at a school where the Head of Senior School is actively engaged within the school community.

To Mrs Clarke, we would like to acknowledge all your efforts in your role as Director of Welfare and more recently as the Deputy Head of Senior School. You have been with us since day one and we have been so blessed to have you walking beside us throughout our Inaburra journey.

We would like to extend our thanks to our Stage Coordinator, Mrs Grant, for the tireless effort she has put into supporting our Year Group, and the countless hours of organisation she has endured to help make our last year of school as amazing as it has been.

To our Year 12 Year Advisors, Ms Masters and Mr McOrist, thank you for all that you have done for us over the past few years. Your hard work and dedication has not gone unnoticed. We would also like to extend our gratitude to Mr Barber and Ms Aliferis, who guided and shaped us during our formative years of high school. We have not forgotten your support of us and we thank you for your dedication.

To the team of Home Group and classroom teachers who have supported us for the past six years, thank you for going above and beyond to support our learning and growth as individuals and as a cohort.

To the support staff who work tirelessly behind the scenes, we are so grateful for all you do to make the school run smoothly. To the office staff, sick bay team, maintenance staff, communications team and tech team, thank you for all you do to help our school run efficiently. We could not do what we do without you and we appreciate all the hard work you put in every day.

We would also like to thank our parents. You have been with us through the setbacks and successes, and we are extremely grateful you could support us throughout our journey. We are incredibly humbled by your generosity of time and physical and emotional support throughout our high school journey.

This year we chose to support *Youth off the Streets*, a charity created by Father Chris Riley in order to combat the rising numbers of homeless and disadvantaged youth within Australia. Through a combination of food stalls, guessing competitions and even ice bucket challenges, we were able to fundraise over $8,000. We could not have achieved this without the support of the Inaburra community, and it is thanks to them that we have been so humbled to create a positive impact on the wider community.

As we look ahead into the next chapter of our lives we want to lean on the values of unity and collaboration that we have grown so strong in over this past year. From Corinthians 12:26-27 - *And if one member suffers, all the parts share the suffering; if one member is honoured all rejoice with it. Now you collectively are Christ's body, and individually you are members of it, each with their own special purpose and function.*

It is our prayer that as we conclude our time at Inaburra that the friendships we have formed over our journey together will carry us through the months and years ahead.

Rachael Coote and Samuel Jones
Inaburra School Captains 2024

THEME 1 - CONTEXT

Prefect Leadership team

Charity fundraising for Youth off the Streets

Year 12 Graduation

Rachael Coote at Year 12 Graduation

THEME 1 - CONTEXT

CONTEXTUAL INFORMATION INCLUDING 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.

At Inaburra, we aspire to be a transformational learning community growing in wisdom and love, focused on character growth. Wisdom is gained by thinking, questioning, communicating, collaborating, striving and serving. Love is expressed through humility, kindness, generosity and integrity. By fostering these attributes, we seek to help individuals grow as both learners and people serving the common good.

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.

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 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.

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'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.

Inaburra has an open enrolment policy, welcoming students from a wide range of backgrounds and levels of academic aptitude. At the end of 2024, enrolments were sitting at 1,223 students drawn from approximately 829 families. Most of these families live locally in the Sutherland Shire. The school had a CTC score of 122 in 2024.

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 wide range of electives in Years 9-12 that give students opportunities to explore areas of particular interest. Inaburra also has a Learning Enrichment and Support team led by our Director of Student Services K-12, who is also a trained psychologist. The team comprises 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 Independent Primary Schools

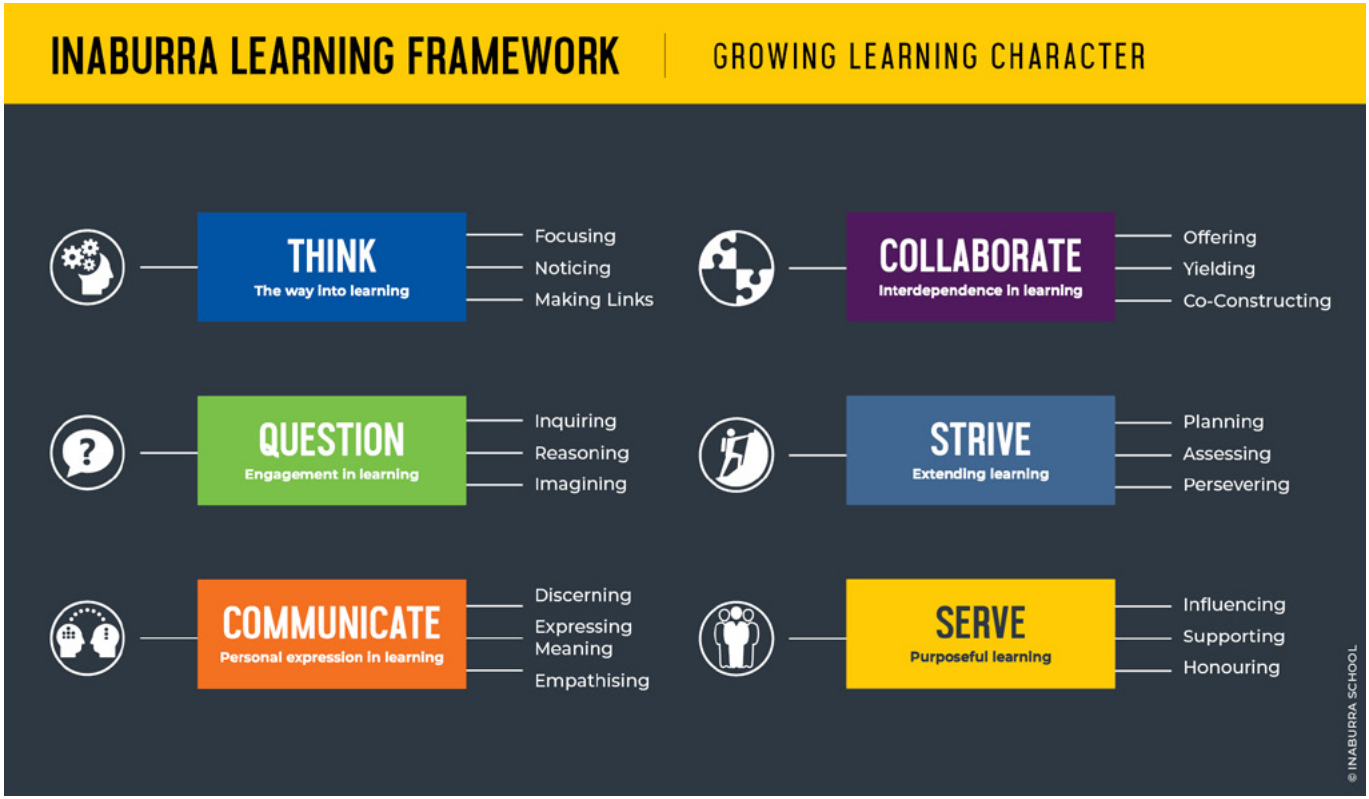
Heads Association (IPSHA), Christian Schools Sporting Association (CSSA), Combined Independent Schools (CIS) and the NSW All Schools competitions. Students from Inaburra regularly represent the School or their local clubs at national level; the School community is very supportive of our elite sportspeople.

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.

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, House Captains in both Junior and Senior Schools, Year 9 Leaders and School Prefects. Students participate in a number of camps during their time at Inaburra, culminating in a Year 12 study camp shortly before the HSC Trials. Inaburra has developed a Global Education program (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 2 - OUTCOMES AND RESULTS

STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

In March 2024, 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).

TABLE 1: NAPLAN RESULTS

2024	Reading		Writing		Spelling		Grammar		Numeracy	
Year 3	450		436		431		455		437	
	432 - 468		421 - 452		414 - 448		436 - 474		422 - 453	
	SIM 444	ALL 404	SIM 444	ALL 416	SIM 431	ALL 4041	SIM 451	ALL 409	SIM 435	ALL 404
Year 5	521		509		516		528		526	
	507 - 536		496 - 523		503 - 529		512 - 543		514 - 539	
	SIM 528	ALL 492	SIM 515	ALL 415	SIM 515	ALL 486	SIM 534	ALL 498	SIM 524	ALL 489
Year 7	570		575		559		577		581	
	560 - 581		563 - 587		548 - 570		565 - 589		571 - 592	
	SIM 574	ALL 535	SIM 576	ALL 540	SIM 567	ALL 540	SIM 578	ALL 537	SIM 580	ALL 540
Year 9	585		601		579		577		594	
	575 - 596		5807 - 614		568 - 567		565 - 589		584 - 604	
	SIM 604	ALL 565	SIM 615	ALL 574	SIM 591	ALL 567	SIM 565	ALL 589	SIM 607	ALL 565

How to interpret this chart:

SIM Students with similar background

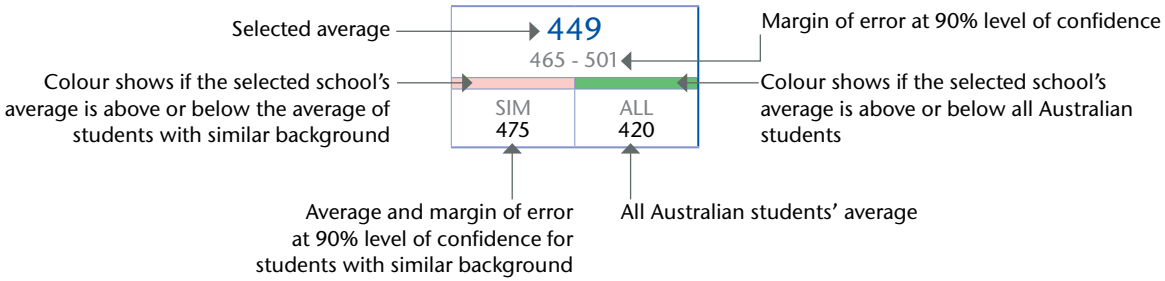
ALL All Australian students

[–] Student population below reporting threshold

[ ] Year level not tested

Selected school's average is:

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



SENIOR SECONDARY OUTCOMES

Record of School Achievement (ROSA)

In 2024, all 134 Year 12 Inaburra enrolments achieved the School Certificate (HSC) and were issued with a RoSA from the NSW Educational Standards Authority as they concluded their secondary schooling.

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; a record 70,000 students completed the HSC in 2024. All Inaburra students are encouraged to work towards gaining their HSC and as a non-selective school, our students have a range of ambitions: post-school plans 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 2024, 134 Inaburra students completed HSC subjects across 39 courses in STEM subjects, languages, the creative arts, human society and its environment, personal development, health and physical education and VET courses. 30 Year 11 students 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 achieved HSC examination means above the State mean in 78% of the courses completed by our students.

The table opposite contains results data for each subject completed at Inaburra in 2024 and compares the mean results with the 2023 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 2024.

TABLE 2: HSC RESULTS

SUBJECT	No. of students	HSC Exam Average % (2023)		HSC Exam Average % (2024)		% in top two bands (2024)	
	2024	School	Statewide	School	Statewide	School	Statewide
Ancient History	9	79.46	71.44	74.91	72.92	33	37
Biology	34	79.62	73.3	80.11	73.89	59	36
Business Studies	24	77.98	73.77	77.19	73.45	42	37
Chemistry	18	79.6	74.13	74.78	74.33	33	39
Chinese Continuers	2	78.7	84.03	79.7	85.58	50	79
Community and Family Studies	18	78.27	74.46	82.4	74.48	72	36
Dance	3	87.96	82.3	88.87	82	100	67
Design and Technology	7	80.42	77.16	74.37	77.25	14	48
Drama	11	88.2	81.12	87.62	81.85	100	62
Earth and Environmental Science	8	-	-	74.35	72.9	13	33
Economics	24	74.5	76.76	76.62	77.35	46	52
Engineering Studies	13	73.47	74.27	76.94	74.25	15	32
English Advanced	101	80.99	81.73	81.54	82.03	63	68
English Extension 1 (*out of 50)	14	42.17	42.17	43.92	42.42	100	96
English Extension 2 (*out of 50)	4	42.2	40.07	45.3	40.7	100	87
English Standard	33	71.04	70.12	71.62	71.4	3	13
Food Technology	11	82.86	72.9	81.65	72.94	55	32
History Extension (*out of 50)	7	40.28	39.79	44.3	40.16	100	86
IT (Multimedia/Timber)	27	76.52	70.87	76.43	70.77	37	23
Legal Studies	17	78.83	75.27	81.55	75.55	65	44
Mathematics Advanced	77	78.22	78.04	78.53	78.43	43	50
Mathematics Ext 1	40	77.68	77.78	77.55	79.94	80	80
Mathematics Ext 2	12	69.14	82.2	81.7	82.58	83	86
Mathematics Standard 2	48	75.55	71.76	72.31	71.63	21	29
Modern History	31	75.13	72.78	77.82	75.02	48	39
Music 1	7	93.04	82.09	93.06	81.49	100	68
Music 2	5	83.7	86.08	84.4	86.13	80	84
Music Extension	2	-	-	34.7	45.32	50	97
PDHPE	37	75.91	72.98	80.74	74.03	54	35
Physics	23	71.47	74.81	74.62	73.75	26	38
Science Extension (*out of 50)	3	43.45	37.36	40.37	38.03	100	82
Software Design and Development	13	-	-	79.82	74.22	54	38
Studies of Religion 1 Unit	23	40.32	38.8	40.3	38.35	65	44
Textiles and Design	12	87.51	77.88	83.92	76.81	67	50
Visual Arts	26	85.17	81.49	87.82	81.9	100	67

HSC NOTABLE ACHIEVEMENTS IN 2024

Outstanding ATAR results

- 11% of students achieved an ATAR of 95 or above
- 30% of students achieved an ATAR of 90 or above
- 50% of students achieved an ATAR of 80 or above
- Highest ATAR 99.05

Other notable aspects of the HSC results for 2024 include:

- 62 Distinguished Achiever results where students achieved an HSC mark of 90 or above (Band 6) in specific subjects.
- 11 courses where all students achieved in the top two bands.
- 11 students achieved Band 6 in four or more of their courses.
- 6 students achieved their Certificate III in Sport Coaching.
- 89% of students in extension courses achieved in the top two bands (or notional bands).
- 27 courses achieved averages above the state averages (77% of courses)

Outstanding individual results:

- Two students achieved First in Course
- One student achieved All Rounder – Band 6 in all their courses
- One student achieved 100% in the Food Technology exam
- Six students achieved a mark of 97% or above in their HSC courses
- Four students were *Top Achievers*
- 11 students achieved Band 6 in four or more courses

HSC Showcase Nominations

Dance

Nominated for possible inclusion in Callback.

- Kate Leong – Core Performance, Core Composition and Major Study Performance.

Drama

Nominated for possible inclusion in OnSTAGE.

- Jessica Bulmer – Individual Performance
- Tara Dunn – Individual Performance
- Hannah Luscombe – Individual Performance
- Sara Petrovski – Individual Performance
- Jayden Bates, Samual Jones, Sara Petrovski and Cameron Sprod – Group Performance
- Jessica Bulmer, Tara Dunn and Hannah Luscombe – Group Performance

Industrial Technology – Timber and Furniture

Nominated for possible inclusion in SHAPE.

- Conor Kremmer
- Nicholas Ricci

Industrial Technology – Multimedia

Nominated for possible inclusion in SHAPE.

- Alexis Kyte – Multimedia
- Christopher Myers – Multimedia
- Tarquin Spieker – Multimedia

Textiles and Design

Nominated for possible inclusion in SHAPE.

- Ella Francesconi
- Annabel Langley
- Alexis Paltoo
- Amy Clark

Music

Nominated for possible inclusion in ENCORE.

- Garrick Hinton
- Sara Petrovski
- Kai Taylor

Visual Arts

Nominated for possible inclusion in ARTEXPRESS.

- Sienna Burrell
- Alicia Carroll
- Malia Haining-Kelly
- Hannah Luscombe

Selected for inclusion in ARTEXPRESS

- Hannah Luscombe – Art Express at the Art Gallery of NSW and following this, the regional tour in Mudgee.
- Sienna Burrell – Art Express at Hazelhurst Art Centre and following this, the regional tour in Mudgee.

POST SCHOOL DESTINATIONS (YEAR 10 - 12)

- 78% of students had offers in the official UAC rounds (up by over 10% from the previous year)
- 168 offers in official UAC rounds of which 42% were accepted
- 252 early offers were made to students
- 22% acceptance rate (27 of 121) reported by three Universities that shared their enrolment uptake from early offers to students
- A minimum of 99 students (74%) are either enrolled or have a course deferred at University
- Students not attending university are enrolled in a combination of TAFE (eg: Nursing), College, Apprenticeship and Traineeship programs (eg: plumbing), or are working (eg:Hospitality).
- 14 students received Schools Recommendation Scheme (SRS) offers
- A total of 434 offers were made to students, averaging 3.2 offers for every student in the cohort

TABLE 3: POST SCHOOL DESTINATIONS

University	UAC Round Offers		Early Offers	
	% Offered	% Offer Acc/Defr	% Offered	% Offer Acc/Defr
University of Wollongong	8	15	31	18
University of Technology Sydney	27	56	22	**
Western Sydney University	10	41	22	**
University of NSW	9	67		
Macquarie University	10	19	11	21
University of Sydney	20	39		
University of Notre Dame	1	*	6	43
Australian Catholic University	12	50	8	**
University of Newcastle	1	100		
Charles Sturt University	1	0	**	**
International College of Management Sydney	1	*		
Australian National University	1	0	**	**
University of New England	1	0	**	**
Torrens University Australia			**	**

THEME 3 - STAFFING

TABLE 4: NESA TEACHER ACCREDITATION

Level of Accreditation	Number of Teachers
Provisional	0
Conditional	5
Proficient Teacher	52
Experienced Teacher	90

TABLE 5: WORKFORCE COMPOSITION

School Staff 2024	Number of Staff
Teaching Staff	147
Full-time equivalent teaching staff	125.4
Support Staff	84
Full-time equivalent support staff	58.5
Staff self-identifying as Aboriginal or Torres Strait Islander	1

THEME 4 - ATTENDANCE

TABLE 6: STUDENT ATTENDANCE RATES YEARS 1-10

Year Level	2024 Attendance Rate %
Year 1	94.2
Year 2	93.7
Year 3	93.6
Year 4	93.3
Year 5	92.4
Year 6	90.4
Year 7	91.9
Year 8	89.8
Year 9	90.5
Year 10	89.7

TABLE 7: MEAN ATTENDANCE RATES YEARS 1-10

Year	Year Level	Mean Attendance Rate %
2024	Year 1-10	91.3
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

TABLE 8: STUDENT RETENTION RATES YEARS 10 -12

Year	Year Level	Retention Rate %
2024	Year 10-12	85
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.

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

> What I value most about Inaburra -
> I value the support I have been given and connection I have made with the school counsellors and my teachers. Inaburra Student 2024

THEME 5 - SCHOOL POLICIES

SCHOOL POLICIES

The following school policies are publicly available on the Inaburra website:

- Anti-bullying / Harassment of Students Policy
- Child Protection Policy
- Child Safe Policy
- Discipline Policy
- Enrolment Policy
- Gender Equality Policy
- Grievance Policy - Parents and Students
- Privacy Policy
- Whistleblower Policy

THEME 6 - STAKEHOLDER SATISFACTION

PARENT AND STUDENT SATISFACTION

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 2024, 124 parents and 298 students from selected year groups participated in surveys and provided views on areas such as academic performance, pastoral care, Christian life, extra-curricular activities, communications, reputation and facilities.

Parent/Student comparison

	2024 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.	**2024 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	76% of parents noted their expectations were met or exceeded in relation to the quality of teaching	81% of students noted their expectations were met or exceeded in relation to the quality of teaching
2	85% of parents noted their expectations were met or exceeded in relation to the focus on student wellbeing, providing a safe and caring environment	81% of students noted their expectations were met or exceeded in relation to the focus on student wellbeing, providing a safe and caring environment
3	78% of parents noted their expectations were met or exceeded in relation to the Principal's leadership	83% of students noted their expectations were met or exceeded in relation to the Principal's leadership
4	92% of parents noted their expectations were met or exceeded in relation to a balanced education	83% of students noted their expectations were met or exceeded in relation to a balanced education
5	90% of parents noted their expectations were met or exceeded in relation to the School's values	84% of students noted their expectations were met or exceeded in relation to the School's values

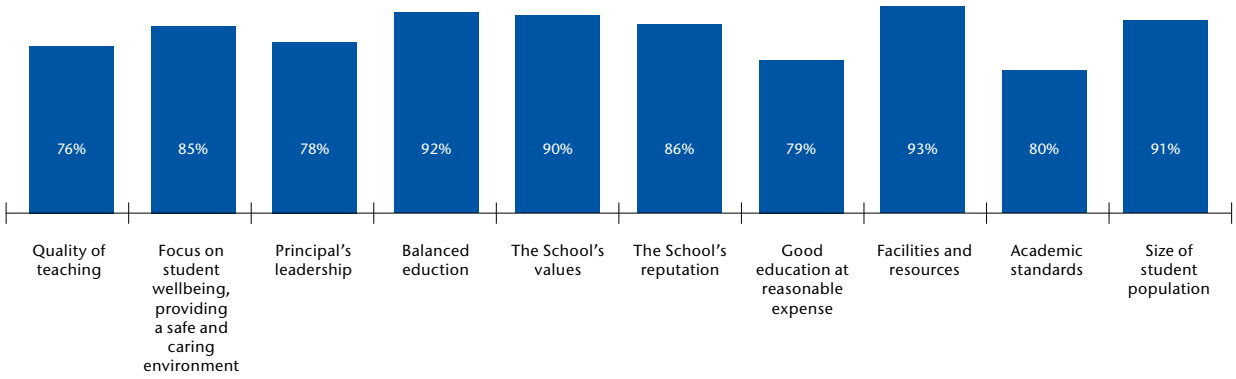
Parents and Students most valued aspects of Inaburra School

2024 Inaburra Parents - What do you value most about your association with the School? (Top five)	**2024 Inaburra Students** - What do you value most about your association with the School? (Top five)
Safe, caring and supportive environment	Friendships/connections developed between students, staff and/or parents
Quality of teachers and staff	Quality of teachers and staff
Academic curriculum and standards	Academic curriculum and standards
Child's happiness attending school	The School community
Friendships/connections developed between students, staff and/or parents	Experience at the School

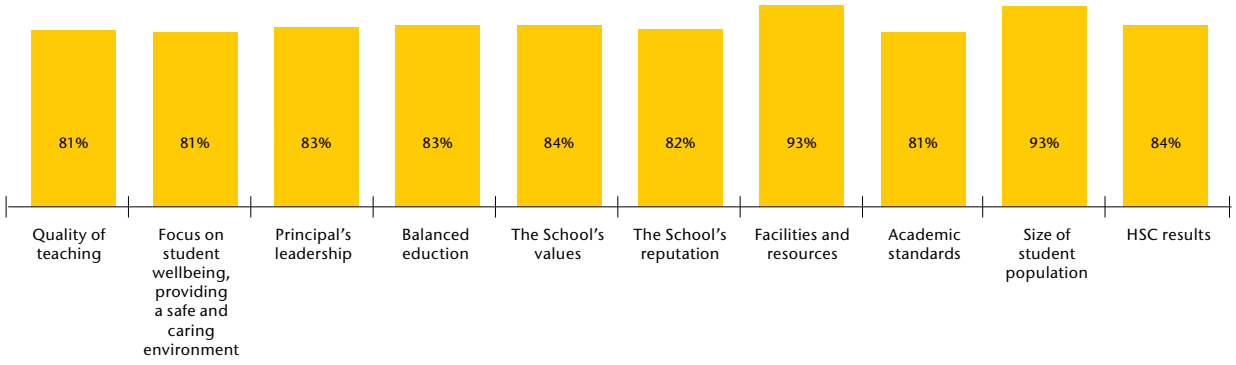
THEME 6 - STAKEHOLDER SATISFACTION

PARENT AND STUDENT EXPECTATIONS - MET/EXCEEDED

2024 Inaburra School Year 6/9/12 Parents - Expectations Met/Exceeded - Top 10 (n=124)



2024 Inaburra School Years 9 and 12 Students - Expectations Met/Exceeded - Top 10 Areas (n=233)



THEME 6 - STAKEHOLDER SATISFACTION

PARENT AND STUDENT SATISFACTION

Parent quotes on what they value about Inaburra School

My student is happy with friendships and overall learning opportunities at school. As long as the school continues to foster a positive learning environment and challenges students to be their best I am happy.

The PDHPE team! I really think they need a special shout out. Mr Tolhurst, Mr Wadds, Mrs Clarke and Mrs Grant are all a tremendous asset to the school. I think they really do care about the students, they seem to be a cohesive team and always go above and beyond for the students. In Year 11 and 12, they mark homework and actually provide written feedback to the students. At the end of the day, our children enjoy going to school. I think that really is very important.

Our experiences with school staff have always been positive. Everyone we have interacted with genuinely love being at Inaburra.

Student care, parent/teacher communication.

The teachers, leadership, opportunities and wellbeing of the students. Also that they are always trying to make improvements.

Sense of community, interaction and family participation with the school. Friend cohort my children have been able create. Overall opportunities afforded my children.

The friendly staff. The varied subjects on offer to cater for all learner style and types.

The friends we have made as a family with other likeminded families.

I am thoroughly impressed with the Senior leadership team of the school. They are always accessible and willing to discuss and help wherever possible. Given they are responsible for managing their respective part (or all) of the school, I am impressed that they know so many students and parents individually. Inaburra is a big school and for the senior leadership team to spend time getting to know whole families shows their dedication to the school and to the wellbeing of the entire school community.

Welcoming community, academically sound, wide variety of extra-curricular opportunities.

Pastoral care and environment for academic success.

Student quotes on what they value about Inaburra School

I've made many new friends and got to do some fun activities. I value that they take our learning seriously.

Music - Art – Sport.

Faith, education, friends.

Academic achievement and the school's reputation.

Getting to learn with really experienced teachers.

I appreciate it's a strong Christian community and the way the teachers always go above and beyond.

I have loved the connections I made with my teachers and students.

I value the support I have been given and connection I have made with the school counsellors and my teachers.

I've enjoyed my experience in the Musicals and Senior Stage Band.

The friendships I have made with my peers and the relationships I have developed with my Year 12 teachers.

The learning opportunities (enrich and extension) programs I have been provided this year (FPS national finals, Da Vinci Decathlon) have greatly enhanced my learning experience.

I love the great learning experiences that Inaburra offers, and all the great teachers.

I love the Music and Dance programs and I love spending time with my friends.

INABURRA SCHOOL

WORKFORCE CULTURE

Workforce Culture Responses collected: 123
Collectively, how do employees feel about their school's culture, their role and the school's workforce overall today?

In one word, how would you describe your school's culture overall today?

	Your School	Benchmark	Common Example
Positive	83%	68%	"Collaborative"
Neutral	1%	7%	"Ordinary"
Negative	16%	25%	"Confrontational"

In one word, how do you feel about your role in the school workforce today?

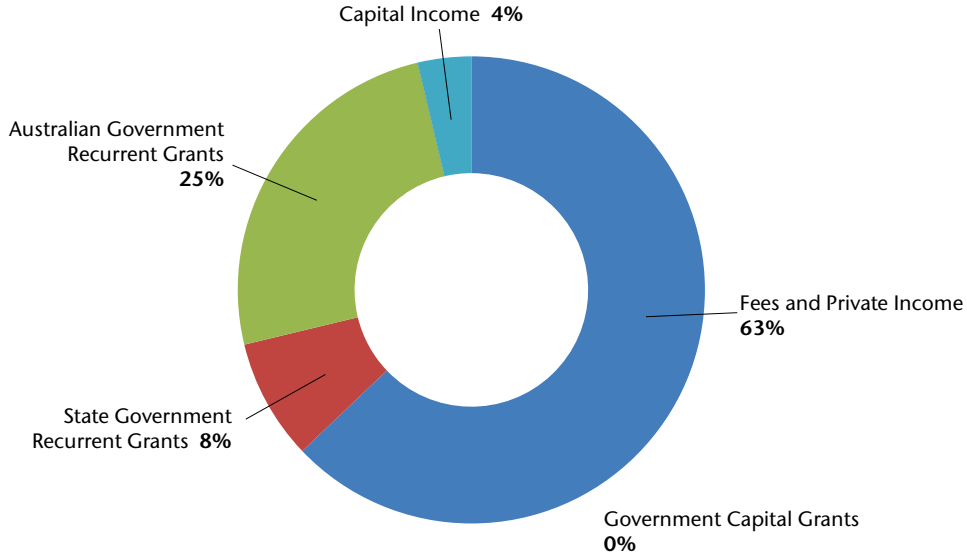
	Your School	Benchmark	Common Example
Positive	81%	68%	"Energised"
Neutral	2%	5%	"Fine"
Negative	16%	28%	"Overwhelmed"

In one word, how do you feel about your school's workforce overall today?

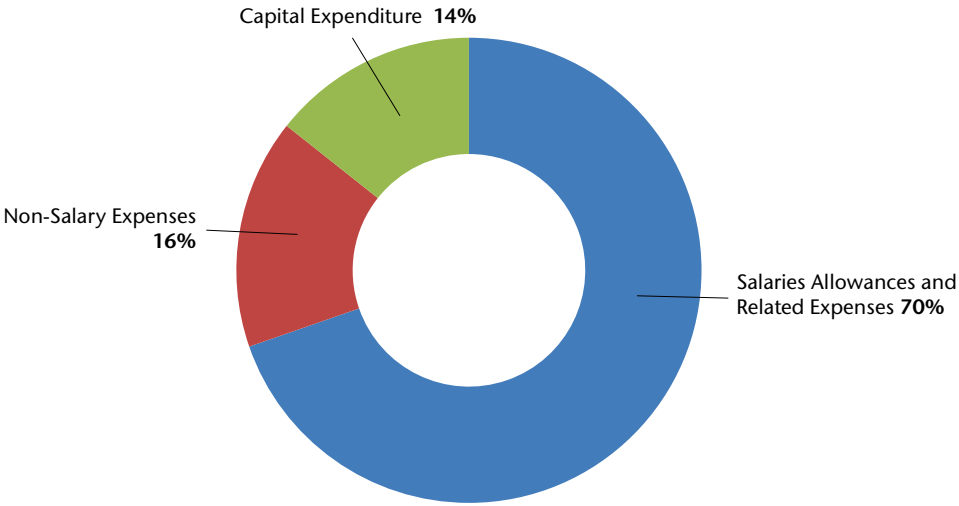
	Your School	Benchmark	Common Example
Positive	75%	64%	"Optimistic"
Neutral	5%	6%	"Unsure"
Negative	20%	30%	"Concerned"

THEME 7 -SUMMARY FINANCIAL INFORMATION

2024 RECURRENT / CAPITAL INCOME



2024 RECURRENT / CAPITAL EXPENDITURE



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