

Keen minds Faithful hearts

2012 ANNUAL REPORT



DANEBANK

An Anglican School for Girls



REPORTING AREA 1:

A message from Key School Bodies



The Danebank arena is a culture founded firmly of the teachings of Christ and it is the Christian world view that is the backdrop for our girls. The Bible promises us that "those who hope in the LORD will renew their strength. They will soar on wings like eagles; they will run and not grow weary, they will walk and not be faint", Isaiah 40:31. May all of our girls hope in the Lord as they soar on wings like eagles.

Statement from the Principal

Citius - Altius - Fortius - three Latin words. You may be more familiar with the English translation Faster - Higher - Stronger. They form the Olympic motto and, in some ways, would appear to be an apt description of life at Danebank in 2012. They also reflect the vision for our School that is presented in the Strategic Planning documentation that was developed in 2012.

Faster, Higher, Stronger – in many ways these words express what we all desire and yet there is a part of us that longs for more. Having adopted the 'faster, higher, stronger' motto with which we are all familiar, another less well-known motto, also introduced by De Coubertin, is, "The most important thing is not to win but to take part!" Together the two Olympic mottos, Faster - Higher - Stronger, and "The most important thing is not to win but to take part!" summarize the past year at Danebank. 2012 has been a year when the girls, the staff and all members of the wider Danebank community have taken part and have gone faster, higher and stronger.





Danebank makes extensive use of longitudinal, qualitative and quantitative research to underpin development and change to ensure that we offer best practice in the education of girls in a Christian learning environment. This has been evident in the professional development undertaken by staff that is related to teaching and learning.

This year Danebank has been at the forefront of educational opportunity and achievement. In 2012 we adopted a new learning paradigm that supports critical thinking and collaborative learning. Innovation and creativity have been evident across many areas of School life this year and this has drawn the attention of other schools and the media. In 2012 Danebank embarked on a program to introduce and integrate appropriate technology such as iPads. Surveys of staff and students have already provided early indications that the initiatives have increased student engagement with learning and improved outcomes. Across the School, students are engaging with new ways of acquiring and revealing their knowledge and understanding through the work of their teachers, through the internet and through visiting speakers such as Dr Lisa Harvey Smith an astrophysicist with the CSIRO and the Australian Square Kilometre Array Project.

Baron Pierre de Coubertin, the father of the Modern Olympics, in trying to explain the significance of the Olympic torch, presented it as "the light of spirit, the light of knowledge, and the light of life." The Danebank torch shines





the light of knowledge to illuminate the way to the future through service to others. The girls have also excelled in artistic and sporting pursuits ranging from: the Junior School Showcase Performance Evening to the Senior School production of 'Thoroughly Modern Millie'; from nominations for On Stage, Callback and InTech displays to the Dragon Boaters winning three gold and two silver medals in the International Crew Championships in Hong Kong.

We all know that although successes in academic results, sporting endeavours and creative pursuits are important, they are only as small part of life. Danebank seeks to develop young women in a nurturing community. I have used the words of the song, Your Raise Me Up, throughout the year as I have encouraged all the girls to see that they have the power to help each other to be more than they can be on their own. Danebank 2012 has been a year for all to say,

*You raise me up so I can stand on mountains, you raise me up to walk on stormy seas,
I am strong when I am on your shoulders, you raise me up to more than I can be.*

Mrs Maryanne Davis, Principal





Statement from the Chairman of Danebank School Council

Danebank an Anglican School for Girls is owned by the Anglican Diocese of Sydney. The Diocese has devolved responsibility for the school governance to the Sydney Anglican Schools' Corporation, a body established by the Diocese, to govern 15 other similar schools.

The Danebank School Council is appointed by the Corporation and is comprised of men and women who work

tirelessly for the development of the School. Council members include ordained clergy, educators, engineers and people from the business world. Some of the Council members have, or have had, children attend the School. All Council members serve as volunteers and receive no remuneration. In 2012 the School Council met ten times. The governance responsibilities of the School Council include maintaining, improving or developing, the vision, mission and strategic directions of the School.

Throughout 2012 the council worked on the development of the school's strategic plan. The core elements of the Danebank mission and values were confirmed. The School's mission is that it is a Christian School which provides quality, affordable education that will equip girls for all aspects of life.

The new Strategic Plan was finalised and included:

- ❖ The importance of the Christian faith as it underpins and guides all that we do at the School;
- ❖ A comprehensive approach to education for students of all abilities;





- ❖ The development of an innovative teaching and learning program that includes opportunities for academic, spiritual, technical, sporting, outdoor education, creative and performing arts experiences which will equip students to be effective, contributing citizens of the 21st century;
- ❖ Provision for effective pastoral care for students of all ages;
- ❖ The importance of employing and retaining excellent, caring and highly qualified teachers;
- ❖ The importance of ensuring appropriate management and development of financial and physical resources;
- ❖ The development of a master plan for facilities and resources.

The School's motto is, *Ut Prosim, That I May Serve*. The School Council encourages service as part of the teaching and learning experience at Danebank. Girls undertake service learning projects, awareness-raising exercises and fund raising for others. In 2012 Danebank Council and the School community also provided support for a school in Tanzania, Katoke Lweru Secondary School.



The School Council members are themselves examples of *Ut Prosim* in action and I thank the members for their contribution to the school.

Dr Canon Don Anderson, Chairman





Statement from the Student Representative Council

The SRC holds fortnightly meetings at which students propose service activities in support of a range of worthy causes. The contributions and events for 2012 were:

- ❖ Organised Clean Up Australia "Schools Clean up Day" in February;
- ❖ Staff vs Students netball game in April and Mufti Day in May raising \$1250 for Anglican Aid (Overseas Fund);
- ❖ Mufti Day in August \$946 for Bear Cottage (Westmead Children's Hospital);

- ❖ School Dance in July raised \$4500 for scholarships for Katoke Lweru Secondary School Scholarships. SRC also sponsored boarding for some Katoke students;
- ❖ Donations were made on behalf of the School to the Lioness Club of Sutherland Shire (\$250) and Rotary Club of Hurstville (\$200) to support their activities for disabled children;
- ❖ Winter sausage sizzle raised \$590 and sausage sizzle on House Festival Day raised \$612;
- ❖ Gelato Day in Term Four raised money for the Nicole Fitzsimmons Foundation;
- ❖ Contributions of \$250 made also to World Wildlife Fund, the Australian Mitochondrial Association, Youth off the Streets, Beyond Blue, Guide Dogs NSW;
- ❖ SRC paid for postage of Christmas Boxes for Samaritan's Purse.

The SRC also:

- ❖ Had input into the School's Master Plan;
- ❖ Purchased a second refrigerated water machine for the school grounds.





Statement from the Parents and Friends Association

2012 was another busy year when parents' contributions to the school were greatly appreciated. The Association views itself as a fund-raising organization but also, and perhaps more importantly, a vehicle to build community spirit. We aim to support the school and we have seen tremendous goodwill emerge through all of the Association's work.

Major projects in 2012 have been the annual Golf Day, Cocktail Party for new parents, the Autumn Fair and the Trivia Night. Members of the Association co-ordinate smaller events such as the Mother's Day and the Father's Day stalls, Entertainment Books and various other projects. The Association supports school events such as drama evenings and Junior School Disco by managing refreshments, as well as supporting the running of the Uniform Shop which provides both new and recycled uniforms for the girls.



During 2012, the Association arranged termly Parent Coffee Mornings at which parents met to discuss school matters with each other and with the Principal, Mrs Davis. The meetings were gratifying as parents have contributed to the ongoing development of the school. In particular parents enjoyed sessions that dealt with technology in the classroom.





In 2012 the P&F generously donated \$165,000 to the School. This supported students chosen for elite sporting events in athletics, swimming and dragon boating, sponsorship of the School's student leaders to attend the Alliance of Girl's School Leadership Conference and the provision of numerous items of equipment for the school.

As President of the Danebank P&F, I would like to thank the Committee and the many parental volunteers who supported the School throughout the year.

Mr Glenn Simpkin, President





REPORTING AREA 2:

Contextual information about the school



Danebank, an Anglican School for Girls, is non-selective and enrolls students from Pre-Kindergarten to Year 12. In 2012 there were 347 students in the Junior School and 566 (including 6 FF students) in the Senior School and the remainder were in the Preparatory School (Prep).

Danebank is widely acknowledged in the St George and Sutherland Shires for its nurturing, Christian environment, excellent academic outcomes, educational innovation and fine facilities. Students are supported and challenged in dynamic learning situations to become confident, articulate, successful women who will take leading roles in the wider community.

Danebank has a strong academic tradition with over 90% of graduates qualifying for university, leading to professional careers. Danebank scores well above state averages in all academic measures. In the 2012 Higher School Certificate, more than 80% of the year group scored ATARs above 70 and 93% of the year group qualified for university entrance.

Danebank is a thriving educational environment where students are empowered to discover their talents, develop their strengths and maintain the highest personal and academic standards.

A broad extra-curricula program provides students with many opportunities to develop their personal strengths. Students are also challenged to support the school's motto of service, to make a difference in the wider community.

Danebank's impressive campus contains facilities with state-of-the-art infrastructure and equipment especially for Drama, Music, Visual Arts, Technology and Sports, enhancing opportunities for students to excel. In particular, the school has a reputation for outstanding sporting achievements, including at national level.

Danebank provides support for students with learning disabilities through two Life Skills classes in Years 7-12. These 18 students are supported and valued by all sectors of the school community and study a separate Life Skills Program. Full Fee paying overseas students are also welcomed into the secondary school.

School website link www.myschool.edu.au





REPORTING AREA 3:

Student Performance in State-wide and National Tests, Examinations and Competitions

TRENDS 2012

% OF STUDENTS WHO ATTAINED NATIONAL MINIMUM BENCHMARKS OR HIGHER IN 2012				
NAPLAN	YEAR 3	YEAR 5	YEAR 7	YEAR 9
Overall Literacy	100	94	100	99
Overall Numeracy	100	94	100	100





TRENDS 2009-2012 *(continued)*



HIGHER SCHOOL CERTIFICATE – PERCENTAGES OF BAND 5 AND 6				
COURSE	2009	2010	2011	2012
Ancient History	61.53	53.33	63	28.12
Biology	46.53	51.84	46.34	37.2
Business Studies	64.5	73.06	56.09	68.56
Chemistry	51.71	65.62	61.75	40.62
Design & Technology	83.32	88.88	75	100
Drama	94.28	41.66	70	70
Economics	43.18	28.94	30	100
English Standard	76.73	100	82.6	57.89
English Advanced	100	100	100	85.47
English Extension 1	100	100	100	86.66
English Extension 2	75	50	100	100
Food Technology	-	33.32	-	60
French Beginners	50	-	50	42.85
Hospitality	75	77.78	58.33	49.99
Industrial Technology	-	100	100	100
Japanese Beginners	-	60	-	-
Japanese Continuers	-	66.66	33.3	40





TRENDS 2009-2012 *(continued)*



HIGHER SCHOOL CERTIFICATE – PERCENTAGES OF BAND 5 AND 6				
COURSE	2009	2010	2011	2012
Legal Studies	52.93	61.11	80	86.66
Maths - General	100	100	100	61.53
Mathematics	68.75	72.22	44.44	61.75
Maths Extension 1	75	59.99	20	100
Maths Extension 2	100	100	100	100
Modern History	70	37.5	40	59.08
History Extension	87.5	92.3	100	-
Music 1	100	100	100	100
PDHPE	56.25	40	61.53	70.57
Physics	55.54	60	61.53	38.45
Textiles & Design	70	37.5	40	72.72
Visual Art	87.5	92.3	100	100





TRENDS 2012 *(continued)*

Some students study languages not available at Danebank.

DISTANCE EDUCATION / COMMUNITY LANGUAGES	
% IN BAND 5/6	2012
Chinese Background Speakers	50%
Heritage Chinese	100%
German Continuers	0%
Modern Greek Beginners	100%
Modern Greek Continuers	100%

NAPLAN TESTS

In 2012, 54 Year 3 students, 53 Year 5 students, 122 Year 7 students and 96 Year 9 students participated in the Australia-wide NAPLAN Tests. These results do not consider the students who were exempt from testing.

- ❖ In Year 3 100% of students performed at or better than the national minimum standard in all areas.
- ❖ In year 5 100% of students performed at or better than the national minimum standard in all areas.
- ❖ In Year 7 100% of students performed at or better than the national minimum standard in all areas.
- ❖ In Year 9 100% of students performed at or better than the national minimum standard in all areas.



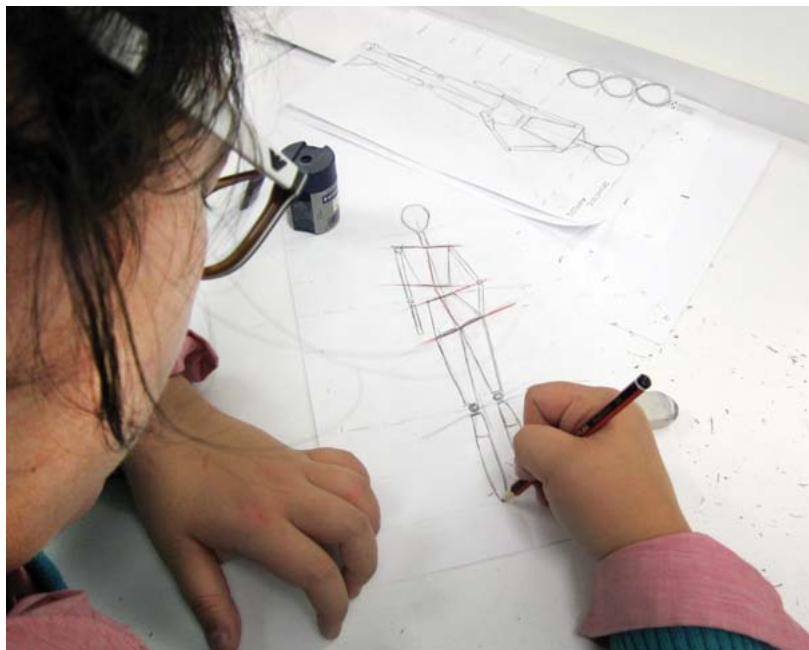


NAPLAN TESTS

Percentage at or above
National Minimum
Standard

CATEGORIES	LAST 4 YEARS	YEAR 3		YEAR 5		YEAR 7		YEAR 9	
		SCHOOL	NATIONAL	SCHOOL	NATIONAL	SCHOOL	NATIONAL	SCHOOL	NATIONAL
READING	2009	100	96	100	93	100	95	100	93
	2010	100	96	100	94	98	93	97	92
	2011	100	96	98	93	99	96	100	94
	2012	100	96	94	94	100	96	100	93
WRITING	2009	100	98	100	95	100	94	100	89
	2010	100	98	100	95	100	94	98	89
	2011	100	97	100	94	100	93	100	86
	2012	100	96	100	94	100	96	98	93
SPELLING	2009	100	94	100	94	100	94	100	91
	2010	100	93	100	94	100	94	95	91
	2011	100	95	100	93	100	94	100	92
	2012	100	96	100	95	100	95	100	91
GRAMMAR & PUNCTUATION	2009	100	94	100	94	100	93	97	92
	2010	100	94	100	94	98	93	97	91
	2011	100	95	100	94	98	94	100	91
	2012	100	95	100	93	100	97	100	92
OVERALL NUMERACY	2009	100	96	100	96	100	96	100	96
	2010	100	96	100	95	100	97	100	95
	2011	100	97	100	96	100	96	100	94
	2012	100	95	100	93	100	97	100	92





SCHOOL CERTIFICATE

2011 was the last year of the traditional School Certificate.

One student received her RoSA credentials in 2012.





HIGHER SCHOOL CERTIFICATE 2012

- ❖ In 2012, 100 students sat for the NSW Higher School Certificate in 29 courses. This included students who sat for accelerated Chemistry. These were the best results of any independent school in the St George and Sutherland Shires.
- ❖ The percentage of students in the top two bands was above state averages in almost every subject.
- ❖ Of the 26 candidates who sat for a 1 unit extension course 93.2% of these achieved in the highest 2 bands. This was 100% of the candidature for Extension 1 and Extension 2 Mathematics.
- ❖ 5 Premiers Awards for all-round achievement (90% or more in 10 HSC subject units)
- ❖ 49 girls gained 105 public listings for Distinguished Achievement – about 50% of the year group listed in at least one course.

HSC COURSES AND RESULTS 2012		
COURSE	NO. OF CANDIDATES	MEDIAN MARK
Ancient History	32	78
Biology	43	77
Business Studies	35	86
Chemistry	32	78
Design & Technology	4	91
Drama	10	81
Economics	10	89

HSC COURSES AND RESULTS 2012		
COURSE	NO. OF CANDIDATES	MEDIAN MARK
English Standard	38	80
English Advanced	62	85
English Extension 1	15	41/50
English Extension 2	8	40/50
French Beginners	7	79
Food Technology	10	80
Hospitality	22	88
Industrial Technology	4	95
Japanese Continuers	5	77
Legal Studies	15	90
Maths - General	39	82
Mathematics	34	82
Maths Extension 1	11	42/50
Maths Extension 2	3	77
Modern History	22	82
History Extension	10	31/50
Music 1	8	87
PD/Health/PE	17	89
Physics	13	81
Textiles & Design	11	83
Visual Arts	13	84





HIGHER SCHOOL CERTIFICATE 2012 *(continued)*

- ❖ 5 candidates received Premiers Awards for All Round Excellence
- ❖ Highest ATAR was 99.75
- ❖ 25% of the year group scored ATARs of 90+
- ❖ 46% of our students scored ATARs over 80
- ❖ 80% of our students scored ATARs over 70
- ❖ 93% of cohort qualified for University entrance

COURSE	BAND 5/6 %	STATE BAND 5/6 %
Ancient History	28.12	26.78
Biology	37.2	26.31
Business Studies	68.56	38.13
Chemistry	40.62	42.6
Design & Technology	100	39.66
Drama	70	43.85
Economics	100	47.2
English Standard	57.89	15.75
English Advanced	85.47	54.09
English Extension 1	86.66	87.11
English Extension 2	100	78.43

COURSE	BAND 5/6 %	STATE BAND 5/6 %
French Beginners	42.85	47.2
Food Technology	60	31.13
Hospitality	49.99	28.07
Industrial Technology	100	29.98
Japanese Continuers	40	46.67
Legal Studies	86.66	40.24
Maths - General	61.53	22.05
Mathematics	61.75	52.5
Maths Extension 1	100	84.98
Maths Extension 2	100	88.37
Modern History	0	45.94
History Extension	0	65.98
Music 1	100	58.38
PD/Health/PE	70.57	32.88
Physics	38.45	34.05
Textiles & Design	72.72	46.1
Visual Arts	100	53.96





COMPETITIONS

UNSW Competitions

SUBJECT	CREDITS	DISTINCTIONS	HIGH DISTINCTIONS
English	52	12	3
Mathematics	71	24	1

ACER Language Competition

SENIOR SCHOOL			
SUBJECT	CREDITS	DISTINCTIONS	HIGH DISTINCTIONS
French	25	12	1
German	2	0	1
Japanese	18	11	1

JUNIOR SCHOOL		
SUBJECT	CREDITS	DISTINCTIONS
Japanese	7	2

Australian Mathematics Challenge

CREDITS	DISTINCTIONS	HIGH DISTINCTIONS
5	7	7

Chemistry Competition

CREDITS	DISTINCTIONS	HIGH DISTINCTIONS
7	19	2

Australian Geography Teachers' Association Competition

	CREDITS	DISTINCTIONS	HIGH DISTINCTIONS
Intermediate	11	10	9
Senior	2	3	1

PricewaterhouseCoopers Australian Business Studies & Economics Competition

	CREDITS	DISTINCTIONS	HIGH DISTINCTIONS
Business Studies	10	4	-
Economics	2	1	1

Public Speaking

Danebank students competed in four inter-school competitions in 2012: Rostrum Voice of Youth, Legacy Junior Public Speaking Award and the St George Eisteddfod. One student in Year 9 was very successful in the Legacy Junior Public Speaking Award, winning her heat and making it through to the Regional Final. In the St George Eisteddfod, we were also successful with all girls bar one winning their division or being highly commended. In the Festival of Speech, a core group of girls admirably represented Danebank in the Annual IGSSA School Festival of Speech held at Ravenswood.





REPORTING AREA 4:

Senior Secondary Outcomes



In 2012, 25% of the Year 12 cohort participated in vocational or trade training.

Year 12 attending a certificate/VET qualification

YEAR 12	QUALIFICATION/CERTIFICATE	PERCENTAGE OF STUDENTS
2012	HSC	25%

Secondary outcomes are documented on the My School website: www.myschool.edu.au





REPORTING AREA 5:

Professional Learning and Teacher Standards

DESCRIPTION OF PROFESSIONAL DEVELOPMENT LEARNING ACTIVITY	NUMBER OF STAFF
1 to 1 Tutoring on "Moodle"	1
10 Top tips for teaching fractions	1
7 Steps to Writing Success	1
Accidental Counsellor	1
ACU Careers Advisory Day	1
ADAPE - Discover Enrolments	2
AADAPE Conference	1
AHISA Director of Studies Conference	1
AHISA Pastoral Care Conference	3
AIS Conference - The Landscape of English	1
AIS Conference: A Tapestry of Whole School Learning	1
AIS ICT Integration Conference 2012	2
AIS School Counsellors Conference 2012	1
AIS Teacher Librarian Conference	1
AIS Visual Arts Conference	1
AITSL - Head of Junior School	1
Alcohol & Other Drugs: What are young people up to?	2
All Children are special	1
Alliance Biennial Staff Conference	3
Anxiety in Children - Professor Rapee	1
Apply First Aid	1
Art Expression and inclusion	1

DESCRIPTION OF PROFESSIONAL DEVELOPMENT LEARNING ACTIVITY	NUMBER OF STAFF
ASA Conference	2
ASR Twilight Conference	2
Astronomy from the Ground Up	1
Award Administration Training - Duke of Ed	1
Basic Counselling - Units 1 & 2	1
Becoming Accredited at Professional Leadership	2
Bedford College Careers Adv. Day	1
Big Bangs, Biospheres & the limits of Science	1
Building Habits of the Mind: Planning Formative Assessment for Reading Children's Literature	1
Business Studies Teachers Conference	1
CAA Annual Conference	1
Cas Day Macleay College Surry Hills	1
CEFPI Australasia Region Conference at the Gold Coast	1
Chemistry NSW Institute of Teachers & STA NSW	2
Chemistry: A Continuum of Learning from 9-12	1
Child Protection Accredited Course	3
Choral Reading & Resource Expo	1
Curriculum Co-ordinators Meeting	1
Curriculum Differentiation Taking it Further	1
Communication and Interpersonal Skills	1
Conasta 61	1





REPORTING AREA 5:

Professional Learning and Teacher Standards *(continued)*

DESCRIPTION OF PROFESSIONAL DEVELOPMENT LEARNING ACTIVITY	NUMBER OF STAFF
Constructing Your Program	1
Cool Kids Program - Anxiety in Children and Adolescents	2
Courageous Conversations	1
Crash Course in English Grammar	1
Crusader's Teachers Day	2
Curriculum Differentiation	1
Dealing Effectively with Unacceptable Employee Behaviour	1
Dealing with Workplace Fires	1
Demystifying IQ and Achievement	1
Deputies Conference	1
Designing Inquiry Based Integrated Units	1
Developing a Language for Learning	1
Developing Voices: Successful Creative Writing in the Classroom	1
Diploma of Management Sydney University	1
Dr Sally Fitzpatrick - Presentation on Anxiety in Students	20
Effective Classroom Observation	1
Elevate Education Conference	1
Embedding Digital Literacy in the Curriculum	1
English Syllabus Familiarisation for Classroom Teachers	1

DESCRIPTION OF PROFESSIONAL DEVELOPMENT LEARNING ACTIVITY	NUMBER OF STAFF
English Teachers' National Conference - A writer's Creativity: Teaching Creative Writing	1
ESL Teaching: Integration or Isolation?	1
ETA Conference	2
Examining Innovative approaches to Teaching and Learning	1
Exploring Music Technology in and out of the classroom	2
Faith Schools in Liberal Secular States	2
First Aid Re-qualification and Pool	1
Focus on Faith	60
Food is fun-accredited	1
Foundation Leadership Program Middle Leader	1
Frankenstein and Bladderunner: Compare the study	1
Geography Teachers Association Annual Conference	1
Hotel School CA's Day	1
HSC Marks Explained	4
HSC Simulation Making Day: AOS Imaginative Response	1
HTAV 2012 Annual Conference	1
IEU Reps Independent Schools - Training day Sydney	1
Interactive White Boards	7





REPORTING AREA 5:

Professional Learning and Teacher Standards *(continued)*

DESCRIPTION OF PROFESSIONAL DEVELOPMENT LEARNING ACTIVITY	NUMBER OF STAFF
Intro to Adobe Illustrator	1
iPadagogy	1
IPSHA & Guy Williams "Creating a Culture of Feedback"	1
IPSHA Biennial Conference	1
IPSHA Early Childhood Education Meeting	1
IPSHA K-2 Umbrella Group - The Hills Grammar School	1
IPSHA Teacher Librarian meeting/workshop - State Library of NSW	1
IPSHAA Music Umbrella Meeting	1
ISTAA Experienced Teacher NSW - Review and Progress Course	1
IT Management and Leadership Conference	2
Jacaranda Science Focus Group	2
K-6 PDHPE and Sport Conference	2
Kenvale High Flyer Gala Dinner	1
Kids in Cyber Space - Generation Next	1
Kids Matters	4
Legal Studies Examination	2
Library System "Oliver" support meeting	1
Mac OSX Helpdesk Server Admin	1
Making it Mobile	2
Making Learning Accessible	1

DESCRIPTION OF PROFESSIONAL DEVELOPMENT LEARNING ACTIVITY	NUMBER OF STAFF
Making thinking Visible	5
Managing People	1
MANSW Conference	1
MANSW Examiners Day	1
Mathematical Association of NSW	1
Mathematics General 1 and 2	2
Maximising Learning Outcomes for Students with special needs	2
Measure Up	1
Met East Maths Head Teachers Assoc AGM	1
Mid Year PD - ADAPE	1
Mind Matters: Staff Matter	1
Mobilising Mission	2
Morrisby Accreditation	1
Museum of Human Disease	1
Music IPSHA Umbrella	1
National Professional Teaching Standards	1
Notre Dame CA's Day	1
NSW 2013 Experienced Teacher Professional Support Session	1
Obesity and Depression: Successful Strategies for Schools	4
Over the Horizon	1





REPORTING AREA 5:

Professional Learning and Teacher Standards *(continued)*

DESCRIPTION OF PROFESSIONAL DEVELOPMENT LEARNING ACTIVITY	NUMBER OF STAFF
Oxygen Resuscitation and basic spinal awareness course	5
PDHEPTA Conference	1
People Matter	1
Person Centred Approaches in Ed and Transition Forum 2012	1
Persuasive writing across KLA's with links to the new curriculum	1
Photoshop - online course	1
Physics Teachers Conference, Physics: A Continuum of Learning from 9-12	2
Planning for Implementation of Australian Curriculum	1
Power House Museum Teachers Activities	1
Primary Connections Professional Learning Facilitators Recall Day	1
Professor Rapee - Presentation to parents on Anxiety in Children	20
Professional Learning Convention	1
Renewing Minds, Changing Lives	2
Rich Tasks in Early Mathematics K-2	2
Romanticism	1
SU CA's Day	1
SASCA Annual Dinner	3
SC & HSC Feedback day	1

DESCRIPTION OF PROFESSIONAL DEVELOPMENT LEARNING ACTIVITY	NUMBER OF STAFF
Science & Faith Discussion Panel	1
Science Teachers' Workshop - Physics	1
Serving as a Scientist in God's World	2
Spinal Equipment and Oxygen Resuscitation Course	1
St George Workplace Learning Board Meeting	2
State Library Day	1
Strategies for Developing a Bow Stage 6	1
Strategies for Teaching Girls	2
Student learning and experiences in the science laboratory	1
Successful Learning Conference 2012	1
Supporting Teachers Through Accreditation	1
Sydney Writer's Festival	4
TAFE Ca's Day	1
Teachers Preview Evening	2
Teaching & Supporting Students with Special Needs - 2 nd National Conference	1
Teaching Extension 2	1
Term 2 PD Day - BANSW	1
Textbook Downloads - Jacaranda	6
The Australian National Quality Standard Conference	1
The Future of Schools	1





REPORTING AREA 5:

Professional Learning and Teacher Standards *(continued)*



DESCRIPTION OF PROFESSIONAL DEVELOPMENT LEARNING ACTIVITY	NUMBER OF STAFF
The ipad for musicians (Performers/Teachers/Tutors)	2
The Mental Health & Well Being of Young People	1
The Muse Teacher's Seminar	1
The New General Course - Focus Study	2
The Psychology of the 21 st Century Adolescent	1
Think Careers Advisory Day	1
Thinking Routines - Mark Church	2
Thinking Routines: Establishing Patterns of Thinking in the Classroom	1
THRASS	2
Touch Boards	5
Understanding NAPLAN Numeracy	1
Understanding Neurobiology Complex Trauma Seminar	1
UTS CA's Day	1
UWS CA's Day	1
Visual Arts Practical Marking Development Day	2
VPAI Trans-Tasman Conference 2012	1
Wellbeing of Young People	1
WHS Consultation Training	1
WHS Systems Training Secondary Science Lab	1
Writer's Festival event - Aboriginal Literature	1





Teaching Standards

REPORTING AREA 5:

Professional Learning and Teacher Standards *(continued)*

CATEGORY	NUMBER OF TEACHERS
Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEINOOSR) guidelines, or	85
Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEINOOSR guidelines but lack formal teacher education qualifications, or	0
Teachers who do not have qualifications as described in (a) or (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context	0

The total cost for Staff Professional Learning was \$61,077

Average expenditure per teacher for Professional Learning was \$720 (excluding relief)

Cost of Casuals/Relief to replace staff on Professional Learning

Primary	\$19,627
Secondary	\$11,194
TOTAL	\$30,821

The total investment in Professional Learning is \$91,898

REPORTING AREA 6:

Workforce composition, including Indigenous

There are no indigenous staff at present.

Please refer to My Schools website: www.myschool.edu.au

SCHOOL STAFF 2012	NUMBER
Teaching staff	85
Full-time equivalent teaching staff	75.7
Non-teaching staff	45
Full-time equivalent non-teaching staff	35.9





REPORTING AREA 7:

Student Attendance and Retention rates



YEAR LEVEL	ATTENDANCE RATE %
KINDERGARTEN	99.80
1	98.30
2	99.70
3	99.90
4	98.40
5	99.70
6	99.70
7	96.60
8	96.30
9	96.00
10	96.90
11	95.80
12	94.50

Average attendance Kindy – Year 6: 99.37%

Year 7 – Year 12: 96.12%

- ❖ 97.8 % of students attended school on average each school day in 2012.
- ❖ This is an increased percentage compared to 2011.
- ❖ The majority of absences are due to student illness.





MANAGEMENT OF NON-ATTENDANCE



Junior School

Each class teacher marks the roll daily on the School's Attendance database.

Class teachers follow up by requesting a note explaining any absences.

After 7 days a standard note is generated by the computer system to remind parents that absence explanations are required.

Head of Junior School makes contact with parents to discuss a plan to assist the student to have improved attendance or decreased lateness if the classroom teacher identifies any developing patterns of absence or lateness.

Senior School

Rolls are taken every lesson and absences are recorded on the School's Attendance database.

Parents/guardians are required to notify the school by telephone if their child is not attending school for the day.

They are then required to provide in writing, the reason for absences on the student's return.

The school regularly sends home reminder letters asking for explanation of unexplained absences.

It is the responsibility of the Deputy Principal (Pastoral Care) to investigate whether a student is at school and to investigate any patterns of lateness or absences.

Student Retention rates and post school destination

- ❖ 93% of the 2010 Year 10 cohort completed Year 12 at the school.
- ❖ 5% left Year 10 at the end of 2010 to go to other Institutions and one student undertook an apprenticeship.
- ❖ 2% left Year 11 in 2011.

The retention rates have been increasing slowly over the last couple of years.

Based on information that students provide when they leave, it is usually because they want a different combination of subjects from those offered at Danebank for their HSC.





REPORTING AREA 8:

Post School Destinations

All of the 2012 Year 12 cohort either went to University, further study or pursued full-time employment.

- ❖ 13.1% of the year group scored ATARs of 95+
- ❖ 29.3% of the year group scored ATARs of 90+
- ❖ 49.5% of the year group scored ATARs of 80+

93% of the 2012, Year 12 group qualified for University. The range of chosen courses was diverse with the greatest number choosing a range of options within the Faculties of Arts, Law, Health, Design, Education, Science and Commerce. Students were also accepted to study Medical Science, Engineering, Nutrition, Hearing Science, Social Work, Creative & Fine Arts and Media Studies.

One student received a prestigious UNSW Co-op Scholarship in Commerce.





REPORTING AREA 9:

Enrolment Policy (Including characteristics of the student body)



Danebank is a comprehensive educational K-12 Girls school providing an education underpinned by Christian values and operating within the policies of the NSW Board of Studies. All enrolment applications will be processed in order of receipt and consideration given to the application support for the ethos of the school, siblings already attending the school and other criteria determined by the school from time to time. Once enrolled, students are expected to support the school's ethos and comply with the school rules to maintain the enrolment. Failure to pay school fees will lead to termination of enrolment.

Procedures

- ❖ All applications are processed as per the school's conditions of enrolment.
- ❖ Interview by Principal or other delegate.
- ❖ Consider each applicant's interview responses regarding their ability to support the school's ethos.
- ❖ Consider each applicant's educational needs. To do this the school will need to gather information and consult with the parent/family and other relevant persons.
- ❖ Identify any strategies that will need to be addressed to accommodate the applicant before a decision regarding the enrolment is made.
- ❖ Inform the applicant of the outcome.

Student Population

The school has 933 students of whom 566 are enrolled in the Secondary School, 347 in the Junior School and 20 in the Preparatory School. As it is a comprehensive school, the students come from a wide range of backgrounds, including language backgrounds other than English. We also cater for students with special needs in the Junior and Senior Life Skills classes (Years 7-12). In addition, the school enrolls a small number (6) of International students in the Secondary School.





REPORTING AREA 10:

School Policies



(a) Student Welfare

The physical and mental well-being of students at Danebank is our highest priority. The Pastoral Care network at Danebank encompasses every facet of the school culture and curriculum. It is based on God's desire for us, His creation, to live life to the fullest.

Therefore student wellbeing is nurtured by developing close, trusting relationships amongst all members of the school community.

The Deputy Principal, Pastoral Care (Senior School) and the Head of the Junior School have the responsibility for the successful implementation of pastoral care programs throughout the school. In the Senior School, the pastoral care network consists of the Deputy Principal (Pastoral Care), School Counsellor, School Chaplain, Year Co-ordinators, Pastoral Care teachers, House Patrons, all classroom teachers, learning support teachers and teacher's aides.

Year Co-ordinators take on the responsibility of the pastoral care for their year group. The school has a house-based pastoral care program operating in the senior school. This program runs for 25 minutes 2 times a week. Year Meetings

are held regularly. Other student support programs that operate in the school include:

- ❖ Year 12 teacher mentoring programs;
- ❖ Year 7 Peer Support Program run by Year 11 student leaders;
- ❖ Year 8/9 Student Mentor Program run by Year 11 students.

In the Junior School, the pastoral care network consists of the Head of the Junior School, Stage Co-ordinators, School Counsellor and classroom teachers, learning support and teacher's aides.

The School Counsellor operates in the school five days a week. Students can self-refer to the School Counsellor by making an appointment or simply go directly to her.

Students can also self-refer through the Year Co-ordinator, the Deputy Principal, Pastoral Care or class teacher, who can arrange an appointment for the student.

Any teacher or student can raise concerns about the wellbeing of a student to the Year Co-ordinator, Deputy Principal, Pastoral Care or class teacher. The manner in which the student is approached about this issue is determined by the nature and seriousness of the concern.

A full copy of this Policy is available on the School website.





REPORTING AREA 10:

School Policies *(continued)*



(b) Policies for Student Code of Behaviour

Danebank's Behaviour Code is based on the school's core values of:

- ❖ Care and compassion for ourselves and others;
- ❖ Seeking the truth in all situations;
- ❖ Integrity measured against the Word of God;
- ❖ Respect for persons and property at all times;
- ❖ Responsibility for our own behaviour and actions;
- ❖ Understanding and tolerance;
- ❖ Striving to do one's personal best.

Danebank is committed to maintaining a safe and just environment for all its members. Therefore all members of the Danebank community are expected to be courteous and considerate of others at all times. Further, it is expected that the conduct of Danebank students always reflects the good reputation of the school. All members of the school community are expected to be responsible for their actions.

Students are required to abide by the school's rules and to follow the directions of teachers and other people with authority as delegated by the school. Where disciplinary action is required, penalties imposed vary according to the nature of the breach of discipline and a student's prior behaviour. Corporal punishment is not permitted under any circumstances.

All disciplinary action that may result in any sanction against the student including suspension, expulsion or exclusion is based on procedural fairness.

The full text of the school's Discipline Policy and associated procedures is provided to all members of the school community through

- ❖ The Staff Handbook
- ❖ The Student Diary
- ❖ The School's Intranet
- ❖ The School's Website





CODE OF BEHAVIOUR

Consequence for breaches



When the Code of Behaviour is breached, Danebank is committed to:

- ❖ developing student's understanding that there are consequences for action;
- ❖ providing the opportunity for students to make restitution;
- ❖ supporting students to make better choices about their behaviour in the future;
- ❖ developing student's self-discipline.

The following consequences may result from breaches of the Code of Behaviour. All consequences are subject to the determination of the Principal. Danebank does not allow corporal punishment by any member of the school community to enforce discipline at the school.

Expulsion

- ❖ Possession or use of illicit drugs
- ❖ Possession or use of alcohol
- ❖ Repeated suspension
- ❖ Thieving at school

Suspension

- ❖ Smoking
- ❖ Truancy from school
- ❖ Leaving school grounds without permission
- ❖ Fighting or physical abuse
- ❖ Forgery
- ❖ Damage to school and personal property
- ❖ Verbal abuse towards other students or staff
- ❖ Serious misbehaviour in public
- ❖ On-going and persistent bullying
- ❖ On-going and persistent breaches of the Expectations of Classroom and School behaviour





CODE OF BEHAVIOUR

Consequence for breaches *(continued)*



After School Detention (3:15 to 4:00pm)

- ❖ Fractional truancy
- ❖ Persistent lateness (3 times per term. Exceptional circumstances considered)
- ❖ Not complying with the Code of Behaviour in travelling to and from school
- ❖ Chewing gum
- ❖ Willingly ignoring the Code of Behaviour for the classroom and the Anti-bullying Policy
- ❖ Failing to report for a lunchtime detention

Lunchtime Detentions (20 minutes)

- ❖ Not complying with the expectations of behaviour for the classroom
- ❖ Not complying with the expectations of behaviour for the School and Assemblies and Chapel
- ❖ 3 uniform infringements

Making Amends

- ❖ Where possible the nature and content of the consequence will focus on the student being able to make amends for her behaviour (making it right again) without condemnation.
- ❖ The consequence will focus on assisting the student to make better choices in her future behaviour and to develop self-discipline.
- ❖ Therefore the nature of the misdemeanour will determine how the detention is served.





REPORTING AREA 10:

School Policies *(continued)*



(c) Policies for Complaints and Grievances Resolution

The school's policy for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by parents and/or students. These processes incorporate, as appropriate, principles of procedural fairness.

The full text of the school's policy and processes for complaints and grievances resolution is provided in the Staff Handbook, Student Diary, School website and information for the School Council. It is also available on the school's intranet.

In relation to grievances and complaints made by students and/or parents, the School follows the guideline set down by the **Sydney Anglican Schools Corporation**

Addressing Complaints Guidelines

❖ The guidelines and procedures of schools of the Sydney Anglican Schools Corporation group set out the standards and services parents and students can expect to be provided with, as well as the responsibilities of parents and students.

- ❖ Complaints are to be addressed in terms of their potential seriousness, rather than on the basis of the category of person who is making the complaint. This means that students or community members should be treated on similar terms.
- ❖ All members of staff have responsibility for receiving complaints, treating them seriously and dealing with them promptly and courteously.
- ❖ The Principal is ultimately responsible for resolving complaints, and may nominate a Deputy Principal or another member of staff who has not been involved, to investigate, as appropriate.
- ❖ In cases where allegations are made, reasonable steps should be taken to protect the interests of both the complainant and any respondent (for example, a member of staff about whom a complaint is being made) by not disclosing their identity or the details of their information, except to those with a reasonable need to know.
- ❖ Principals should maintain a confidential record of significant complaints dealt with. The outcome of complaints dealt with may also be considered to feed into the school's quality improvement processes.





(c) Policies for Complaints and Grievances Resolution *(continued)*

To ensure that all aspects of the school's mission for providing for a student's welfare are implemented, the following policies and procedures are in place:

POLICY	REVISED IN 2012	ACCESS TO FULL TEXT
Care and Protection of Children Policy encompassing <ul style="list-style-type: none"> ❖ Definitions and concepts ❖ Legislative requirements ❖ Preventative strategies ❖ Reporting and investigating "reportable conduct" ❖ Investigation processes ❖ Documentation ❖ Bullying Policy 	Policy was reviewed and procedures updated to outline staff obligations	Issued to all staff and members of the School Council. Full text available; <ul style="list-style-type: none"> ❖ On request at the Senior School office. ❖ On School intranet
Security Policy encompassing <ul style="list-style-type: none"> ❖ Procedures for security of grounds and buildings ❖ Use of grounds and facilities ❖ Emergency procedures ❖ Travel on school-related activities 	Review of policy and updating of procedures to ensure student and staff safety	Full text available; <ul style="list-style-type: none"> ❖ In Work, Health and Safety Manual ❖ On request at the Senior School office.
Supervision Policy encompassing <ul style="list-style-type: none"> ❖ Duty of Care and Risk Management ❖ Levels of supervision for on-site and off-site activities ❖ Guidelines for supervisors 	Off-site supervision responsibilities and procedures reviewed to inform staff of their obligations	Full text available; <ul style="list-style-type: none"> ❖ In Work, Health and Safety Manual ❖ On request at the Senior School office

POLICY	REVISED IN 2012	ACCESS TO FULL TEXT
Codes of Conduct Policy encompassing <ul style="list-style-type: none"> ❖ Code of Conduct for Staff and Students ❖ Discipline Management ❖ Role of Student Leadership System 	Anti-bullying policy and strategies reviewed to ensure students and staff are informed of expected standard	Full text available; <ul style="list-style-type: none"> ❖ In Student Diary ❖ On request at the Senior School office ❖ on School intranet
Student Well-Being and Support Policy encompassing <ul style="list-style-type: none"> ❖ The Pastoral Care system ❖ Availability of and access to special services such as counselling ❖ Disability needs Policy ❖ Medical and Illness Procedures ❖ Critical incident policies ❖ Homework policy ❖ Co-Curricular Incident Register 	Policy reviewed to ensure availability to all students requesting assistance	Full text available; <ul style="list-style-type: none"> ❖ In Staff Handbook ❖ Text of Health and Homework Policy ❖ On request at the Senior School office ❖ School intranet
Communication Policy encompassing <ul style="list-style-type: none"> ❖ Formal and informal mechanisms in place for facilitating communication between the school and those with an interest in the students' education and well being ❖ Email and Electronic Facilities Use ❖ Acceptable Computer and Internet Use ❖ Personal Electronics Devices (PEDS) Policy ❖ Assessment Guidelines ❖ Attendance 	Review of policy and updating of procedures to include the expansion of electronic devices	Full text available; <ul style="list-style-type: none"> ❖ In Staff Handbook ❖ In Student Diary ❖ On School intranet ❖ On request at the Senior School office





REPORTING AREA 11: School Determined Improvement Targets

Achievement of priorities

Danebank has an ongoing commitment to quality teaching through its strong professional development of staff.

AREA	PRIORITIES	ACHIEVEMENTS
Teaching and Learning	<ul style="list-style-type: none"> ❖ Develop the position of Director of Innovative Teaching and Learning to support and drive teaching, learning and professional development of staff ❖ Develop differentiation and opportunities for Gifted and Talented students ❖ Develop processes and use of technology to : <ul style="list-style-type: none"> ♦ Personalise delivery of curriculum ♦ Assist students to become self-directed learners ♦ Develop critical and innovative thinkers 	<ul style="list-style-type: none"> ❖ Staff professional development in Board of Studies online syllabuses and collaborative programming for the national curriculum ❖ Promotion of pedagogical approaches designed to promote 21st century learning skills and transformative learning experiences ❖ Technological training in a range of electronic tools including the interactive whiteboard and iPad apps ❖ Students offered opportunities for critical and creative thinking of increasing depth and complexity, concept based learning and independent research. Technology offers increasingly rich ways to deliver learning experiences and possibilities for the expression of gifts and talents. ❖ Staff engaged in differentiation within each faculty and program, targeting students at the point of need with strategies directly linked to syllabus outcomes. ❖ Curriculum compacting to create a challenging learning environment and enable acceleration and extension. ❖ A wide range of competitions at regional, state and national levels. ❖ Access to the world of information fostered through use of technology. ❖ Increasingly student centred learning through 1:1 devices. ❖ Increased opportunities for creative collaboration and peer based learning through technology, including reflection on learning. ❖ Higher levels technological integration in the classroom has facilitated: <ul style="list-style-type: none"> ♦ new ways record and share experience ♦ more personalised and differentiated learning ♦ active and application based learning ♦ opportunities for self directed and project based learning ♦ collaboration between students and staff ♦ strengthening of perception of students as global learners





REPORTING AREA 11: School Determined Improvement Targets *(continued)*

Achievement of priorities

AREA	PRIORITIES	ACHIEVEMENTS
Student Welfare	<ul style="list-style-type: none"> ❖ Continue development of welfare programs based on positive psychology ❖ Continue development of student understanding of cyber safety ❖ Continue the development of service learning programs within the local community and further afield ❖ Expand the use of external presenters for parenting seminars to assist in the development of the whole child 	<ul style="list-style-type: none"> ❖ The ongoing development of welfare programs was supported across the school through professional development programs including: Kids Matter, Basic Counselling, Cool Kids: Anxiety in Children and Mental Health and Well Being for Young People. ❖ The Junior School were addressed by Dr Sally Fitzpatrick with the aim of better understanding and meeting the needs of anxious students ❖ Student awareness of online security was developed through a comprehensive Cyber Safety Program in Years 8 and 9. ❖ Information Technology staff presented at senior school assemblies to advise girls regarding matters such as securing their data through appropriate password selection and adoption of suitable Facebook privacy settings ❖ Students were offered a wide range of opportunities to contribute to their community and learn from service experiences. ❖ Girls from across the junior and senior schools contributed for the Samaritan's Purse Christmas boxes and expanded their awareness of their comparative wealth in relation to many children in the world. ❖ Many compassionate students from each of the senior school year groups contributed to the homeless appeal and a range of senior students engaged in periodical delivery of clothing to the homeless in Woolloomooloo with the aid of Pastor Frank. ❖ As part of the Year 10 Service Learning Program students volunteered their time and services at the Loaves and Fishes restaurant in Ashfield, Chesalon Nursing home and Bexley Nursing Home in Term 4. ❖ Increasing anxiety in the student body was identified as a key concern in 2012 and Ron Rapee was invited to conduct a parent seminar addressing "Anxiety in Children" to complement the ongoing work of the School Counsellor, Deputy Pastoral Care and Year Co-ordinators in school time.





REPORTING AREA 11: School Determined Improvement Targets *(continued)*

Achievement of priorities

AREA	PRIORITIES	ACHIEVEMENTS
Staff Development	<ul style="list-style-type: none"> ❖ Offer further opportunities for staff development related to the National Curriculum ❖ Enhance systems and structures to assist staff professional growth and development, maintain appropriate professional standards, succession planning and appraisal. ❖ Continue staff development related to aspects of education specifically designed to meet the needs of girls 	<ul style="list-style-type: none"> ❖ Staff professional development days to address the new syllabus requirements associated with the National Curriculum ❖ Faculty/Stage professional development time utilized for consultation and development of programmes for the National Curriculum ❖ All staff completed online professional development course focused on the implementation of Christian frameworks within the school: 'Focus on Faith' ❖ All staff were in-serviced in 'Creating a Culture of Feedback' to better facilitate Customer Service relations ❖ A range of staff applied for and were awarded Proficient Teacher and Experienced Teacher standing in accordance with the Independent Schools Teacher Accreditation Authority standards, supported by in school mentors and advisers. ❖ Staff attended Professional Development training both in school and externally related to the National Curriculum, First Aid, Innovation and Curriculum Differentiation, Inquiry Based Learning, Digital Literacy, HSC marking, NAPLAN, iPad Pedagogy, Leadership, Teaching and supporting students with special needs and the Future of Schools. ❖ A range of staff members from across the school were professionally developed at the Alliance Biennial Staff Conference, AHISA Pastoral Care Conference, Child Protection Conference, Renewing minds: changing lives Conference, Strategies for Teaching Girls Conference and Psychology of the 21st C adolescent Conference. All of these had a specific relevance to meeting the needs of a girls education
Facilities and Resources	<ul style="list-style-type: none"> ❖ Undertake a master-planning process to ensure teaching and learning spaces support desirable innovative practice. ❖ Finalise development of hard court in Park Road 	<ul style="list-style-type: none"> ❖ Completed to sign off stage of planning. ❖ Completed





REPORTING AREA 11: School Determined Improvement Targets *(continued)*

Priorities for 2013

AREA	PRIORITIES
Teaching & Learning	<ul style="list-style-type: none"> ❖ Promote a broader knowledge of learning approaches and teaching strategies to enhance learning ❖ Investigate, promote and facilitate the integration of technology in pedagogical practice and in the teaching culture. ❖ Create and implement a digital citizenship program to complement the use of 1:1 devices in the school. ❖ Facilitate and monitor the development of National Curriculum programming to ensure that it meets Board of Studies standards and promotes effective learning.
Student Welfare	<ul style="list-style-type: none"> ❖ Continue development of welfare programs based on positive psychology ❖ Continue development of student understanding of cyber safety ❖ Continue the development of service learning programs within the local community and further afield ❖ Expand use of external presenters for parenting seminars to assist in the development of the whole child.
Staff Development	<ul style="list-style-type: none"> ❖ Undertake further staff development related to Positive Psychology ❖ Provide further training for staff on Visible Learning ❖ Provide further staff training and release related to the National Curriculum
Facilities & Resources	<ul style="list-style-type: none"> ❖ Refurbish the School library ❖ Refurbish outdoor spaces associated with the Pre-OOSH area ❖ Develop master plan linked to the Strategic Plan ❖ Review method of provision of on-line text books ❖ Conduct a traffic management survey.





REPORTING AREA 12:

Initiatives Promoting Respect and Responsibility



Students are taught to exercise respectful behaviour as part of the Christian beliefs upon which the school is based. In the Junior School all K-6 Key Learning Areas present non-sexist, multicultural and Aboriginal perspectives, citizenship and the safe use of the Internet within the curriculum.

Students are provided with the opportunity to demonstrate responsibility towards others. All students (K-12) are involved in caring for others' needs through support of local, national and international aid organisations such as Anglicare, TEAR, Samaritan's Purse, Bible Society, Bush Aid Society and CMS. This year, following student attendance at The Voices for Justice Conference run by the Micah Challenge Organisation, we continued our Social Justice Group. As well, Year 9 students are involved in a Community Service program. The School, as part of our 75th Anniversary celebration set up a Scholarship Program for students in Katoke Tanzania, and now sponsor nine students in all: six by the High School students for all their high school education and three by the Junior School.

Leadership programs train students to accept responsibility within the school community through

- ❖ K-Team connections of a Year 6 and Kindergarten girl,
- ❖ House Leaders
- ❖ Monitors (K-6)
- ❖ Student Representative Council (SRC)
- ❖ Christian Student groups
- ❖ Bond Leaders
- ❖ Peer Support

Prefects encourage students to be kind, respectful and "to serve". This service is presented as a practical reality as well as an ideal.

We have continued to offer students the opportunity to participate in the Duke of Edinburgh Award Scheme. This year we had 60 girls working towards their Bronze Award, 25 their Silver and 26 their Gold. This program continues to flourish with ever-increasing numbers engaged in rich and rewarding experiences. This is the means by which they can develop a sense of self and build relationship with others.

The Principal regularly addresses the students at the weekly Assemblies on a variety of inspirational topics. She chooses a theme each year and inspires the students to strive to be the best they can be in all areas of life through learning and perseverance.





REPORTING AREA 13:

Parent, Student and Teacher Satisfaction

In 2012 the School requested feedback from parents, staff and student through a variety of methods.

Feedback was requested and received in the following specific areas:

- ❖ use of technology (Junior and Senior School);
- ❖ communication needs (Junior School);
- ❖ feedback on Technology use in Senior School;
- ❖ staff wellbeing (Mind Matters survey);
- ❖ student views on Chaplaincy and Chapel Services, and
- ❖ student responses to English curriculum units.

In addition, parent forums were held once each term for parents to speak with the Executive regarding specific topics, allowing for two way dialogue about all areas of the School's operation. These forums are well attended and are an ongoing part of the school calendar.

We had strong positive feedback across all areas throughout the year. Feedback regarding the English curriculum units in



Years 7-12 has allowed staff to pilot a new scheme in 2013 to support developing learners through required course content.

The use of technology for communication (ipads, blogs etc) has been encouraged and in 2013 we have agreed to open the use of PED technology to Years 5 and 6 as a result of parent feedback about this option.

Ongoing dialogue with parents, staff and students continues and areas of development continue to be reviewed to further develop the service that the School provides to all members of the community.





REPORTING AREA 13: Summary Financial Information

Educational and Financial Reporting



Policy

The school maintains the relevant data and will comply with reporting requirements of the NSW Minister for Education and Training and the Commonwealth Department of Education, Employment and Workplace Relations. This reporting includes public disclosure of the educational and financial performance measures and policies of the school as required from time to time.

Annual Report

The Director of Finance and Enrolments is responsible for co-ordinating the final preparation and distribution of the annual report to the Board and other stakeholders as required.

Requests for additional data:

From time to time the Commonwealth Government, through Minister for School Education, Early Childhood and Youth and the NSW Government, through the Minister for Education, may request additional information. To ensure that such requests are dealt with appropriately, the Director of Enrolments and Finance is responsible for coordinating the school's response. This person is responsible for the collection of the relevant data and for ensuring it is provided to the Board of Studies in an appropriate electronic form.

DEEWR Annual Financial Return

The Financial Controller at Sydney Anglican Schools Corporation is responsible for completing the questionnaire. This person is responsible for the collection of relevant data and for ensuring it is provided to DEEWR in an appropriate form.



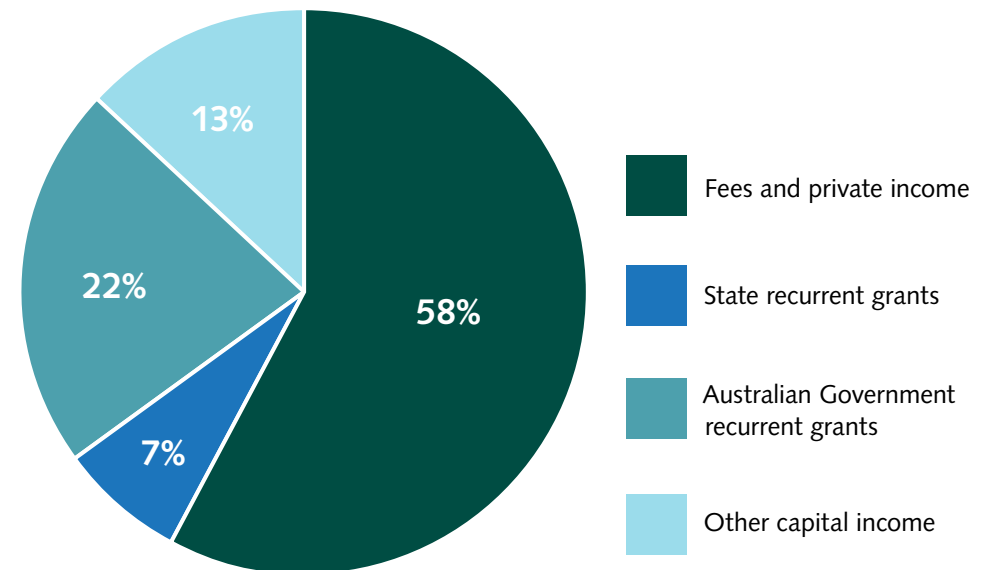
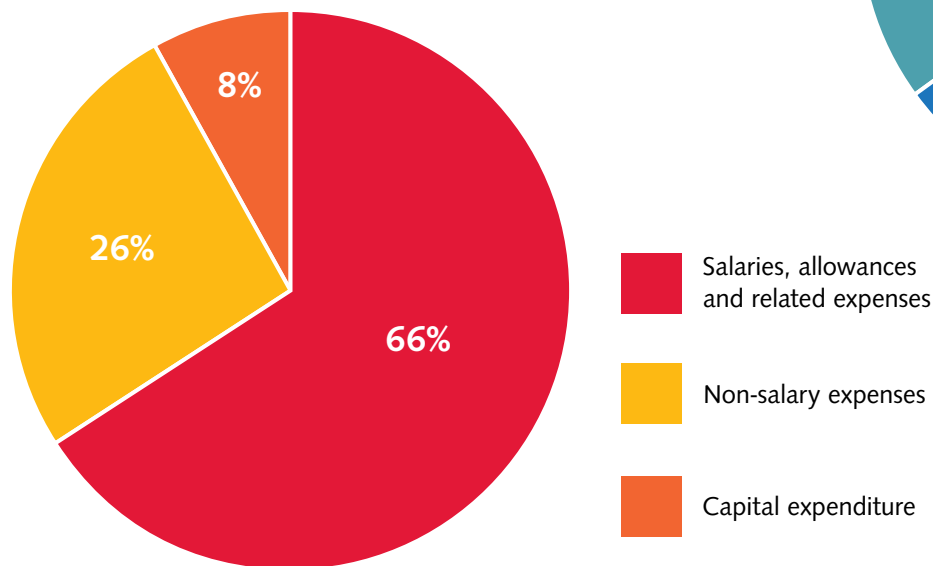


REPORTING AREA 13:

Summary Financial Information

INCOME

EXPENDITURE



Keen minds Faithful hearts

2012 ANNUAL REPORT



DANE BANK

An Anglican School for Girls