



DANE BANK

ANNUAL REPORT

2008

Reporting Area 1: A message from Key School Bodies

Statement from Chairman of School Council

DANE BANK – An Anglican School for Girls began in a small way in 1933 with five children and has grown over the past seventy-five years to having a student body numbering 894 as at the beginning of the year 2008.

As the student body has increased so has the numbers of teachers and non-teaching staff, with the School employing over 130 highly qualified staff providing quality education from the Preparatory School to Year 12.

The School's fine academic results together with many successes achieved by Danebank pupils in the sporting arena plus the students' prowess in debating and in many cultural pursuits have marked the School as a stand-out school in the southern suburbs of Sydney.

The School is owned and governed by the Anglican Diocese of Sydney and comes under direct control of the Sydney Anglican Schools' Corporation, a body established by the Diocese to control 16 similar schools.

Governance of the School is in the hands of a Council appointed by the Corporation. This Council has 9 members who come from various backgrounds namely, ordained clergy, school teachers, engineers and people from the business world. Some of the Council members have children in the School while other Council members have had children in the School in the past.

The Council has established a close relationship with the leaders of the Parents and Friends Association and regular joint meetings are arranged. The School works hard to maintain good relationships with neighbours and the local Council of the City of Hurstville.

The Schools mission is as a Christian School to provide quality, affordable education that will equip girls for all aspects of life.

The School Council has been especially concerned about girls with handicaps and for many years has made provision for such girls to be educated in a Special Education class.

For seventy-five years the School has worked hard in its quest to provide girls with a safe, caring environment where the best of educational resources have been marshalled to provide an education, which is Christian, comprehensive and relevant for young women who for the most part, will live their lives in the twenty-first century. Danebank is proud of its graduates, many of whom have excelled and now offer leadership in many areas of the Australian national life.

Dr. D. G. Anderson
Chairman, Danebank School Council.

Statement from President Student Representative Council

The 75th Anniversary of Danebank was a successful year for the Student Representative Council. The SRC aims to provide an outlet for students to voice their opinions and ideas in regard to the school community. It also aims to help the wider community by fundraising for a variety of charities. This year we structured the SRC differently by forming action groups within the whole committee to address specific areas of the School's concerns: Community, School, Environmental and Communications groups were formed. The whole committee met fortnightly whilst various action groups met in between times... to specifically address issues or concerns that were brought to their attention.

...In May we organised a mufti day to raise money for gifts for the children of an Aboriginal Community in Northern Queensland to be delivered by some of our senior students who were involved in a mission trip to this Community in the July holidays.

... The annual Danebank disco raised almost \$2000 contributed to our Anniversary year project for scholarships for students to attend the new high school in Katoke Tanzania

... The Communications Group took a leap into technology this year, creating a specialised space for the SRC on the Danebank iDaneNet. This provides forums and information about the SRC, including upcoming events and encouraging student feedback and new ideas about various issues...

(extract from SRC President's 2008 Report)

Reporting Area 2: Value Added Information

This information accompanies the reporting of student performance in state-wide and national tests and examinations in Reporting Area 3.

Reporting Area 3: Student Performance in State-wide and National Tests and Examinations

Trends 2006-2008

Basic Skills Test

	<u>Year 3</u>		<u>Year 5</u>	
	% Band 3 or Higher		% Band 3 or Higher	
	2006	2007	2006	2007
Aspects of Literacy	100	94	96	98
Aspects of Numeracy	100	90	100	100
Primary Writing Assessment	100	96	100	100

ELLA/SNAP

	<u>Year 7</u>	
	% Band 3 or Higher	
	2006	2007
Elementary or higher		
Writing	100	100
Language	100	100
Secondary Numeracy Assessment Program	100	100

ESSA (yr8)	% Band 3 or Higher	
	2007	2008
	98	99

NAPLAN replaced all other Student Performance testing in 2008

% of students who attained National Minimum Benchmarks or Higher

	Year 3	Year 5	Year 7	Year 9
Overall Literacy	100	100	99	100
Overall Numeracy	98	99	99	99

School Certificate

	% Band 3-6		
	2006	2007*	2008*
English – Literacy	97.61	96.51	98.7
Mathematics	96.42	91.76	93.57
Science	98.88	98.84	97.45
Australian History	97.67	95.35	96.03
Australian Geography	98.8	95.35	97.42
Computing Skills	Competent or Highly Competent		100

* Percentages affected as some students were absent on the day of School Certificate examinations.

Higher School Certificate

Course	Percent in Band 5/6		
	2006	2007	2008
Ancient History	37.5	46.66	100
Biology	49.99	44.11	41.17
Business Studies	38.23	58.81	52.16
Chemistry	54.82	53.57	37.49
Design & Technology	77.77	75	90
Drama	77.77	77.77	71.42
Economics	72.72	48.27	59.99
English Standard	9.3	40.47	36
English Advanced	55.55	95.73	86.94
English Extension 1	100	100	100
English Extension 2	100	100	100
Food Technology	-	71.42	55.55
French Continuers	-	100	57.13
Geography	42.85	80	60
German Continuers	50	-	0
Hospitality	24.99	45.54	33.32
Information Pro & Tech	0	83.32	50
Japanese Beginners	50	-	100
Japanese Continuers	33.33	33.33	0
Japanese Extension	100	-	-

Legal Studies	57.13	71.42	90.31
General Maths	24.32	48.56	38.77
Mathematics	51.15	50	55.55
Maths Extension 1	73.91	89.48	83.33
Maths Extension 2	100	100	100
Modern History	70	78.56	64.7
History Extension	66.6 6	50	83.33
Music	80	100	62.5
PD/Health/PE	37.5	92.31	28.56
Physics	42.3	53.33	45.45
Software Design& Dev.	-	50	-
Studies in Religion	-	-	100
Visual Arts	100	100	100

Naplan Tests

In 2008, 50 Year 3 students, 52 Year 5 students, 91 Year 7 students and 87 Year 9 students participated in the Australia-wide Naplan Tests.

In Year 3 100% of students performed better than state levels in all areas except Measurement, Space Data and Geometry.

In Year 5 100% of students met minimum standards or higher in Spelling, Grammar and Punctuation and in all the areas Danebank was 5% or more above the state levels.

In Year 7 100% of the candidature in Reading, Grammar and Punctuation were at or above minimum state levels with Spelling and Writing 5% or higher than state levels.

Year 9 had 100% of students in overall literacy at or above state minimum levels with all levels 5% or more above state results.

	Year 3		Year 5		Year 7		Year 9	
	School	State	School	State	School	State	School	State
Reading	100	96	98	92	100	96	99	94
Writing	100	98	98	95	98	94	97	90
Spelling	100	97	100	94	99	94	96	92
Grammar & Punctuation	100	96	100	94	100	92	98	89
Overall Literacy	100	98	100	96	99	96	100	94
Number, Patterns & Algebra	98	96	98	92	97	95	99	92
Measurement, Data, Space & Geometry	96	97	99	93	99	95	99	93
Overall Numeracy	98	97	99	94	99	98	99	96

School Certificate

Danebank students performed above State average in the six School Certificate Tests. 93.58% were placed in Bands 6, 5 and 4 in English Literacy as compared to 76.33% of the State; 79.47% were placed in Bands 6, 5 and 4 in Mathematics compared to 49.27% of the State. In Science 92.39% were placed in Band 4 and above compared to the state average of 65.28% which continues the trend towards strong performance evident from previous years. History, Civics and Citizenship results were 87.16% compared to 50.58% state-wide and Geography, Civics and Citizenship results were 92.3% compared to the state 65.55%. In Computing Skills 84.61% were Highly Competent compared with 52.27% of the State.

Compared with 2007, performances in each subject were comparable with the best improvement in Mathematics. In every subject the median mark was higher except in Geography that was the same as in 2007.

Test	No. of Students	Median Mark
English – Literacy	78	88
Mathematics	78	79
Science	79	83
Australian History	78	83
Australian Geography	78	83
Computing Skills	78	88

Test	No. of Students	Performance Band Achieved by %		Grade Achieved By %*	
		Bands 3-6	Bands 1-2	Grades C-A	Grades E-D
English Literacy	78	School 98.7 State 96.11	School 0.00 State 2.4	School 97 3	School 3
Mathematics	78	School 93.57 State 78.9	School 5.12 State 19.54	79	21
Science	79	School 97.45 State 86.69	School 0.00 State 11.8	85	15
Australian History	78	School 96.03 State 82.71	School 2.56 State 15.71	88	11
Australian Geography	78	School 97.42 State 89.17	School 1.28 State 9.25	85	15

*% not totalling 100 due to some rounding and to absences. Calculations done on total enrolled students.

Higher School Certificate

In 2008, 96 students sat for the NSW Higher School Certificate in 32 courses. In total 100% of candidates across all courses achieved marks of 50 or more (Band 2 or higher) with above State averages in 27 of the 32 courses studied.

Of the 29 candidates who sat for a 1 Unit Extension Course 79% of these achieved in the highest two bands. Overall student achievement was above State level.

Course	No. of Candidates	Median Mark
Ancient History	8	86
Biology	32	78
Business Studies	46	86
Chemistry	25	83
Design & Technology	10	84
Drama	7	84
Economics	30	79
English Standard	50	79
English Advanced	47	87
English Extension 1	6	46/50
English Extension 2	4	46/50
Food Technology	9	82
French Continuers	3	87
Geography	5	79
Hospitality	15	79
Information Pro & Tech	8	86
Japanese Beginners	3	63
Japanese Continuers	2	79
Legal Studies	31	84
General Maths	49	79
Mathematics	36	80
Maths Extension 1	12	41/50
Maths Extension 2	1	82
Modern History	17	84
History Extension	6	37/50
Music	8	90
PD/Health/PE	14	84
Physics	11	80
Studies in Religion	1	
Visual Arts	12	86

- 3 candidates received a Premiers Award for All Round Excellence.
- 35 candidates were Merit Listed 73 times in the Board of Studies Distinguished Achievers list, in 23 different courses.
- Improvement in course results compared with 2007 were achieved in Legal Studies, Mathematics, Ancient History and Design & Technology. Danebank maintained 100% results in English Extension 1 & 2, Japanese Beginners, Mathematics Extension 2, History Extension and Visual Arts. Studies of Religion was a new

course taken by one student this year and $33\frac{1}{3}\%$ of the candidature taking the University Distinction Courses in Comparative Literature gained a High Distinction and 100% Philosophy students gained a High Distinction or a Distinction.

Course	Band 5/6 %	State 5/6 %
Ancient History	100	37.32
Biology	41.17	31.52
Business Studies	52.16	31.72
Chemistry	37.49	38.29
Design & Technology	90	35.17
Drama	71.42	48.42
Economics	59.99	47.22
English Standard	36	5.95
English Advanced	86.94	49.39
English Extension 1	100	83.91
English Extension 2	100	81.97
French Continuers	57.13	60.86
Food Technology	55.55	28.76
Geography	60	47.88
German Continuers	0	51.32
Hospitality	33.32	23.5
Information Processes & Technology	50	17.2
Japanese Beginners	100	37.98
Japanese Continuers	0	54.65
Legal Studies	90.31	41.89
General Maths	33.87	25.67
Mathematics	55.55	44.81
Maths Extension 1	83.33	81.61
Maths Extension 2	100	90.39
Modern History	64.7	41.6
History Extension	83.33	72.46
Music	62.5	53.94
PD/Health/PE	28.56	32.22
Physics	45.45	32.78
Studies of Religion	100	55.97
Textiles & Design	71.42	53.41
Visual Arts	100	51.96

Reporting Area 4: Professional Learning and Teacher Standards

Description of the Professional Learning Activity	No. of Staff Participating
1. Pastoral Care	5
2. Fire Safety (OH&S)	71
3. Recertification of First Aid –Royal Life Saving Organisation	1
4. Interactive Whiteboards	21
5. Creative Arts	16
6. Literacy	8
7. ICT	18
8. Numeracy, Mathematics	22
9. Science	15
10. Special Needs	15
11. HSIE	22
12. English	8
13. PD/H/PE	7
14. TAS	23
15. Languages	6
16. Careers	13
17. Accreditation/Mentoring of New Teachers	9
18. Assessment & Curriculum Development	20
19. Junior School Creative Arts	1
20. Leadership	15
21. Christian Studies/Chapliancy	8
22. Personal Development/Voice Control	4
23. Professional Development/Library	3
24. Classroom Diversity	12
25. OH&S	1
26. MBA	1

Total cost for Staff Professional Development is \$59,983.67

Average cost of Teacher Professional Development: \$173.87 + relief

Cost of Casuals to replace staff on P.D.:

Primary	\$4402
Secondary	<u>\$5680</u>
Total	\$10,082

Details of all Teaching Staff

Category	No. 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	89
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

Reporting Area 5: Teacher Attendance and Retention Rate

Average teacher attendance	96.87%
Retention of teachers	92.9%

Reporting Area 6: Student Attendance & Retention Rates in Secondary Schools

Average attendance	K-6	96.76%
	7-12	95.15%

This number is similar to previous years. Majority of absences are due to student illness.

Retention rates

94% of the 2006 Year 10 cohort completed Year 12 at the school

6% continued their school education elsewhere

This is slightly higher than the two previous years

Reporting Area 7: Post School Destinations

Year 12	Further study	}	100%
	Work force		
Year 11	University foundation courses		1%
	TAFE		1%
	To another school		2%
	Interstate		1%
Year 10	To another school		6%
	TAFE		2%

Reporting Area 8: Enrolment Policies and Profiles

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, the 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

1. All applications should be processed within the school's enrolment policy
2. Interview by Principal or other delegate.
3. Consider each applicant's interview responses regarding their ability to support the school's ethos.
4. 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.
5. Identify any strategies which need to be put into place to accommodate the applicant before a decision regarding the enrolment is made.
6. Inform the applicant of the outcome.

Student Population

The school has 896 students of whom 555 are enrolled in the Secondary School and 341 in the Junior School. As it is a comprehensive school, the students come from a wide range of backgrounds, including language background other than English, plus a number of students with special needs. In addition, the school enrolls a small number(16) overseas students in the secondary areas.

Reporting Area 9: School Policies

Danebank is committed to maintaining a safe and just environment for all its members.

Policy	Changes in 2008	Access to full text
Child protection policy encompassing <ul style="list-style-type: none"> • Definitions and concepts • Legislative requirements • Preventative strategies • Reporting and investigating "reportable conduct" • Investigation processes • documentation 		Issued to all staff and members of School Council. Copies available on request at the senior school office.

<p>Security Policy encompassing</p> <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 	<ul style="list-style-type: none"> • Updated O H & S • Lockdown procedures ongoing. Lockdown requisites for all classrooms commenced 	<p>Full text in Staff Handbook, on intranet. Copies are available at the senior school office.</p>
<p>Supervision Policy encompassing</p> <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 	<ul style="list-style-type: none"> • Risk Assessment Policy and Procedure 	<p>Full text in Staff Handbook on school intranet</p>
<p>Codes of Conduct Policy encompassing</p> <ul style="list-style-type: none"> • Code of Conduct for Staff and Students • Behaviour Management • Role of Student Leadership System 		<p>Full text in Student Diary, Staff Handbook, School Website</p>
<p>Pastoral Care Policy encompassing</p> <ul style="list-style-type: none"> • The Pastoral Care system • Availability of and access to special services such as counselling • Health care procedures • Critical incident policies • Homework policy 	<ul style="list-style-type: none"> • Responsible Use of the Internet Policy updated • Complaints & Grievances Policy updated 	<p>Full text in Staff Handbook Text of Health and Homework Policy</p> <ul style="list-style-type: none"> • Student diary • School website
<p>Communication Policy encompassing</p> <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 		<p>Full text contained in</p> <ul style="list-style-type: none"> • Staff Handbook • Student Diary

Policies for Student Discipline

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 are 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

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.

Reporting Area 10: School Determined Improvement Targets

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

Achievement of priorities from 2007

Area	Priorities	Achievements
Teaching and Learning	Continuing commitment to ESL and learning support in K-12	Improved outcomes for students in Naplan testing and improved ESL and literacy outcomes seen in HSC results in English.
	Integration of ICT into the curriculum.	Improved student outcomes demonstrated in the 2007 School Certificate.
	Continued commitment to literacy and numeracy	Strong Naplan results
	Continue the up-skilling of all staff in ICT and its integration into the curriculum for K-12	All staff were involved throughout the year.
Student Achievements	Differentiation of Curriculum for Gifted & Talented and Learning Needs in K-12	Results of accelerated Science class in School Certificate and HSC were outstanding as was accelerated Mathematics student
Student Welfare	Review of: Complaints and Grievances Policy K-12 Responsible Use of Internet Policy	Included in Student Welfare policies and on School Intranet
	Institute a new Year 11 Student Leadership Program.	Years 7-10 Bond classes involved with student leaders. Evaluated and looked at modifications made for 2009
	New Students to be helped regardless of their year	New Student Leader responsible for this as part of Year 11 Leadership Team
Staff Development	Raising awareness of Internet usage/misuse Marketing the School School Pedagogy re Christian perspective.	All teaching staff involved
	New Curriculum for Science K-6	Junior School involved in introducing new units of work.
Facilities and Resources	Further installation of Interactive Whiteboards and staff training.	Enhanced programming and use of technology in teaching.
	Upgrade and replace laptops for staff and computers in classrooms	All staff involved and all classrooms had a least one computer installed
	Commence building of Performing	Progressing and will be

	Arts Centre	completed in 2009
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Priorities for 2009

Area	Priorities
Teaching and Learning	<ul style="list-style-type: none"> • Continue to develop the use of computer technology for all students and staff. • Continue commitment to literacy and numeracy. • Provide learning support, ESL and gifted and talented programs
Student Welfare	<ul style="list-style-type: none"> • Continue with Year 11 Leadership Program • Anti-Bullying Policy review including Cyber Bullying • Continuing OH&S update • Personal Electronic Devices Policy to be formulated • Service Learning
Staff Development	<ul style="list-style-type: none"> • Focusing on Resilience and Academic Resolve for both students and staff • Service Learning • Dealing with anxiety disorders in young people • Christian Ethics
Facilities and Resources	<ul style="list-style-type: none"> • Virtualise and consolidate servers • Additional computers for student use (including Commonwealth Grant from Digital Education Revolution) • Implement a managed wireless network for NSSCF laptops • Completion and occupation of Performing Arts Centre • Installation of additional interactive whiteboards

Reporting Area 11: Initiatives Promoting Respect and Responsibility

Students are taught to exercise respectful behaviour as part of the Christian faith upon which the school is built. In the Junior School all K-6 Key Learning Areas present non-sexist, multicultural and Aboriginal perspectives 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.

Leadership programs train students to accept responsibility within the school community through K-Team, House Leaders and Monitors (K-6), SRC, Christian Student groups, Bond Leaders and Peer Support.

Reporting Area 12: Parent, Student and Teacher Satisfaction

A survey of parents of Kindergarten and those new to Junior School is conducted annually. Areas covered in the survey were:

- Learning
- Junior School Environment
- School activities
- Travel.

In 2008 the strongest satisfaction was with: professionalism and dedication of the teachers; the way students are taught and the interesting and challenging work; standards of behaviour; the wide range of opportunities and the swift and appropriate way bullying is dealt with.

An annual survey of parents and students of Year 7 is conducted, covering responses of satisfaction with

- Learning and teaching
- The amount of homework and exam results
- Secondary school environment (peers, student leaders, teachers, admin. staff, classroom rules, bullying, canteen)
- School activities.

Greatest concerns were still with a heavy backpack (this will be addressed in 2009) and travelling to/from school.

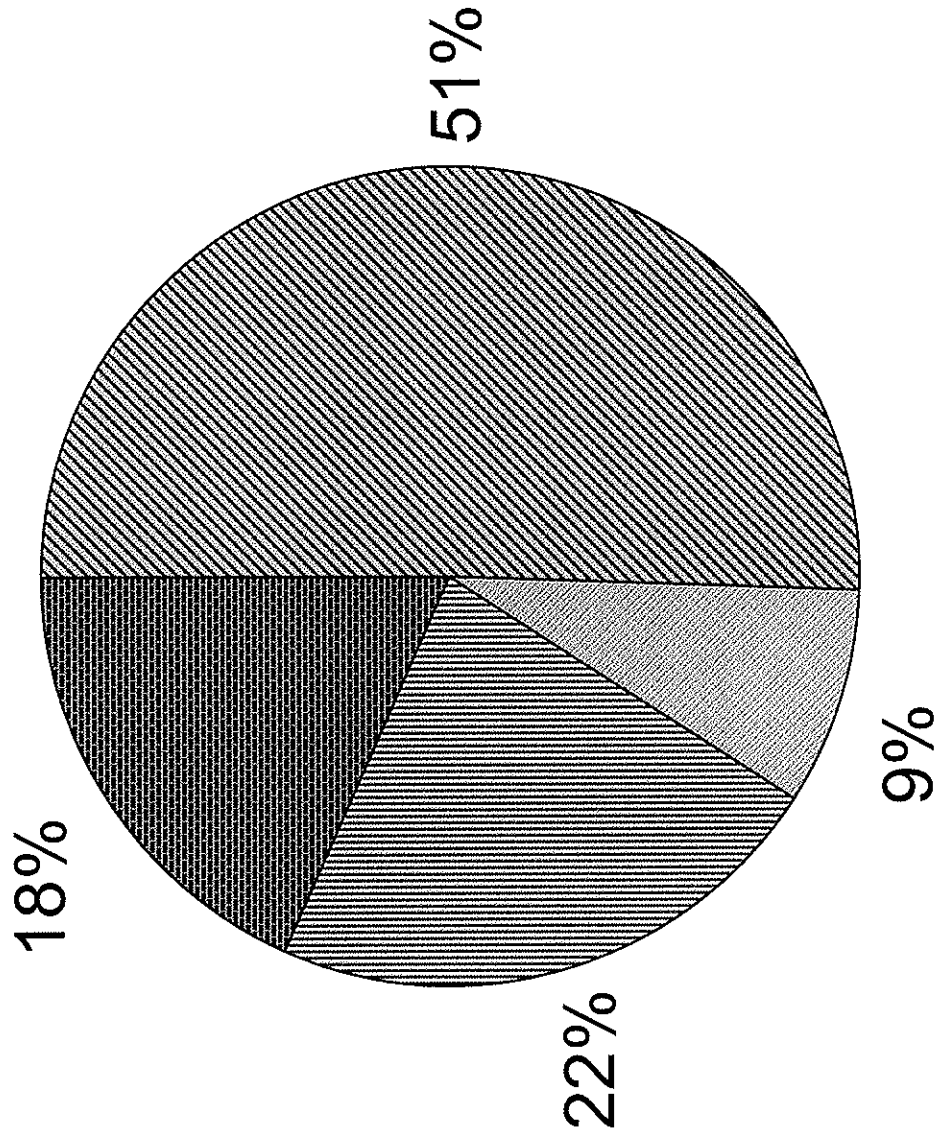
The greatest satisfaction was with the friendly environment that allows friendships to grow, the helpful teachers and the many opportunities that are presented to the students. It was noted that both parents and students were pleased with the different teaching tools and progressive teaching techniques being used in Mathematics that encourages students to extend themselves.

Senior Students have expressed appreciation of skilled, encouraging and dedicated teachers, the Pastoral Care program, the size of the school, the facilities.

Staff have provided positive input into the development of the latest Five Year Plan. From surveys and discussions with Senior Staff, there is general satisfaction in all areas of school. The school addressed issues of concern by staff in areas such as part time employment and job sharing .

Reporting Area 13: Summary Financial Information (on next page)

Income



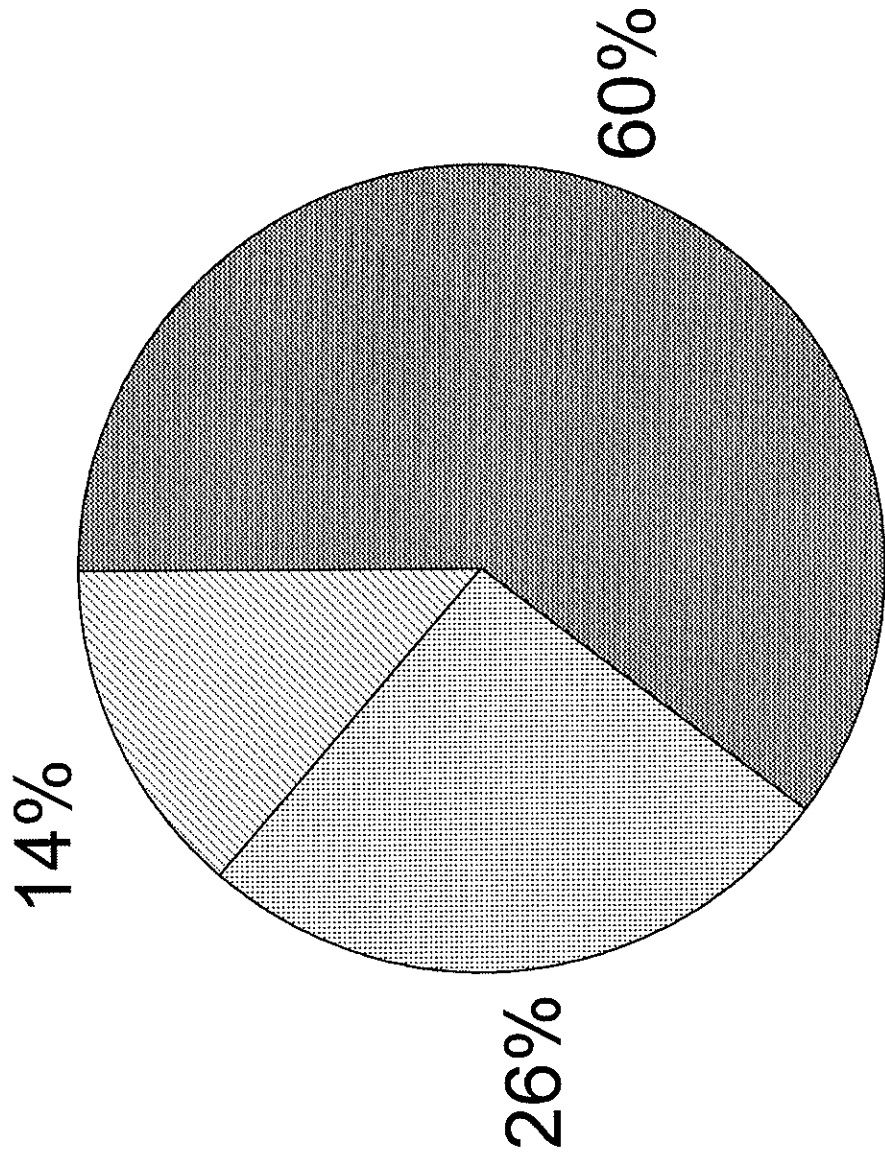
▨ Fees and private income

▩ State recurrent grants

▧ Australian Gov't recurrent grants

▦ Other capital income

Expenditure



Salaries, allowances and related expenses

Non-salary expenses

Capital expenditure