



ANNUAL REPORT 2004

LAKES GRAMMAR

AN ANGLICAN SCHOOL

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PRINCIPAL'S MESSAGE

Lakes Grammar - An Anglican School opened on 2 February 2004 after a race to complete the buildings in time for the start of the school year. There were 156 foundation students in Kindergarten to Year 2 and Years 7-12 who were the school's pioneers along with the staff in the establishment of a new school of the Anglican Diocese of Newcastle. Thanks must go to the Diocese and the planning group it established to prepare the way for this new school. We give all our thanks also to God, who has blessed this new school in many ways and to whom we look in faith for the school's future.

2004 was an extremely busy year for the staff as we worked together to develop routines, policies and structures; to provide pastoral care and good teaching, as well as continue to plan the further development of the school. It is to the credit of our staff, students and parents that we persevered through the inevitable teething problems to become a vibrant and active school community.

The choice of location for the school, in the midst of a rapidly growing region of the Central Coast, has borne fruit, with enrolments increasing enough to provide two Kindergarten classes in 2005 and two Year 7 classes to be formed in 2006. The School Board has planned for a school with two streams in K-6 and three in Years 7-12, with the flexibility to increase the number of streams if demand for the extra places is sustained.

The distinctive uniform of our school is just one of the many ways in which our students have begun to make an impression in the community and in the wider educational community. Students, whether in groups or as individuals, had many successes during 2004 across areas as diverse as sport, robotics, model solar cars, performing arts, health promotion and of course in academic pursuits.

In 2004 our school underwent a Board of Studies inspection for Years K-2 and 7-12. We received the maximum period of registration and accreditation possible as a result of this, thanks to the hard work and dedication of our staff.

The spiritual life of our school has been nurtured by our chaplains, Father Stephen Pullin and Reverend Robyn Pullin, of the Parish of Gorokan. As an Anglican school, the education of our students in the Christian faith with the encouragement to act personally and corporately out of a faith foundation is central to our purposes. I trust that many in our school community will join us in that challenging journey.

Michael Hannah
Principal

An Anglican School in the Diocese of Newcastle



SCHOOL PERFORMANCE IN STATEWIDE TESTS AND EXAMINATIONS

Higher School Certificate Results

Lakes Grammar, given that it was in its first year, had a small cohort of 11 students sit for the Higher School Certificate. This group size means that any statistical analysis of results will lack any real significance. The school was pleased, though, that one student managed a placing on the state order of merit listing (for Extension 2 English) and that 7 students received results of Band 4 or better.

School Certificate Results

In three of the four School Certificate tests our students performed above state average. In English - Literacy 75% were placed in bands 4-6 compared with 70.28% statewide; in Science the figure was 70% compared with 68.58% statewide; in Mathematics 50% of our students were placed in bands 4-6 compared with 52.5% statewide; in Geography the figure was 65% compared with 60.62% and in History we had 70% of our students in those bands compared with only 55.75% statewide.

Our students also sat for the Trial Computing Skills Assessment, which will be compulsory for Year 10 from the 2006 School Certificate. In four of the five computing skill areas our students scored above the state mean.

Test	No. of students	Performance band achieved by %	
		Bands 3-6	Bands 1-2
English - Literacy	20	80%	20%
Science	20	80%	20%
Mathematics	20	85%	15%
Australian Geography, Civics and Citizenship	20	90%	10%
Australian History, Civics and Citizenship	20	80%	20%

English Language and Literacy Assessment (ELLA)

In 2004 all Year 7 students participated in state-wide literacy testing.

In the English Language and Literacy Assessment (ELLA) students performed above the state mean in each of the three components of writing, reading and language. 100% of Year 7 students achieved at proficient level or above in writing, reading and language. Of particular interest was that 47% of Year 7 students achieved at high level for writing and reading and 53% of Year 7 students achieved at high level for language.

Table 1: ELLA Results – percentages Proficient or above

2004	%
Writing	100%
Reading	100%
Language	100%

Levels: low, elementary, proficient, high

Secondary Numeracy Assessment Program (SNAP)

In 2004 all Year 7 students participated in the Secondary Numeracy Assessment Program (SNAP).

The results of the testing were above state average, with 100% of students achieving at the elementary level or above compared with 95% statewide. The percentage of students achieving at the highest level (25%) is comparable with the state (24%), however the school performed well in the next band with 55% of students in the proficient band compared with 42% in the state.

Secondary Numeracy Assessment Program (SNAP) Summary of Results – Year 7, 2004	
	School % (State %)
High Achievement	25 (24)
Proficient Achievement	55 (42)
At or above Elementary	100 (95)

Basic Skills Tests

In 2004 Lakes Grammar did not have Years 3-6 so no Basic Skills tests were undertaken by our students.

DETAILS OF TEACHING STAFF

Teaching staff of independent schools must satisfy certain requirements in regard to their training and qualifications. Three categories have been identified by the Board of Studies. The categories and the number of teachers employed either full-time or part-time at Lakes Grammar in 2004 in each category are shown in the table below.

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.	17
Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications.	0
Teachers who do not have qualifications as described in (a) and (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context.	0

RETENTION RATES

As 2004 was the first year of operation for Lakes Grammar it is not possible to report on the retention rate for secondary students between 2003 and 2004.

ENROLMENT POLICY

Lakes Grammar is a comprehensive co-educational school providing an education underpinned by the Christian teaching and values of the Anglican Church of Australia as practised in the Anglican Diocese of Newcastle. All applications will be processed in order of receipt and consideration will be given to the applicant's 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 all students are expected to support the school's ethos and comply with school rules to maintain the enrolment.

Enrolment Procedures

1. All applications to be processed within the school's enrolment policy.
2. Consider each applicant's supporting statement / interview responses regarding their ability and willingness to support the school's ethos.
3. Consider each applicant's educational needs. To do this, the school will need to gather information and consult with the parents/family and other relevant persons.
4. Identify any strategies which need to be put into place to accommodate the applicant before a decision regarding the enrolment is made.
5. Inform the applicant of the outcome.

Student Population

At the August enrolment census in 2004 the school had 153 students. 45 were in Kindergarten to Year 2 and 108 in Years 7-12. There were 80 boys and 73 girls. As Lakes Grammar is a comprehensive school, our students come from a wide range of backgrounds.

SCHOOL POLICIES

Student Welfare and Discipline Policies

It is important that students feel safe and supported at school. This involves not just support in matters of welfare for students, but assisting students to respect themselves and others and to take responsibility for their own actions. A Christian view of the human person informs our policy-making in this area. In this regard the following statements encompass, broadly, the School's view of welfare and discipline:

Everyone has a right to be treated with respect and courtesy.

1. The development of a healthy self-concept in students is a major prerequisite for a student's well being.
2. A teacher's task is to assist students develop a sound worldview as well as a positive view of their place in the community. In doing this teachers not only curb inappropriate behaviour, but promote constructive and positive behaviour.
3. Discipline means guiding a child towards self-control and self-direction, helping them develop responsibility for their own actions.
4. As a school, we work with the home and the community to assist our students to become responsible citizens.
5. The values of honesty, co-operation, tolerance, peace, justice and compassion are held as the basis for developing self-disciplined, responsible citizens.

To assist the school to achieve its aims in providing for a student's welfare, the following policies were in place in 2004.

Policy	Changes in 2004	Access to full text
<p>Child Protection Policy encompassing</p> <ul style="list-style-type: none"> • definitions and concepts • legislative requirements • preventative strategies • reporting and investigating "reportable conduct" • investigation processes • documentation 	<p>Policy re-drafted in light of changes to legislation in 2003.</p>	<p>Issued to staff. Parents may request a copy by contacting the Principal.</p>
<p>Security Policy encompassing</p> <ul style="list-style-type: none"> • procedures for security of the grounds and buildings • use of grounds and facilities • emergency procedures • travel on school-related activities 	<p>Risk management procedures refined.</p>	<p>Full text in Staff Handbook. Parents may request a copy by contacting the Principal.</p>
<p>Codes of Conduct Policy encompassing</p> <ul style="list-style-type: none"> • Code of conduct for staff and students • Behaviour management 		<p>Full text in Student Diary (Student Code of Conduct); Student Welfare: Guidelines and Procedures Policy. Staff Handbook.</p>

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 delegated by the school. Where disciplinary action is required consequences 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 provides processes based on procedural fairness.

The full text of the school's discipline policy and associated procedures is accessible to members of the school community through:

- The Student Welfare: Guidelines and Procedures Handbook
- The Student Diary

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 brochure, "Home-School Communication" and the Board Handbook.

School-determined Improvement Targets

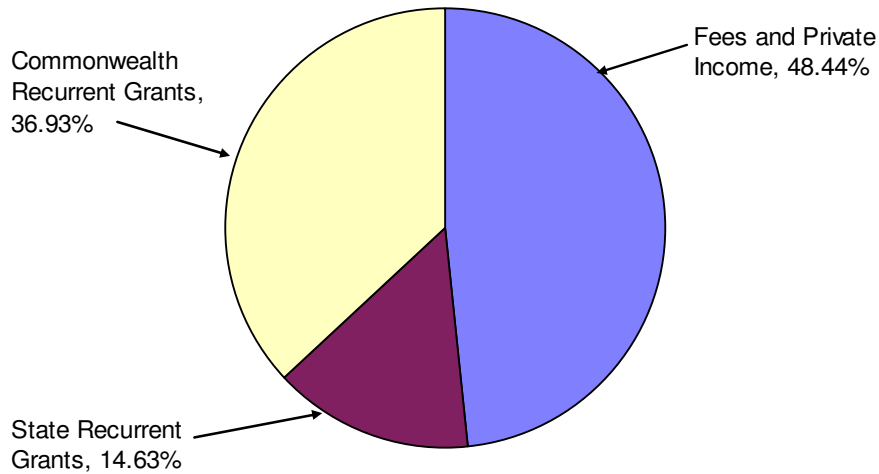
The following areas were identified as priority areas for continued improvement in 2005. It is not possible to comment on achievement of priority areas during 2004 as this was the year of the school's establishment. An outline of achievements in the following priorities will be reported in the next Annual Report.

Area	Priorities
Board Governance	Development of a mission statement and strategic plan for the school.
Teaching and learning	Improved identification of needs and intervention strategies in literacy of secondary students.
Staff professional development	Cross-curricular literacy strategies in Years 7-12. Introduction of the Quality Teaching Framework.
Facilities and resources	Addition of new classrooms for K-6 classes. Upgrade of playing field. Installation of air conditioning throughout the school.
Student welfare	Improve the Awards system by making the criteria more objective and transparent. Introduce Student Representative Council.

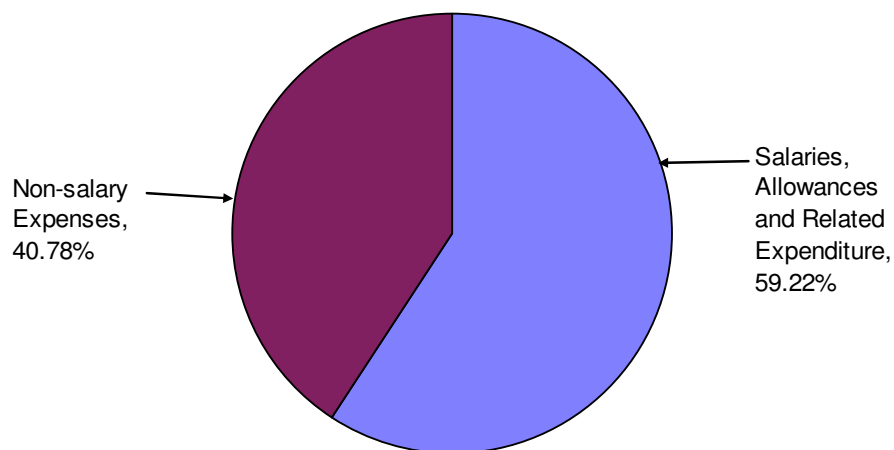
Summary Financial Information

The pie charts below show the school's income and expenditure, both recurrent and capital, in terms of the proportions received from all sources and expended in all areas.

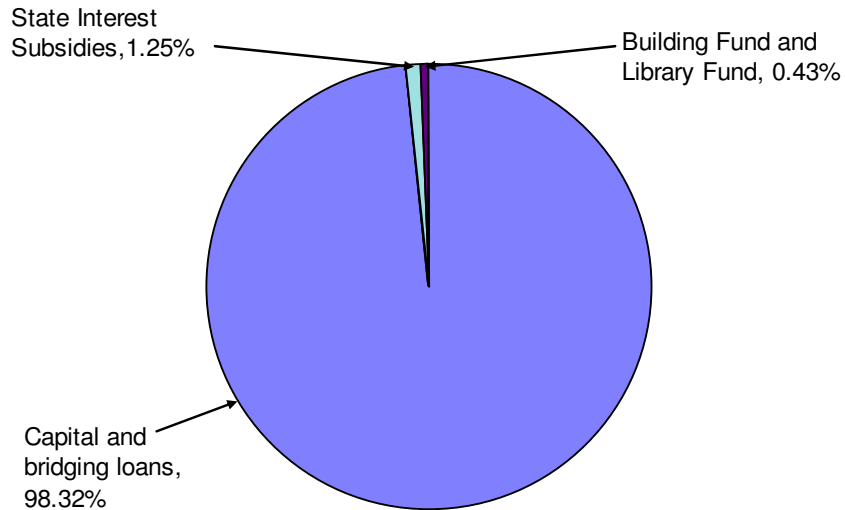
Income - Recurrent Purposes



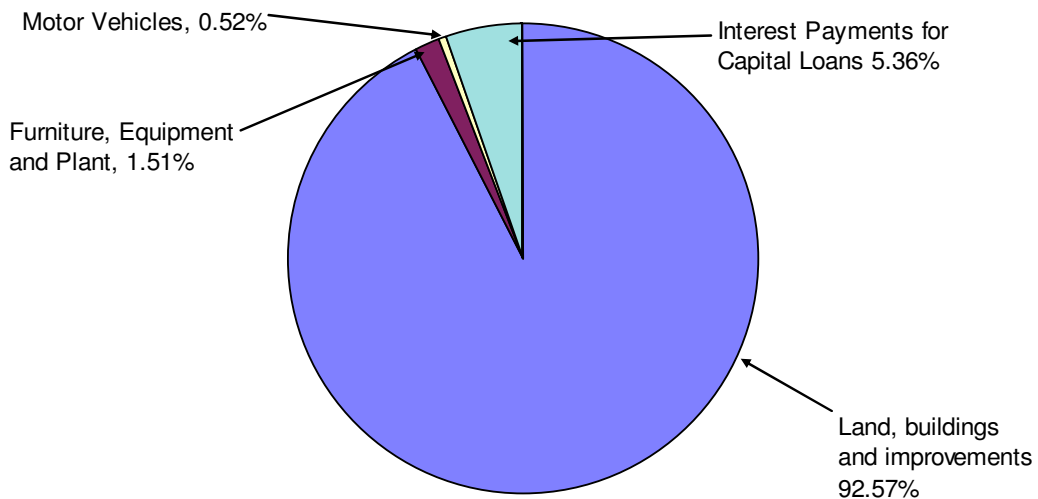
Expenditure - Recurrent Purposes



Income - Capital Purposes



Expenditure - Capital Purposes



This concludes the 2004 Annual Report for Lakes Grammar - An Anglican School. The report is available on the school's web site or in hard copy from the school office. If you have any questions about the contents of this report please feel welcome to contact the Principal.