



ANNUAL REPORT 2005

LAKES GRAMMAR

AN ANGLICAN SCHOOL

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PRINCIPAL'S MESSAGE

2005 was another significant year in the early history of Lakes Grammar - An Anglican School. At the beginning of 2005 classes in Years 3 to 6 were opened. 64 students from the now closed Lakes Anglican Grammar School enrolled at Lakes Grammar along with a number of students from other schools. The school therefore became a Kindergarten to Year 12 school in only two years. This is very unusual among independent schools as they usually start with K-6 or 7 and then grow by one year level per year.

In order to accommodate the long-term goal for class numbers in K-6 the School Board agreed in 2004 to expand the facilities in the Junior School. In the first half of 2005, eight new classrooms were constructed, a uniform shop and PE storeroom, new staff car park and two multi-purpose courts. As well, the field was up-graded and the whole school was air-conditioned. As those new facilities were nearing completion, planning of Stage 2 - the first stage of the Senior School - was also being undertaken in preparation for its construction during 2006.

With the arrival of Years 3 to 6 we were required to undergo a Board of Studies inspection for those years. As with the inspection for the rest of the school in 2004, the inspectors were very happy with our offering and we easily met all the Board's requirements. As a result the school will not be inspected by the Board again until 2009.

Another highlight of 2005 was the opening of the Canteen in June. This was staffed by a volunteer supervisor and many other parent and grandparent volunteers. The students took to the canteen with relish, making it a highly successful venture of the Parents and Friends Association. A notable feature of the canteen is that it has adopted the NSW Healthy School Canteen Strategy.

Again in 2005 the school relied on parent and grandparent volunteers for many of its activities. For a young and growing school the work of volunteers is essential and I thank all those who have helped us in a volunteer capacity since we opened.

As a school of the Anglican Diocese of Newcastle we maintain a close relationship with the Diocese and the local parish of Gorokan. The Christian education and nurture of our students is central to our purposes. We wish to encourage our students to love God "with all your heart, with all your soul, with all your mind and with all your strength" and to "love your neighbour as yourself" (Mark 12:30-31).

Michael Hannah
Principal



SCHOOL PERFORMANCE IN STATEWIDE TESTS AND EXAMINATIONS

Higher School Certificate Results

In 2005, 15 students sat for the Higher School Certificate in 21 Subjects.

The small number of students in each course makes it difficult to do any significant comparisons against state averages, however, we were pleased that 9 of our students achieved a total of 21 band 5 results or better.

Subject	Number of students	Performance band achievement by %	
		Bands 3 - 6	Bands 1 - 2
Biology	2	100	0
Business Studies	7	100	0
Chemistry	6	100	0
Design & Technology	3	100	0
English (Standard)	3	100	0
English (Advanced)	12	100	0
English Extension 1	7	14	86
English Extension 2	5	80	20
Food Technology	1	100	0
Geography	4	100	0
General Mathematics	6	100	0
Mathematics	6	67	33
Mathematics Extension 1	3	67	33
Modern History	5	100	0
PDHPE	2	100	0
Physics	5	100	0
Society and Culture	1	100	0
Visual Arts	5	100	0
Hospitality	2	100	0
Entertainment	1	100	0
Information Technology	1	100	0

School Certificate Results

In 2005, 26 students sat for the School Certificate and in three of the five School Certificate tests our students performed above state average.

In English Literacy 81% of Lakes students were placed in Bands 4, 5 or 6 compared with 68% of the state. No students at Lakes scored a Band 1 or 2 in English.

In Mathematics 38% of Lakes students were placed in Bands 4, 5 or 6 compared with 51% of the state. One student scored a Band 2 in Mathematics and no student scored a Band 1.

In Science 81% of Lakes students were placed in Bands 4, 5 or 6 compared with 69% of the state. No students at Lakes scored a Band 1 or 2 in Science.

In Australian Geography, Civics and Citizenship 81% of Lakes students were placed in Bands 4, 5 or 6 compared with 60% of the state. No students at Lakes scored a Band 1 or 2 in Australian Geography, Civics and Citizenship.

In Australian History, Civics and Citizenship 85% of Lakes students were placed in Bands 4, 5 or 6 compared with 64% of the state. No students at Lakes scored a Band 1 or 2 in Australian History, Civics and Citizenship.

Subject	Number of students	Performance band achievement by %	
		Bands 3 - 6	Bands 1 - 2
English Literacy	26	100	0
Mathematics	26	96	4
Science	26	100	0
Australian History	26	100	0
Australian Geography	26	100	0

Secondary Numeracy Assessment Program (SNAP)

In 2005 our Year 7 students participated in the Secondary Numeracy Assessment Program (SNAP) for numeracy testing and the results are summarized in the table below:

SNAP Results – Year 7

Strand	Percentage of students at Lakes who achieved the top 2 grades	State Percentages
Numeracy	71	65
Number	57	60
Measurement	83	70
Space	75	67
Data	57	64
Numeracy Problem Solving	63	62

English Language and Literacy Assessment (ELLA)

In 2005 all Year 7 and Year 8 students participated in state-wide literacy testing.

Year 7

In the English Language and Literacy Assessment (ELLA) Year 7 test students performed above the state mean in the reading component but 1% below the state mean in the language and writing component. 84% of Year 7 students achieved at a proficient level or above in writing and reading. 80% of students achieved at a proficient level or above in language.

Table 1: ELLA Results (Year 7) – percentages Proficient or above

2005	%
Writing	84%
Reading	84%
Language	80%

Levels: Low, Elementary, Proficient, High

Year 8

In the English Language and Literacy Assessment (ELLA) Year 8 test students performed above the state mean in each of the three components in writing, reading and language. 95% of Year 8 students achieved at a proficient level or above in writing, reading and language. Of particular interest was that 84% of Year 8 students achieved at high level for reading and language and 68% of Year 8 students achieved at high level for writing.

Table 1: ELLA Results (Year 8) – percentages Proficient or above

2005	%
Writing	95%
Reading	95%
Language	95%

Basic Skills Tests - Year 3

Aspects of:	Percentage of Lakes students in top two bands	Percentage of State in top two bands
Literacy	39%	42%
Numeracy	52%	46%
	Percentage of Lakes students in bottom two bands	Percentage of State in bottom two bands
Literacy	21%	26%
Numeracy	28%	24%

Basic Skills Tests - Year 5

Aspects of:	Percentage of Lakes students in top two bands	Percentage of State in top two bands
Literacy	47	40
Numeracy	65	51
	Percentage of Lakes students in bottom two bands	Percentage of State in bottom two bands
Literacy	0	6
Numeracy	5	6

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 2005 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.	26
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

The school opened in 2004. To calculate retention rates between 2004 and 2005 the Year 7 2004 cohort was selected. The apparent retention rate is calculated by a simple comparison of total enrolments at the same date in both years. The apparent retention rate for 2004/5 for this cohort was 118%. In other words total enrolments grew between Year 7 and Year 8.

The actual retention rate reflects which individual students remained enrolled at the second census date. The actual retention rate for 2004/5 for this cohort was 90%. Two students left at the end of Year 7 but a number of new students enrolled for Year 8.

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. This includes an interview with the Principal or his delegate.
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.

The school is mindful of and complies with the Disability Discrimination Act.

Student Population

At the August enrolment census in 2005 the school had 301 students. 174 were in Kindergarten to Year 6 and 127 in Years 7-12. There were 143 boys and 158 girls from Kindergarten to Year 12. As Lakes Grammar is a non-selective comprehensive school, our students come from a wide range of backgrounds and include a number of students with special needs.

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 2005.

Policy	Changes in 2005	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 2005.</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. These include identification of hazards, assessment of risks and mitigation of risks.</p> <p>Emergency evacuation procedures evaluated.</p> <p>All excursions and other travel-related activities require risk management procedures as part of preparation and approval.</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>Nil</p>	<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 (on request from the Principal)
- 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 included below and is also provided in the brochure, "Home-School Communication" and the Board Handbook.

RESOLVING PROBLEMS

Lakes Grammar is a community that consists of students, staff, parents/caregivers and school Board. A community is based on relationships. In order for our school community to function well and with a united purpose it is vital that relationships between individuals are healthy. The section above outlines the structure of responsibilities within the staff of the school so that you may know whom to contact in certain circumstances. The following section outlines several steps that are designed to protect the health of the relationships between members of the school community while attempting to resolve problems or concerns. They are based on Christian principles.

Step 1: Talk with the person with whom you have a problem.

In the first instance any problems or concerns should be addressed informally between the two parties involved. The aim is to find out if the problem you see is a real concern or just a problem of communication. So, a parent should discuss any concerns or complaints they may have directly with the relevant staff member in private. If this does not resolve the problem the matter may be taken to the next stage.

Step 2: If you can't resolve the problem, involve another person.

In this step you would take the matter to the staff member's immediate supervisor. In our school's structure, for a teacher, this would be the relevant co-ordinator. If this does not resolve the problem it should be referred to the Deputy Principal. If all these steps fail to resolve the matter please contact the Principal.

Step 3: Parents access the Board only through the Principal.

If you believe that a matter has not been resolved at the above levels you may believe that the matter is important enough to request the Board's advice. Please address any letter to the Chairman of the Board via the school. It is not appropriate for a parent to approach or canvass an individual member of the Board. Any Board member who is approached directly with a complaint will not enter into discussion on the subject but will merely request that the matter be addressed through the appropriate channels as outlined in this policy.

If, after the above steps have been taken and parents consider that the matter has not been resolved to their satisfaction, it would be appropriate for them to review their continuation as members of the school community.

Maintain confidentiality about any matters discussed.

In order to preserve the dignity of all involved please keep confidential any problems discussed. Gossip or rumours will only harm relationships and ultimately the school. If you have complaints please use the channels described above. It will only harm our school if you discuss them with people who are outside the school community and it may damage individuals' reputations if you discuss such matters with others within the school community.

School-determined Improvement Targets

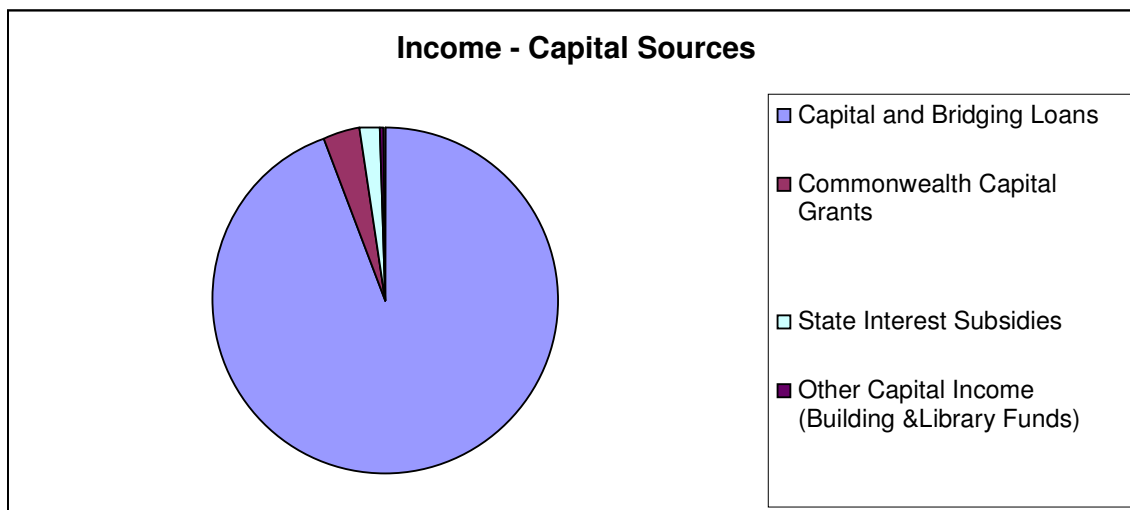
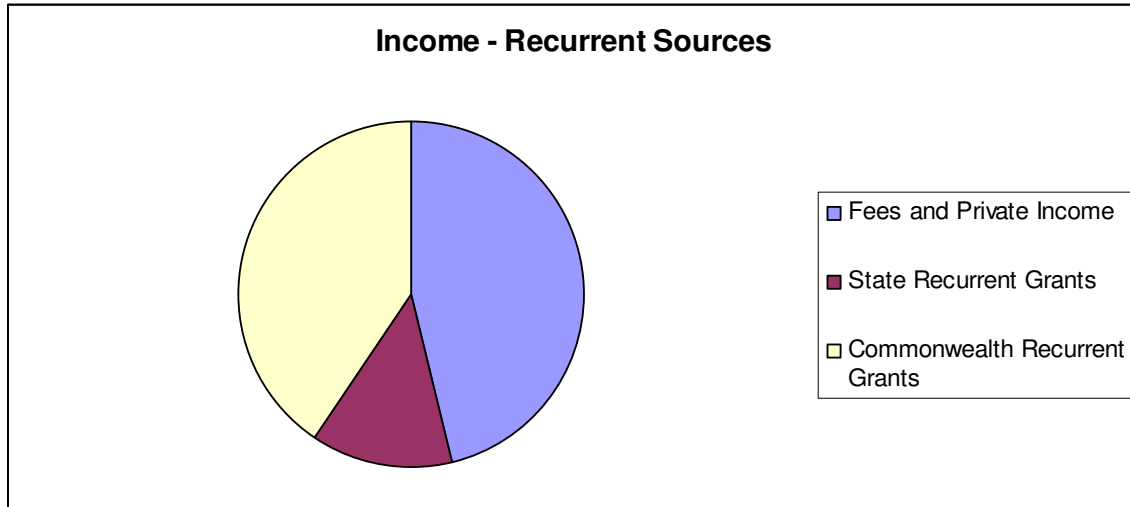
The following areas were identified as priority areas for continued improvement in 2005.

Area	Priorities	Achievements in 2005
Board Governance	Development of a mission statement and strategic plan for the school.	Development of a Board Governance Handbook for Board members.
Teaching and learning	Improved identification of needs and intervention strategies in literacy of secondary students.	New program begun in English teaching to improve students' comprehension. Support Teacher employed to assist students with learning difficulties.
Staff professional development	Cross-curricular literacy strategies in Years 7-12. Introduction of the Quality Teaching Framework.	Quality Teaching Framework (QTF) introduced to whole staff. English Faculty implement QTF. Staff up-dated on Child Protection Policy and Procedures.
Facilities and resources	Addition of new classrooms for K-6 classes. Upgrade of playing field. Installation of air conditioning throughout the school.	New classrooms for Years K-6 were completed. Playing field upgraded and Multi-purpose courts constructed. Whole school air-conditioned. Planning for Stage 2 (Senior School) completed.
Student welfare	Improve the Awards system by making the criteria more objective and transparent. Introduce Student Representative Council (SRC).	A new Awards of Excellence structure was developed and included in student diaries for 2005 implementation. Revised for 2006 diaries. SRC commenced.

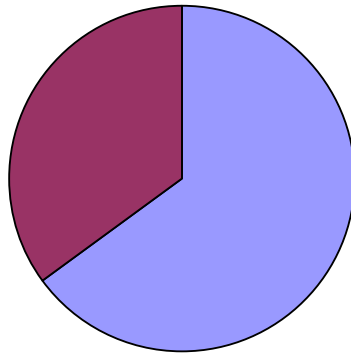
Summary Financial Information

Lakes Grammar maintains all relevant data and complies with reporting requirements of the NSW Minister for Education, Science and Training. This reporting includes public disclosure of the educational and financial performance measures and policies of the school as they are required from time to time.

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.

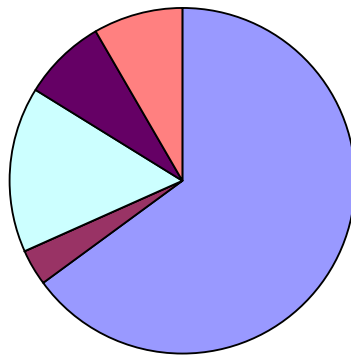


Expenditure - Recurrent Purposes



- Salaries, allowances and related expenditure
- Non-salary expenses

Expenditure - Capital Purposes



- Land, Buildings and Improvements
- Furniture, Equipment and Plant
- Motor Vehicles
- Interest Payments for Capital Loans
- Repayment of Loan Principal
- Other Capital Expenditure

This concludes the 2005 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.